

WILD Correlations: LANGUAGE ARTS GRADE 3

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.</p>	
<p>GLE 0301.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p>
<p>GLE 0301.1.3 Demonstrate knowledge of Standard English sentence structure.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.2.1 Continue to develop basic listening skills necessary for communication.</p>	
<p>GLE 0301.2.2 Continue to develop basic speaking skills necessary for communication.</p>	<p>EthiThinking, W303 - Students use photos or drawings to picture, discuss, interpret, and evaluate outdoor activities that might be harmful to wild plants and animals.</p> <p>First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals.</p> <p>First Impressions, W178 - Students report on “scary” animals.</p> <p>Habitrekking, W79 - Students prepare and present their inquiry findings.</p>

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.3.1 Write for a variety of purposes and to a variety of audiences.</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>
<p>GLE 0301.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.</p> <p>GLE 0301.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.</p>	<p>Aqua Words, AW29 - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p>

Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.4.1 Identify and narrow a grade-appropriate research topic.</p>	
<p>GLE 0301.4.2 Gather information from a variety of sources to support a research topic.</p>	<p>First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals.</p> <p>Here Today, Gone Tomorrow, W154 - Students conduct research and make a master list of threatened and endangered animals locally and/or nationally, including factors affecting the animals’ condition.</p>
<p>GLE 0301.4.3 Present research results in a simple written report.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.5.1 Develop logic skills to enhance thoughtful reasoning and to facilitate learning.</p> <p>GLE 0301.5.2 Use learned logic skills to make inferences and draw conclusions in a variety of oral and written contexts.</p>	
<p>GLE 0301.5.3 Apply learned logic skills to selections read, as well as to classroom situations.</p>	<p>Everybody Needs a Home, W59 - Students compare the way houses meet their needs to how animals' habitats meet their needs.</p>

Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.6.1 Apply appropriate reading strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies).</p>	<p>First Impressions, W178 - Students research and report orally on the environmental contributions of "scary" animals.</p>
<p>GLE 0301.6.2 Recognize the different features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>	

Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0301.7.1 Recognize that media can provide sources of information and entertainment.</p>	
<p>GLE 0301.7.2 Use media to publish and present information.</p>	<p>First Impressions, W178 - Students research and report orally on the environmental contributions of “scary” animals. Habitrekking, W79 - Students prepare and present their inquiry findings. 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 0301.8.1 Use active comprehension strategies before, during, and after reading.</p>	
<p>GLE 0301.8.2 Experience various literary genres.</p> <p>GLE 0301.8.3 Learn basic characteristics of literary genres.</p> <p>GLE 0301.8.4 Explore basic literary terms (e.g., setting, point of view, simile, metaphor, rhythm).</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>