

WILD Correlations: LANGUAGE ARTS GRADE 2

Content Standard 1: LANGUAGE	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.1.1 Demonstrate control of basic English usage, mechanics, spelling, and sentence structure.</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>
<p>GLE 0201.1.2 Employ a variety of strategies to decode words and expand vocabulary.</p>	
<p>GLE 0201.1.3 Develop and maintain phonological awareness.</p>	
<p>GLE 0201.1.4 Understand and apply the alphabetic principle.</p>	

Content Standard 2: COMMUNICATION	
Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.</p>	
<p>GLE 0201.2.2 Develop critical speaking skills essential for effective communication.</p>	

Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.3.1 Write in a variety of modes for a variety of audiences and purposes.</p> <p>GLE 0201.3.2 Employ a variety of prewriting strategies.</p> <p>GLE 0201.3.3 Organize ideas into a topic paragraph with complete coherent sentences.</p> <p>GLE 0201.3.4 Revise first drafts for clearer meaning, correct capitalization, and punctuation.</p> <p>GLE 0201.3.5 Evaluate own and others' writing.</p> <p>GLE 0201.3.6 Determine how, when, and whether to incorporate graphics in written work.</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 0201.4.1 Define and narrow a question for research appropriate to grade level and ability.</p> <p>GLE 0201.4.2 Gather relevant information to answer a research question.</p> <p>GLE 0201.4.3 Write a simple research report.</p>	

Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p>GLE 0201.5.1 Continue to develop the ability to think logically.</p> <p>GLE 0201.5.2 Apply logic in a variety of ways.</p>	
<p>GLE 0201.5.3 Make inferences and draw appropriate conclusions.</p>	<p>Beautiful Basics, W58 - Students organize their lists by clustering ideas into larger themes to identify basic survival needs.</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 0201.6.1 Follow simple multi-step directions in a short informational text.</p> <p>GLE 0201.6.2 Comprehend the main ideas and supporting details of informational texts.</p> <p>GLE 0201.6.3 Interpret the graphics that support informational texts.</p>	<p>Habittracks, W53 - 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
GLE 0201.7.1 Recognize the ability of media to inform, persuade, and entertain.	
GLE 0201.7.2 Enhance oral presentations and/or written work with a visual medium.	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.

Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
GLE 0201.8.1 Explore and experience various literary genres. GLE 0201.8.2 Employ a variety of basic reading comprehension strategies. GLE 0201.8.3 Develop reading fluency and accuracy. GLE 0201.8.4 Identify basic literary elements.	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.