

# WILD Correlations: LANGUAGE ARTS GRADE 1

<b>Content Standard 1: LANGUAGE</b>	
<b>Learning Expectations</b>	<b>Project WILD (W) and Aquatic WILD (AW) Correlations</b>
<p><b>GLE 0101.1.1</b> Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.</p>	
<p><b>GLE 0101.1.2</b> Employ a variety of strategies to decode words and expand vocabulary.</p> <p><b>GLE 0101.1.3</b> Develop and maintain phonological awareness.</p> <p><b>GLE 0101.1.4</b> Understand and apply the alphabetic principle.</p>	<p><b>Aqua Words, AW29</b> - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p> <p><b>What's That, Habitat?, W56</b> - Students make drawings to learn the words used for the components of "habitat" and write simple sentences to describe what a habitat is.</p>

<b>Content Standard 2: COMMUNICATION</b>	
<b>Learning Expectations</b>	<b>Project WILD (W) and Aquatic WILD (AW) Correlations</b>
<p><b>GLE 0101.2.1</b> Develop critical listening skills essential for comprehension, problem solving, and task completion.</p> <p><b>GLE 0101.2.2</b> Develop critical speaking skills essential for effective communication.</p>	

## Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0101.3.1</b> Compose simple stories with a clear beginning, middle, and end.</p> <p><b>GLE 0101.3.2</b> Employ a variety of strategies to generate story ideas.</p> <p><b>GLE 0101.3.3</b> Begin to develop topic sentences.</p> <p><b>GLE 0101.3.4</b> Evaluate own and others' writing using a simple classroom rubric.</p> <p><b>GLE 0101.3.5</b> Determine how, when, and whether to incorporate graphics in written work.</p>	

## Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0101.4.1</b> Define and narrow a research question appropriate to grade level and ability.</p> <p><b>GLE 0101.4.2</b> Select a source necessary to answer the research question.</p> <p><b>GLE 0101.4.3</b> Deliver an oral report that demonstrates a gathering of information.</p>	

## Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0101.5.1</b> Further develop an understanding of sequential order.</p> <p><b>GLE 0101.5.2</b> Recognize the relationship of actions and consequences.</p>	
<p><b>GLE 0101.5.3</b> Make inferences and draw appropriate conclusions.</p>	<p><b>Beautiful Basics, W58</b> - Students organize their lists by clustering ideas into larger themes to identify basic survival needs.</p> <p><b>Everybody Needs a Home, W59</b> - 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><b>GLE 0101.6.1</b> Follow simple directions in a short informational text.</p> <p><b>GLE 0101.6.2</b> Identify the main ideas and supporting details of informational text.</p> <p><b>GLE 0101.6.3</b> Recognize that a variety of graphics can support informational text.</p>	<p><b>Habittracks, W53</b> - Students use teacher-made maps and task cards to search for color-coded shapes representing habitat components.</p>

## Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0101.7.1</b> Explore a variety of media.</p> <p><b>GLE 0101.7.2</b> Recognize the ability of media to inform, persuade, and entertain.</p>	<p><b>What Bear Goes Where?, W118</b> - 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><b>GLE 0101.8.1</b> Explore and experience various literary genres.</p> <p><b>GLE 0101.8.2</b> Employ a variety of basic reading comprehension strategies.</p> <p><b>GLE 0101.8.3</b> Develop reading fluency and accuracy.</p> <p><b>GLE 0101.8.4</b> Identify basic literary elements.</p>	<p><b>Aqua Words, AW29</b> - Students brainstorm water words, make word trees with those words, and write poetic statements about water.</p> <p><b>And the Wolf Wore Shoes, W180</b> - Students divide books into those about real and those about imaginary animals and then distinguish between real and fictitious animal characteristics.</p>