

Correlation of

project WILD

*Environmental Education
K-12 Activity Guides*

to

**CALIFORNIA ENGLISH-LANGUAGE ARTS
CONTENT STANDARDS**



GRADES 4-6

July 1999

Introduction

The goal of this correlation is to show educators that Project WILD is a valuable, effective tool for teaching Reading and Language Arts. This document will help educators identify Project WILD activities that can be used to meet K-12 educational requirements. These activities are consistent with principles of education reform -- cooperative learning, real world applications, multicultural education, and service learning. In addition, Project WILD effectively embraces all learning styles, and includes lessons covering analysis, discussion, generalization, public speaking, writing, and use of critical thinking skills.

Project WILD, including Aquatic WILD, is an interdisciplinary, **supplementary** conservation and environmental education program that teaches about wildlife and their habitats. "The goal of Project WILD is to assist learners of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment upon which all life depends" [WILD, Preface, vi]. Project WILD activities are designed to teach a variety of subjects using environmental concepts, and help students use critical thinking to evaluate material from a variety of sources.

This correlation was researched and developed by Courtney Senna, Project WILD staff member. Her efforts were supported by the Department of Fish and Game, sponsor of California Project WILD. We also want to acknowledge the assistance of Project WILD facilitators who attended workshops and provided their input on the draft correlation.

Please share this correlation with other educators in your area. For those interested in learning more about Project WILD, and how to obtain the activity guides, please contact the Project WILD office.

Department of Fish and Game/Project WILD
1416 Ninth Street, 12th Floor
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Project WILD Correlation
English-Language Arts Content Standards

Grades 4-6
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Grade Four

READING

- 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, 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).

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4** Evaluate new information and hypotheses by testing them against known information and ideas.

Project WILD Activity Guide

Litter We Know (50)
Environmental Barometer (80)
Make a Coat! (82)
Polar Bears in Phoenix? (120)
Classroom Carrying Capacity (126)
How Many Bears Can Live in this Forest
(134) Who Lives Here? (174)
Smokey Bear Said What? (178)
Saturday Morning Wildlife Watch
(228) Wildlife in National Symbols
(238)
Too Close for Comfort (254)
Shrinking Habitat (258)
Migration Barriers (262)
Deadly Links (270)
Keeping Score (276)
Planning for People and Wildlife
(284)
Ethi-Thinking (290)
Playing Lightly on the Earth (292)
What did your Lunch Cost Wildlife
(306)
Can Do! (322)
Improving Wildlife Habitat (324)

Aquatic WILD Activity Guide

Migration Headache (94)
To Dam or Not to Dam
(134)
Dragonfly Pond (154)
Turtle Hurdles (164)
Watershed (172)
Something's Fishy Here
(176)

- 2.5 Compare and contrast information on the same topic after reading several passages or articles.

Project WILD Activity Guide

Wildwork (168)
Who Lives Here? (174)
Planting Animals (176)
First Impressions (224)
Wildlife in National Symbols (238)

Aquatic WILD Activity Guide

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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, editing successive versions).**

Organization and focus:

- 1.1 Select a focus, organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

Project WILD Activity Guide

Grasshopper Gravity (16)
Wild Words (66)
Animal Poetry (70)
Urban Nature Search (102)
Adaptation Artistry (102)
Planting Animals (176)
First Impressions (224)
Keeping Score (276)
Can Do! (322)
What Did Your Lunch Cost
Wildlife? (306)

Aquatic WILD Activity Guide

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- 1.2 Create multiple paragraph compositions:

- a. Provide an introductory paragraph.

Project WILD Activity Guide

Adaptation Artistry (114)

Aquatic WILD Activity Guide

Designing a Habitat (20)
Fishy Who's Who (86)
Watered Down History (116)
Aquatic Times (126)

- b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

Project WILD Activity Guide

Adaptation Artistry (114)

Aquatic WILD Activity Guide

Designing a Habitat (20)
Fishy Who's Who (86)
Watered Down History (116)
Aquatic Times (126)

- c. Include supporting paragraphs with simple facts, details, and explanations.

Project WILD Activity Guide
Adaptation Artistry (114)

Aquatic WILD Activity Guide
Designing a Habitat (20)
Fishy Who's Who (86)
Watered Down History (116)
Aquatic Times (126)

- d. Conclude with a paragraph that summarizes the points.

Project WILD Activity Guide
Adaptation Artistry (114)

Aquatic WILD Activity Guide
Designing a Habitat (20)
Fishy Who's Who (86)
Watered Down History (116)
Aquatic Times (126)

- e. Use correct indentation.

