

*Correlation of*

# project WILD

*Environmental Education  
K-12 Activity Guides*

*to*

**CALIFORNIA ENGLISH-LANGUAGE ARTS  
CONTENT STANDARDS**

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**Game/Project WILD**

*July 1999*

**GRADES K-3**

*Project WILD Correlation  
English-Language Arts Content Standards*

# KINDERGARTEN

## READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:**  
Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

*Vocabulary and Concept Development*

- 1.17 Identify and sort common words in basic categories (e.g. colors, shapes, foods).

Project WILD Activity Guide

What's Wild (2)

Color Crazy (12)

Make a Coat (82)

Saturday Morning Wildlife Watch (228)

Aquatic WILD Guide

Water We Eating (120)

- 1.18 Describe common objects and events in both general and specific language.

Project WILD Activity Guide

Wildlife Is Everywhere (20)

Learning to Look, Looking to See (62)

The Thicket Game (112)

Classroom Carrying Capacity (126)

Too Close for Comfort (254)

Aquatic WILD Guide

Aqua Words (2)

- 2.0 READING COMPREHENSION:** Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g. generating and responding to questions, comparing information to what is already known). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

*Structural Features of Informational Materials*

- 2.2 Use pictures and context to make predictions about story content.

Project WILD Activity Guide

What Bear Goes Where? (98)

First Impressions (224)

Seeing Is Believing or The Eyes Have

It (116)

Aquatic WILD Guide

Are You Me? (14)

Fashion a Fish (88)

Plastic Jellyfish (170)

Water We Eating (120)

Kindergarten  
Reading (cont'd)

- 2.3 Connect to life experiences the information and events in the text.

Project WILD Activity Guide  
Wildlife Is Everywhere (20)  
Everybody Needs a Home (32)  
Surprise Terrarium (118)  
Wildwork (160)  
Ethi-thinking (290)  
Playing Lightly On the Earth (292)

Aquatic Activity Guide  
Aqua Words (2)  
Water We Eating (120)  
Plastic Jellyfish (170)

**3.0 LITERARY RESPONSE AND ANALYSIS: Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**

*Narrative Analysis of Grade-Level-Appropriate Text*

3.1 Distinguish fantasy from realistic text.

Project WILD Activity Guide  
First Impressions (224)

Aquatic WILD Activity Guide  
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## LISTENING AND SPEAKING

- 1.0 **Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.**

### *Comprehension*

- 1.1 Understand and follow one- and two-step oral directions.

#### Project WILD Activity Guide

**What's Wild (2)**  
**Color Crazy (12)**  
**Wildlife is Everywhere(20)**  
**Everybody Needs a Home (32)**  
**Learning to Look, Looking to See (62)**  
**Make a Coat (82)**  
**What Bear Goes Where (98)**  
**Forest in a Jar (108)**  
**The Thicket Game (112)**  
**Seeing is Believing or The Eyes Have It (116)**  
**Surprise Terrarium (118)**  
**Classroom Carrying Capacity (126)**  
**Wildwork (168)**  
**First Impressions (224)**  
**Saturday Morning Wildlife Watch (228)**  
**Too Close for Comfort (254)**  
**Ethi-Thinking (290)**  
**Playing Lightly on the Earth (292)**

#### Aquatic WILD Activity Guide

**Aqua Words (2)**  
**Water Plant Art (12)**  
**Are You Me? (14)**  
**Fashion A Fish (88)**  
**Water We Eating (120)**  
**Plastic Jellyfish (170)**

- 1.2 Share information and ideas, speaking audibly in coherent, complete sentences.

#### Project WILD Activity Guide

**Color Crazy (12)**  
**Wildlife is Everywhere (20)**  
**Everybody Needs a Home (32)**  
**Make a Coat (82)**  
**What Bear Goes Where (98)**  
**Forest in a Jar (108)**  
**The Thicket Game (112)**  
**Seeing Is Believing or The Eyes Have It (116)**  
**Surprise Terrarium (118)**  
**Classroom Carrying Capacity (126)**  
**Wildwork (168)**  
**Saturday Morning Wildlife Watch (228)**  
**Too Close for Comfort (254)**  
**Ethi-Thinking (290)**  
**Playing Lightly on the Earth (292)**

#### Aquatic WILD Activity Guide

**Aqua Words (2)**  
**Water Plant Art (12)**  
**Fashion A Fish (88)**  
**Water We Eating (120)**  
**Plastic Jellyfish (170)**

## GRADE ONE

### READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students understand the basic features of a reading. They select letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### *Vocabulary and Concept Development*

- 1.17 Classify grade appropriate categories of words (e.g. concrete collections of animals, foods, toys).

