

# WILD Correlations: LANGUAGE ARTS GRADE 6

<b>Content Standard 1: LANGUAGE</b>	
<b>Learning Expectations</b>	<b>Project WILD (W) and Aquatic WILD (AW) Correlations</b>
<p><b>GLE 0601.1.1</b> Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).</p> <p><b>GLE 0601.1.2</b> Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p><b>GLE 0601.1.3</b> Understand and use correctly a variety of sentence structures.</p>	

<b>Content Standard 2: COMMUNICATION</b>	
<b>Learning Expectations</b>	<b>Project WILD (W) and Aquatic WILD (AW) Correlations</b>
<p><b><u>Listening</u></b></p> <p><b>GLE 0601.2.1</b> Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p><b>GLE 0601.2.2</b> Begin to differentiate between summarizing and paraphrasing.</p> <p><b>GLE 0601.2.3</b> Begin to distinguish between a summary and a critique.</p> <p><b>GLE 0601.2.4</b> Identify the thesis and main points of a speech.</p>	<p><b>Riparian Retreat, AW118</b> - Awareness of a riparian zone is created through the use of a simulated field trip and art work.</p>

<p><b>GLE 0601.2.5</b> Identify the organizational structure of a speech.</p>	
<p><b>Speaking</b></p> <p><b>GLE 0601.2.6</b> Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p><b>GLE 0601.2.7</b> Deliver effective oral presentations.</p>	<p><b>Microtrek Treasure Hunt, W82</b> - Students orally report their inquiry findings.</p> <p><b>Stormy Weather, W85</b> - Students share their imagined experiences during a “virtual field trip”.</p>
<p><b>GLE 0601.2.8</b> Participate in work teams and group discussions.</p>	<p><b>Checks and Balances, W387</b> - Students discuss the changes they record and how realistic the events in the simulation are.</p> <p><b>Watershed, AW132</b> - Students discuss the varied roles a watershed plays in human and wildlife habitat.</p> <p><b>Where Does Water Run?, AW21</b> - Students discuss the possible fates of the rainwater striking a site.</p>

## Content Standard 3: WRITING

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0601.3.1</b> Write in a variety of modes for a variety of audiences and purposes.</p>	<p><b>Animal Poetry, W282</b> - Students write poems as they imagine themselves as animals.</p> <p><b>Aquatic Times, AW188</b> - Students investigate, write, and produce a newspaper that features aquatic information and issues.</p> <p><b>Fishy Who’s Who, AW8</b> - Students obtain information about the various fish species that occur in local habitats and locate the fish species on a map.</p> <p><b>Interview a Spider, W12</b> - Students interview each other as an animal and then switch roles. They then gather the information and write a report on their findings.</p> <p><b>Water Wings, AW110</b> - Students visualize a simulated field trip and then create artwork and poetry.</p> <p><b>Wetland Metaphors, AW39</b> - Students are presented with a selection of objects to investigate as metaphors for the natural functions of wetlands.</p> <p><b>What’s for Dinner?, W96</b> - Students write and develop their own menus and analyze where their food comes from.</p>
<p><b>GLE 0601.3.2</b> Employ a variety of prewriting strategies.</p> <p><b>GLE 0601.3.3</b> Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.</p> <p><b>GLE 0601.3.4</b> Refine strategies for editing and revising written work.</p>	

## Content Standard 4: RESEARCH

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0601.4.1</b> Define and narrow a problem or research topic.</p>	
<p><b>GLE 0601.4.2</b> Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p><b>Interview a Spider, W12</b> - Students interview each other as an animal and then switch roles. They then gather the information and write a report on their findings.</p> <p><b>Kelp Help, AW195</b> - Students research kelp, create a mural, and report to the class their findings.</p> <p><b>Planting Animals, W152</b> - Students write letters to a wildlife agency or research wildlife publications to get information on “translocated” wildlife.</p> <p><b>Spider Web Geometry, W34</b> - Students research the spider of their choice and then construct a replica of the spider’s web.</p> <p><b>Who Fits Here?, W64</b> - Students work in groups to research an ecosystem and create posters and sets of “animal cards”.</p> <p><b>Wildlife Bibliography, W253</b> - Students research and construct annotated bibliographies on wildlife topics.</p> <p><b>Wild Words, W41</b> - Students write in journals their observations of the outdoors. They also research a well known naturalist journal and analyze several works by several authors to recognize different emotions.</p>
<p><b>GLE 0601.4.3</b> Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.</p> <p><b>GLE 0601.4.4</b> Write a research paper, using primary and secondary sources and technology and graphics, as appropriate.</p>	

## Content Standard 5: LOGIC

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0601.5.1</b> Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p><b>Quick Frozen Critters, W122</b> - Students discuss their experiences in a game of “freeze tag” and make inferences to wildlife. <b>Water's Going On?, AW149</b> - Students design and try out ways to conserve water. <b>What's In the Water?, AW140</b> - Students make recommendations about actions that could be taken to improve the habitat.</p>
<p><b>GLE 0601.5.2</b> Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p> <p><b>GLE 0601.5.3</b> Explore deductive and inductive reasoning.</p> <p><b>GLE 0601.5.4</b> Analyze written and oral communication for persuasive devices.</p>	<p><b>Wild Words, W41</b> - Students write in journals their observations of the outdoors. They also research a well known naturalist journal and analyze several works by several authors to recognize different emotions.</p>

## Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0601.6.1</b> Comprehend and summarize the main ideas and supporting details of informational texts.</p>	
<p><b>GLE 0601.6.2</b> Identify the organizational structures of informational texts.</p> <p><b>GLE 0601.6.3</b> Read, interpret, and analyze text features that support informational texts.</p>	

## Content Standard 7: MEDIA

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0601.7.1</b> Analyze media for their ability to inform, persuade, and entertain.</p> <p><b>GLE 0601.7.2</b> Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.</p> <p><b>GLE 0601.7.3</b> Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	
<p><b>GLE 0601.7.4</b> Apply and adapt the principles of written composition to create coherent media productions.</p>	<p><b>Pond Succession, AW66</b> - Students create murals showing three major stages of pond succession.</p> <p><b>Riparian Retreat, AW118</b> - Awareness of a riparian zone is created through the use of a simulated field trip and art work.</p> <p><b>Time Lapse, W158</b> - Students prepare and present a visual interpretation of successional stages in a forest.</p>

## Content Standard 8: LITERATURE

Learning Expectations	Project WILD (W) and Aquatic WILD (AW) Correlations
<p><b>GLE 0601.8.1</b> Read and comprehend a variety of works from various forms of literature.</p>	<p><b>Wild Words, W41</b> - Students write in journals their observations of the outdoors. They also research a well known naturalist journal and analyze several works by several authors to recognize different emotions.</p>
<p><b>GLE 0601.8.2</b> Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p>	
<p><b>GLE 0601.8.3</b> Recognize the conventions of various literary genres.</p> <p><b>GLE 0601.8.4</b> Analyze works of literature for what they suggest about the historical period in which they were written.</p> <p><b>GLE 0601.8.5</b> Identify and analyze common literary terms (e.g., personification, conflict, theme).</p>	