Project WILD Activity Guide
Adaptation Artistry (114)

Aquatic WILD Activity Guide
Designing a Habitat (20)
Fishy Who's Who (86)
Watered Down History (116)
Aquatic Times (126)

- 1.3 Use traditional structures for conveying information, (e.g., chronological order, cause and effect, similarity and differences, and posing and answering a question).

Project WILD Activity Guide
Bearly Born (6)
Ants on a Twig (10)
Stormy Weather (26)
Habitat Lap Sit (34)
Habitacks (36)
What's for Dinner (48)
How many Bears Can Live in this Forest? (134)
And the Wolf wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Shrinking Habitat (258)
Deadly Links (270)
Keeping Score (276)

Aquatic WILD Activity Guide
Water Plant Art (12)
Designing a Habitat (20)
Puddle Wonders (22)
Whale of a Tail (26)
Mermaids and Manatees (44)
Wetland Metaphors (54)
Micro Odyssey (64)
Edge of Home (68)
Fishy Who's Who (86)
Migration Headache (94)
Net Gain, Net Effect (104)
Watered Down History (116)
Deadly Skies (142)
Deadly Waters (146)
Dragonfly Pond (154)

- 1.7 Use various reference materials as an aid to writing (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information) as an aid to writing.

Project WILD Activity Guide
 Wildwork (168)
 Who Lives Here? (174)
 Smokey Bear Said What? (178)
 First Impressions (224)
 Wildlife in National Symbols(238)

Aquatic WILD Activity Guide
 Designing a Habitat (20)
 Whale of a Tail (26)
 Mermaids & Manatees (44)
 Micro Odyssey (64)
 Fishy Who's Who (86)
 Watered Down History (116)
 Water We Eating? (120)
 Aquatic Times (126)

Grade Four
 Writing (cont'd)

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 four outlined in Writing Standards 1.0, Students:

2.1 Write narratives:

- a. Relate ideas, observations, or recollections of an event or experience.

Project WILD Activity Guide
 Grasshopper Gravity (16)
 Wild words (66)
 Urban Nature Search (102)
 Adaptation Artistry (114)
 First Impressions (224)
 Can Do (322)

Aquatic WILD Activity Guide
 Designing a Habitat (20)
 Fishy Who's Who (86)
 Watered Down History (116)

- b. Provide a context to enable the reader to imagine the world of the event or experience.

Project WILD Activity Guide
 Ants on a Twig (10)
 Color Crazy (12)
 Habitat Rummy (40)
 Wild words (66)
 Animal Poetry (70)
 Urban Nature Search (102)
 Adaptation Artistry (114)
 Keeping Score (276)

Aquatic WILD Activity Guide
 Designing a Habitat (20)
 Whale of a Tail (26)
 Fishy Who's Who (86)
 Watered Down History (116)

- c. Use concrete sensory details.

Project WILD Activity Guide

Color Crazy (12)

Grasshopper Gravity (16)

Habitat Rummy (40)

Wild words (66)

Animal Poetry (70)

Urban Nature Search (102)

Adaptation Artistry (114)

First Impressions (224)

Keeping Score (276)

Aquatic WILD Activity

Guide

Designing a Habitat (20)

- d. Provide insight into why the selected event is memorable.

Project WILD Activity Guide

Grasshopper Gravity (16)
Microtrek Treasure Hunt-Extension (22)
Habitat Rummy (40)
Wild words (66)
Urban Nature Search (102)
Planting Animals (176)
First Impressions (224)
Keeping Score (276)

Aquatic WILD Activity Guide

Watered Down History (116)

2.3 Write information reports:

- a. Frame a central question about an issue or situation.

Project WILD Activity Guide

Good Buddies (104)
Adaptation Artistry (114)
Who Lives Here? (174)
First Impressions (224)
Saturday Morning Wildlife Watch (228)
Migration Barriers (262)
Keeping Score (276)

Aquatic WILD Activity Guide

Designing a Habitat(20)
Whale of a Tail(26)
Fishy Who's Who (86)
Watered Down History (116)
Aquatic Times (126)

- b. Include facts and details for focus.

Project WILD Activity Guide

Good Buddies (104)
Adaptation Artistry (114)
Who Lives Here? (174)
First Impressions (224)
Migration Barriers (262)
Keeping Score (276)

Aquatic WILD Activity Guide

Designing a Habitat(20)
Whale of a Tail(26)
Fishy Who's Who (86)
Watered Down History (116)
Aquatic Times (126)

- c. Draw from more than one source of information (e.g., speakers, books, newspapers, media sources).