Project WILD Activity Guide

What's Wild (2)

Wildlife Is Everywhere (20)

Make a Coat (82)

What Bear Goes Where (98)

Learning to Look, Looking to See (62)

Aquatic WILD Activity Guide

Are You Me? (14)

Water We Eating? (120)

- 2.0 READING COMPREHENSION:** Students read to understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed, (e.g., generating and responding to essential questions, making predictions, and comparing information from several sources. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

#### *Comprehension and Analysis of Grade-Level-Appropriate text*

- 2.2 Respond to who, what, where, when, why, and how questions.

Project WILD Activity Guide

Wildwork (168)

First Impressions (224)

Saturday Morning Wildlife Watch (228)

Ethi-thinking (290)

Aquatic WILD Activity Guide

Aqua Words (2)

Water We Eating? (120)

- 2.3 Follow one-step written instructions.

Project WILD Activity Guide

Make a Coat (82)

Seeing Is Believing (116)

Saturday Morning Wildlife Watch (228)

Ethi-thinking (290)

Aquatic WILD Activity Guide

Are You Me? (14)

2.6 Relate prior knowledge to textual information.

Project WILD Activity Guide  
What's Wild (2)  
Saturday Morning Wildlife Watch (228)  
Ethi-thinking (290)

Aquatic WILD Activity Guide  
Aqua Words (2)  
Fashion a Fish (88)

## WRITING

**2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade one outlined in Writing Standard 1.0, students:*

2.1 Write brief narratives (e.g. fictional, autobiographical) describing an experience.

Project WILD Activity Guide  
First Impressions (224)  
Seeing is Believing or The Eyes have  
It (extension 116)

Aquatic WILD Activity Guide  
Aqua Words (2)

2.2 Write brief expository descriptions of a real object, person, place, or event using sensory details.

Project WILD Activity Guide  
Color Crazy (12)  
Seeing is Believing or The Eyes have  
It (extension 116)

Aquatic WILD Activity Guide  
Aqua Words (2)

## LISTENING AND SPEAKING

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understanding important ideas by using proper phrasing, pitch, and modulation.**

### *Comprehension*

- 1.1 Listen attentively.

**Project WILD Activity Guide**

What's Wild (2)  
 Color Crazy (12)  
 Wildlife is Everywhere (20)  
 Everybody Needs a Home (32)  
 Learning to Look, Looking to See (62)  
 Make a Coat (82)  
 What Bear Goes Where (98)  
 Forest in a Jar (108)  
 The Thicket Game (112)  
 Seeing is Believing or, The Eyes have It (116)

**Aquatic WILD Activity Guide**

Wetland Metaphors (54)  
 Fashion a Fish (88)  
 Deadly Skies (142)

**Project WILD Activity Guide**

Surprise Terrarium (118)  
 Classroom Carrying Capacity (126)  
 Wildwork (168)  
 First Impressions (224)  
 Saturday Morning Wildlife Watch (228)  
 Too Close for Comfort (254)  
 Ethi-Thinking (290)  
 Playing Lightly on the Earth (292)

**Aquatic WILD Activity Guide**

- 1.2 Ask questions for clarification and understanding.

**Project WILD Activity Guide**

Wildwork (168)

**Aquatic WILD Activity Guide**

Wetland Metaphors (54)  
 Water We Eating? (120)  
 Aquatic Times (126)  
 Deadly Skies (142)

Note: Questions are included in most activities although not explicitly written into each plan.

1.3 Give, restate, and follow simple two-step directions.

Project WILD Activity Guide

What's Wild (2)  
Color Crazy (12)  
Wildlife is Everywhere (20)  
Everybody Needs a Home (32)  
Learning to Look, Looking to See (62)  
Make a Coat (82)  
What Bear Goes Where (98)  
Forest in a Jar (108)  
The Thicket Game (112)  
Seeing is Believing or The Eyes Have It (116)  
Surprise Terrarium (118)  
Classroom Carrying Capacity (126)  
Wildwork (168)

Aquatic WILD Activity Guide

Are you me (14)

1.3 Give, restate, and follow simple two-step directions.

Project WILD Activity Guide

First Impressions (224)  
Saturday Morning Wildlife Watch (228)  
Too Close for Comfort (254)  
Ethi-Thinking (290)  
Playing Lightly on the Earth (292)

Aquatic WILD Activity Guide

**2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in the LISTENING AND SPEAKING STANDARD 1.0.

*Using the speaking strategies of grade one outlined in Listening and speaking Standard 1.0, students:*

2.1 Recite poems, rhymes, songs, and stories.

Project WILD Activity Guide

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Aquatic WILD Activity Guide

Aqua Words (2)

2.2 Retell stories using basic story grammar, and relating the sequence of story events by answering *who, what, when, where, why, and how* questions.

