

WILD Correlations: LANGUAGE ARTS GRADE K

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.1.1 Demonstrate an emerging understanding of basic English usage, mechanics, spelling, and sentence structure.</p>	
<p>GLE 0001.1.2 Employ a variety of strategies to decode words and expand vocabulary.</p> <p>GLE 0001.1.3 Develop and maintain phonological awareness.</p> <p>GLE 0001.1.4 Begin to explore the alphabetic principle.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p> <p>What's That, Habitat?, W56 - Students make drawings to learn the words used for the components of “habitat” and write simple sentences to describe what a habitat is.</p>

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p>GLE 0001.2.2 Develop critical speaking skills essential for effective communication.</p>	<p>Animal Charades, W280 - Students use charades to distinguish between wild and domesticated animals.</p>

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.3.1 Use basic knowledge of simple capitalization and punctuation rules.</p> <p>GLE 0001.3.2 Employ a variety of strategies to generate story ideas.</p> <p>GLE 0001.3.3 Compose simple stories with teacher assistance.</p> <p>GLE 0001.3.4 Evaluate own and group writing using a simple classroom rubric.</p> <p>GLE 0801.3.4 Refine strategies for editing and revising written work.</p>	

Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.4.1 Define and narrow a research question appropriate to grade level and ability.</p> <p>GLE 0001.4.2 Select a source necessary to answer a research question.</p> <p>GLE 0001.4.3 Deliver an oral report on a research question.</p> <p>GLE 0801.4.4 Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.5.1 Develop an understanding of sequential events.</p> <p>GLE 0001.5.2 Recognize the relationship of actions and consequences.</p>	

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.6.1 Comprehend the main idea of informational texts.</p> <p>GLE 0001.6.2 Recognize that illustrations support information in the texts.</p>	

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.7.1 Explore a variety of media.</p>	<p>What Bear Goes Where?, W118 - Based on information on black bears, polar bears, and grizzly bears, students construct posters of the three different bear habitats, showing major habitat components and identifying bear adaptations.</p>

Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0001.8.1 Explore and experience various literary genres.</p> <p>GLE 0001.8.2 Employ a variety of basic reading comprehension strategies.</p> <p>GLE 0001.8.3 Develop reading fluency and accuracy.</p> <p>GLE 0001.8.4 Identify basic literary elements.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p> <p>And the Wolf Wore Shoes, W180 - Students divide books into those about real and those about imaginary animals and then distinguish between real and fictitious animal characteristics.</p>