Project WILD Activity Guide

Good Buddies (104)
Who Lives Here? (174)
First Impressions (224)
Migration Barriers (262)
Keeping Score (276)

Aquatic WILD Activity Guide

Designing a Habitat(20)
Whale of a Tail(26)
Fishy Who's Who (86)
Watered Down History (116)
Aquatic Times (126)

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 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

Project WILD Activity Guide

Bearly Born (6)
Ants on a Twig (10)
Grasshopper Gravity(16)
Microtrek Treasure Hunt (22)
The Beautiful Basics (30)
Habitat Lap Sit (34)
Habitacks (36)
What's for Dinner (48)
Litter We Know (50)
Learning to Look, Looking to See (62)
Wild Words (66)
Museum search for Wildlife (72)
Let's Go Fly A Kite (74)
Environmental Barometer (80)
Make a Coat! (82)
Urban Nature Search (102)
Forest in a Jar (108)
Pond Succession (110)
The Thicket Game (112)
Adaptation Artistry (114)
Seeing is Believing (116)
Polar Bears in Phoenix (120)
Quick Frozen Critters (122)
Classroom Carrying Capacity (126)
Muskox Maneuvers (130)
How many Bears can Live in this Forest (134)
Oh Deer! (146)
Who Lives Here? (174)
Planting Animals (176)
Smokey Bear Said What? (178)
Lobster in Your Lunch Box (222)
And The Wolf Wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Shrinking Habitat (258)
Deadly Links (270)
Keeping Score (276)
Planning for People and for Wildlife (284)
Ethi-Thinking (290)
What Did Your Lunch Cost Wildlife? (306)
Can Do! (322)
Improving Wildlife Habitat in the Community (324)

Aquatic WILD Activity Guide

Mermaids and Manatees (44)
Fishy Who's Who (86)
Fashion a Fish (88)
Watered Down
History(116)
Aquatic Times (126)
To Dam or not to Dam (134)
Dragonfly Pond (154)

- 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

Project WILD Activity Guide

Animal Charades (4)
Ants on A Twig (10)
Microtrek Treasure Hunt (22)
Habitat Lap Sit (34)
Habitat Rummy (40)
What's For Dinner? (48)
The Thicket Game (112)
Polar Bears in Phoenix (120)
Quick Frozen Critters (122)
Classroom Carrying Capacity (126)
How Many Bears Can Live in This Forest? (136)
Oh Deer! (146)
Planting Animals (176)
Lobster in Your Lunch Box (222)
Too Close for Comfort (254)
Shrinking Habitat (258)
Improving Wildlife Habitat in Your Community (324)

Aquatic WILD Activity

Guide
Designing a Habitat (20)
Puddle Wonders (22)
Whale of a Tail (26)
Water Canaries (38)
Mermaids and Manatees (44)
Wetland Metaphors (54)
Marsh Munchers (58)
Hooks and Ladders (76)
Migration Headache (94)
Net Gain, Net Effect (104)
Water we Eating (120)
Deadly Skies (142)
Turtle Hurdles (164)

- 1.4 Give precise directions and instructions.

Project WILD Activity Guide

Who Lives Here?

Aquatic WILD Activity

Guide

-

Organization and Delivery of Oral Communication

- 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

Project WILD Activity Guide

Habitat Rummy (see evaluation p 45)
Museum Search For Wildlife (see evaluation p 73)
Who Lives Here? (175)
First Impressions (224)
Saturday Morning Wildlife Watch (228)
Keeping Score (see evaluation p 278)
Can Do! (322)

Aquatic WILD Activity

Guide
Designing A Habitat (20)
Wetland Metaphors (54)
Fashion A Fish (88)
Watered Down History (116)
To Dam or Not to Dam (134)

- 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).

Project WILD Activity Guide

Bearly Born (6)
 Ants on a Twig (10)
 Stormy Weather (26)
 Habitat Lap Sit (34)
 Habitracks (36)
 What's for Dinner (48)
 How many Bears Can Live in this Forest? (134)
 And the Wolf wore Shoes (226)

Aquatic WILD Activity Guide

Water Plant Art (12)
 Designing a Habitat (20)
 Puddle Wonders (22)
 Whale of a Tail (26)
 Mermaids and Manatees (44)
 Wetland Metaphors (54)
 Micro Odyssey (64)
 Edge of Home (68)
 Fishy Who's Who (86)

Grade Four
 Listening and Speaking (cont'd)

- 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question). (cont'd)

Project WILD Activity Guide

Saturday Morning Wildlife Watch (228)
 Shrinking Habitat (258)
 Deadly Links (270)
 Keeping Score (276)

Aquatic WILD Activity Guide

Migration Headache (94)
 Net Gain, Net Effect (104)
 Watered Down History (116)
 Deadly Skies (142)
 Deadly Waters (146)
 Dragonfly Pond (154)

- 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

Project WILD Activity Guide

First Impressions (224)
 And the Wolf Wore Shoes (226)
 Saturday Morning Wildlife Watching (228)
 Migration Barriers (262)
 Planning for People and Wildlife (284)
 Can Do! (322)
 Improving Wildlife Habitat in Your Community (324)