Project WILD Activity Guide

Color Crazy (12)  
Wildwork (168)  
First Impressions (224)  
Saturday Morning Wildlife Watch (228)  
Ethi-thinking (290)  
Playing Lightly on The Earth (292)

Aquatic WILD Activity Guide

Fashion a Fish (88)  
Deadly Skies (142)



2.3 Relate an important life event or personal experience using a simple sequence.

**Project WILD Activity Guide**

**Everybody Needs a Home (32)**  
**Classroom Carrying Capacity(126)**  
**Wildwork(168)**  
**First Impressions(224)**  
**Too Close For Comfort(254)**  
**Ethi-thinking(290)**  
**Playing Lightly on The Earth (292)**

**Aquatic WILD Activity Guide**

**Aqua Words (2)**  
**Are You Me? (14)**  
**Water We Eating (120)**  
**Plastic Jellyfish (170)**

2.4 Provide descriptions with careful attentions to sensory detail.

**Project WILD Activity Guide**

**Color Crazy (12)**  
**Wildlife Is Everywhere (20)**  
**L earning to Look, Looking to See (62)**  
**What Bear Goes Where (98)**  
**The Thicket Game (112)**  
**Seeing Is Believing or The Eyes Have  
It (116)**  
**Surprise Terrarium (118)**

**Aquatic WILD Activity Guide**

**Fashion a Fish (88)**

**GRADE TWO**

**READING**

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:**  
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

*Vocabulary and Concept Development*

- 1.10 Identify simple multiple-meaning words.

Project WILD Activity Guide  
The Beautiful Basics (30)  
Habitacks (36)  
What's That, Habitat? (38)

Aquatic WILD Activity Guide  
Something's Fishy Here! (176)

- 2.0 READING COMPREHENSION:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, and comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, and online information). In grade two, students continue to make progress toward this goal.

*Comprehension and Analysis of Grade-Level-Appropriate Text*

- 2.5 Restate facts and details in text to clarify and organize ideas.

Project WILD Activity Guide  
What's Wild (2)  
Habitacks (36)  
What Bear Goes Where? (98)  
Graphananimal (100)  
Polar Bears in Phoenix (120)  
Wildwork (168)  
First Impressions (224)  
And The Wolf Wore Shoes (226)  
Saturday Morning Wildlife Watch (228)  
Ethi-thinking (290)  
Can Do! (322)

Aquatic WILD Activity Guide  
Whale of a Tail (26)  
Wetland Metaphors (54)  
Fashion a Fish (88)  
Water We Eating (120)  
Aquatic Times (126)  
Something's Fishy Here (176)

2.6 Recognize cause and effect relationships in text.

Project WILD Activity Guide

Forest in a Jar (108)  
Classroom Carrying Capacity (126)  
Too Close For Comfort (254)  
Ethi-thinking (290)  
Playing Lightly on The Earth (292)  
Can Do (322)

Aquatic WILD Activity Guide

Wetland Metaphors (54)  
Aquatic Times (126)  
Deadly Skies (142)  
Plastic Jellyfish (170)  
Something's Fishy Here (176)

2.7 Interpret information from diagrams, charts, and graphs.

Project WILD Activity Guide

Habittracks (36)  
What's That, Habitat (38)  
Graphanimal (100)  
Forest in a Jar (108)  
And The Wolf Wore Shoes (226)  
Saturday Morning Wildlife Watch (228)

Aquatic WILD Activity Guide

Aqua Words (2)  
Puddle Wonders (22)  
Whale of a Tail (26)  
Deadly Skies (142)

2.8 Follow two-step written instructions.

Note: Many activities fit into this category when simple instructions are written.

## WRITING

**1.0 WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).**

### *Organization and Focus*

1.1 Group together related ideas, and maintain a consistent focus.

Project WILD Activity Guide

Color Crazy (10)  
Grasshopper Gravity (16)  
What's That - Habitat?(38)  
Graphanimal (100)  
Wildwork (168)  
First Impressions (224)  
Can Do (322)

Aquatic WILD Activity Guide

Aqua Words (2)  
Puddle Wonders (22)  
Whale of a Tail (26)  
Water We Eating (120)  
Aquatic Times (126)

- 2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in the Writing Standard 1.0.

*Using the writing strategies of grade two outlined in Writing Standard 1.0, students:*

- 2.1 Write brief narratives based on their experience:  
a. Move through a logical sequence of events, and b. Describe the setting, characters, objects, and events in detail.

**Project WILD Activity Guide**

Color Crazy (10)  
Grasshopper Gravity (16)  
What's That - Habitat (38)  
Graphanimal (100)  
Wildwork (168)  
First Impressions (224)  
Can Do (322)  
Improving Wildlife Habitat in the  
Community (324)

**Aquatic WILD Activity Guide**

Aqua Words (2)  
Puddle Wonders (22)  
Water We Eating (120)  
Aquatic Times (126)

- 2.2 Write a friendly letter complete with date, salutation, body, closing, and signature.

**Project WILD Activity Guide**

Wildwork (168)  
Improving Wildlife Habitat in the  
Community (324)

**Aquatic WILD Activity Guide**

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## LISTENING AND SPEAKING

- 1.0 LISTENING AND SPEAKING STRATEGIES:** Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

*Comprehension*

- 1.1 Determine the purpose or purposes for listening (e.g., to obtain information, to solve problems, for enjoyment).

**Project WILD Activity Guide**

What's Wild (2)  
Color Crazy (12)  
Beautiful Basics (30)  
What's That, Habitat? (38)  
Make a Coat (82)  
What Bear Goes Where? (98)

**Aquatic WILD Activity Guide**

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- 1.2 Ask for clarification and explanation of stories and ideas.

**Project WILD Activity Guide**  
And the Wolf Wore Shoes (226)

**Aquatic WILD Activity Guide**  
Something's Fishy Here (176)

Note: Activities include explaining an environmental concept (i.e. adaptation). The students then ask questions, discuss the concept and explain why it is important for wildlife.

- 1.3 Paraphrase information that has been shared orally by others.

Note: Most Project WILD activities provide students the opportunity to discuss the concepts in the activity, ask questions, and share their ideas with other students.

- 1.4 Give and follow three- and four-step oral directions.

**Project WILD Activity Guide**  
**Color Crazy (12)**  
**Wildlife is Everywhere (20)**

**Aquatic WILD Activity Guide**  
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*Organization and Delivery of Oral Communication*

- 1.5 Organize presentations to maintain a clear focus.

**Project WILD Activity Guide**  
**Ethi-Thinking (290)**  
**Playing Lightly on the Earth (292)**  
**Can Do! (322)**

**Aquatic WILD Activity Guide**  
**Whale of a Tail (26)**  
**Wetland Metaphors (54)**  
**Fashion a Fish (88)**

- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

**Project WILD Activity Guide**  
**Grasshopper Gravity (16)**  
**Wildlife is Everywhere (20)**  
**The Beautiful Basics (30)**  
**Everybody Needs a Home (32)**  
**Habittracks (36)**  
**What's that, Habitat? (38)**  
**Learning to Look, Looking to See (62)**  
**Make a Coat! (82)**  
**What Bear Goes Where? (98)**  
**Forest in a Jar (108)**  
**The Thicket Game (112)**  
**Seeing is Believing (116)**  
**Surprise Terrarium (118)**  
**Polar Bears in Phoenix?(120)**  
**Classroom Carrying Capacity (126)**  
**First Impressions (224)**  
**And the Wolf Wore Shoes (226)**  
**Too Close for Comfort (254)**  
**Ethi-Thinking (290)**  
**Playing Lightly on the Earth(292)**  
**Can Do! (322)**

**Aquatic WILD Activity Guide**  
**Whale of a Tail (26)**  
**Wetland Metaphors (54)**  
**Fashion a Fish (88)**  
**Something's Fishy Here (176)**

- 1.7 Recount experiences in a logical sequence.

**Project WILD Activity Guide**  
**Wildlife is Everywhere (20)**  
**Learning to Look, Looking to See (62)**  
**Classroom Carrying Capacity (126)**

**Aquatic WILD Activity Guide**  
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1.9 Report on a topic, with supportive facts and details.

Project WILD Activity Guide  
First Impressions (224)  
Saturday Morning Wildlife Watching  
(228)

Aquatic WILD Activity Guide  
Puddle Wonders (22)  
Whale of a Tail (26)  
Wetland Metaphors (54)  
Fashion a Fish (88)  
Aquatic Times (126)  
Something's Fishy Here (176)

**2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.**

*Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:*

2.1 Recount experiences or present stories: a. Move through a logical sequence of events.

Project WILD Activity Guide  
First Impressions (224)

Aquatic WILD Activity Guide  
Fashion A Fish (88)  
Something's Fishy Here (176)

2.2 Report on a topic with facts and details, drawing from several sources of information.

Project WILD Activity Guide  
First Impressions (224)  
Saturday Morning Wildlife Watching  
(228)

Aquatic WILD Activity Guide  
Puddle Wonders (22)  
Whale of a Tail (26)  
Wetland Metaphors (54)  
Fashion a Fish (88)  
Aquatic Times (126)  
Something's Fishy Here (176)

## GRADE THREE

### READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students understand the basic features of a reading. They select letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

*Vocabulary and concept development*

- 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).

Project WILD Activity Guide  
Grasshopper Gravity! (16)  
And the Wolf Wore Shoes (226)

Aquatic WILD Activity Guide  
Whale of a Tale (26)  
Water We Eating? (120)  
Something's Fishy Here! (176)

### WRITING

- 1.0 WRITING STRATEGIES:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

*Organization and Focus*

- 1.1 Create a single paragraph that:  
a. Develops a topic sentence.

Project WILD Activity Guide  
Can Do! (322)  
First Impressions (224)  
Grasshopper Gravity (16)  
What's for Dinner (48)

Aquatic WILD Activity Guide  
Aquatic Times(126)

- b. Includes simple supporting facts and details.

Project WILD Activity Guide  
First Impressions (224)

Aquatic WILD Activity Guide  
Aquatic Times (126)

- 2.0 WRITING APPLICATIONS: (GENRES AND THEIR CHARACTERISTICS):** Students write compositions that describe and explain familiar objects, events, and experiences. Students writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade three outlined in Writing Standard 1.0, students:*

2.1 Write narratives that:

a. Provide a context within which an action takes place.

Project WILD Activity Guide  
Ethi-Thinking (290)  
Playing Lightly on the Earth (292)  
Can Do! (322)

Aquatic WILD Activity Guide  
Aquatic Times (126)

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, and experiences.

Project WILD Activity Guide  
Ants on a Twig (10)  
Grasshopper Gravity (16)  
Color Crazy (12)  
Wildwork(168)  
First Impressions (224)  
Ethi-Thinking (290)  
Learning to Look, Looking to See (62)

Aquatic WILD Activity Guide  
Aqua Words (2)  
Wetland Metaphors (54)  
Fashion a Fish (88)

2.3 Write personal and formal letters, thank you notes and invitations:

a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.

Project WILD Activity Guide  
Wildwork (168)

Aquatic WILD Activity Guide

Note: Activities can be modified to accommodate this element (e.g., following a field trip or after a presentation by a guest speaker.

## LISTENING AND SPEAKING STRATEGIES

**1.0 LISTENING AND SPEAKING STRATEGIES: Students listen carefully to and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.**

*Comprehension*

1.3 Respond to questions with appropriate elaboration.

Note: Nearly all activities include a discussion component which can be used to meet this standard.

**2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.**

*Using the speaking strategies of grade three outlined in the Listening and Speaking Standard 1.0, students:*



- 2.1 Make brief narrative presentations on an incident that:
- a. Provides a context for an incident that is the subject of the presentation.  

<u>Project WILD Activity Guide</u> Saturday Morning Wildlife Watch (228) Ethi-Thinking (290) Can Do! (322)	<u>Aquatic WILD Activity Guide</u> Plastic Jelly Fish (170) Something's Fishy Here (176)
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  - b. Provide insight into why the selected incident is memorable.  

<u>Project WILD Activity Guide</u> Wildwork (168) Can Do! (322)	<u>Aquatic WILD Activity Guide</u> Plastic Jelly Fish (170)
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  - c. Include well chosen details to develop character, setting, and plot.  

<u>Project WILD Activity Guide</u> First Impressions (224) And the Wolf Wore Shoes (226) Saturday Morning Wildlife Watch (228) Ethi-Thinking (290) Playing Lightly on the Earth (292)	<u>Aquatic WILD Activity Guide</u> Fashion a Fish (88) Plastic Jellyfish (170) Something's Fishy Here (176)
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- 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear dictation, pitch, tempo, and tone.

<u>Project WILD Activity Guide</u> Playing Lightly on the Earth (292)	<u>Aquatic WILD Activity Guide</u> -
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- 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

<u>Project WILD Activity Guide</u> First Impressions (224) Saturday Morning Wildlife Watch (228) Ethi-Thinking (290)	<u>Aquatic WILD Activity Guide</u> Fashion a Fish (88) Something's Fishy Here (176)
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