Aquatic WILD Activity Guide

Aquatic Times (126)
 Designing a Habitat (20)
 Dragonfly Pond (154)
 Fashion a Fish (88)
 Fishy Who's Who ((86)
 Mermaids and Manatees (44)
 To Dam or Not to Dam (134)

- 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

Project WILD Activity Guide

Habitat Rummy (see evaluation p. 45)
 Museum Search For Wildlife (see evaluation p. 73)
 Who Lives Here? (175)
 First Impressions (224)
 Saturday Morning Wildlife Watch (228)
 Keeping Score (see evaluation p 278)
 Can Do! (322)

Aquatic WILD Activity Guide

Designing A Habitat (20)
 Wetland Metaphors (54)
 Fashion A Fish (88)
 Watered Down History (116)
 To Dam or Not to Dam (134)

Analysis and Evaluation of Oral Media Communication:

- 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

Project WILD Activity Guide
Litter We Know (50)

Aquatic WILD Activity Guide
Aquatic Times (126) -
procedure #8

- 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.

Grade Four
Listening and Speaking (cont'd)

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

- 2.1 Make narrative presentations:

- a. Relate ideas, observations, or recollections about an event or experience.

Project WILD Activity Guide
Stormy Weather (26)
Adaptation Artistry (114)
Classroom Carrying Capacity (126)
Smokey the Bear said What? (178)
First Impressions (224)
And the Wolf Wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Wildlife in National Symbols (238)
Too Close for Comfort (254)
Shrinking Habitat (258)
Keeping Score (276)
Planning for People and Wildlife (284)
What did your Lunch Cost Wildlife (306)
Can Do! (322)
Improving Wildlife Habitat in the Community (324)

Aquatic WILD Activity Guide
Designing a Habitat (20)
Whale of a Tail (26)
Fashion a Fish (88)
Watered Down History (116)

- b. Provide context that enables the listener to imagine the circumstances of the event or experience.

Project WILD Activity Guide

Stormy Weather (26)
Classroom Carrying Capacity
(126)
Planting Animals (176)
Smokey the Bear said What?
(178)
Too Close for Comfort (254)
Shrinking Habitat (258)

Planning for People and Wildlife (284)
What did your Lunch Cost Wildlife (306)
Can Do! (322)
Improving Wildlife Habitat in the
Community (324)

**Aquatic WILD Activity
Guide**

Designing a Habitat (20)
Whale of a Tail (26)
Watered Down History
(116)

- c. Provide insight into why the selected incident is memorable.

Project WILD Activity Guide

Stormy Weather (26)
Wildwork (168)
First Impressions (224)
Too Close for Comfort (254)
Shrinking Habitat (258)
Can Do! (322)
Improving Wildlife Habitat in the
Community (324)

**Aquatic WILD Activity
Guide**

Fashion a Fish (88)
Watered Down History
(116)

2.2 Make informational presentations that:

- a. Frame an important question.

Project WILD Activity Guide
Who Lives Here? (174)
Can Do! (322)

Aquatic WILD Activity Guide
Designing a Habitat (20)
Whale of a Tail (26)
Wetland Metaphors (54)
Fashion A Fish (88)
Watered Down History (116)
To Dam or Not to Dam (134)

- b. Include facts and details that help listeners focus.

Project WILD Activity Guide

Aquatic WILD Activity Guide
Designing a Habitat (20)
Whale of a Tail (26)
Wetland Metaphors (54)
Fashion a Fish (88)

- c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television, or radio reports).

Project WILD Activity Guide
Can Do! (322)

Aquatic WILD Activity Guide
Whale of a Tail (26)

2.4 Recite brief poems (i.e., two or three stanzas), brief soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

Project WILD Activity Guide
Wild Words...A Journal Making Activity (66)

Aquatic WILD Activity Guide
Aqua Words (2)

GRADE FIVE

READING

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):**
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrates the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Structural Features of Informational Materials:

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Project WILD Activity Guide

Habitat Rummy (40)
Museum Search for Wildlife (72)
Good Buddies (104)
Adaptation Artistry (114)
Here Today, Gone Tomorrow
(170)
Lobster in your Lunch Box (222)
And the Wolf Wore Shoes (226)
Keeping Score (276)
Flip the Switch for Wildlife (308)

Aquatic WILD Activity Guide

Whale of a Tail (26)
Fishy Who's Who (86)
Fashion a Fish (88)
Aquatic Roots (100)
Aquatic Times (126)
To Dam or Not to Dam
(134)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Project WILD Activity Guide

Interview A Spider (14)
 Habitat Rummy (40)
 Good Buddies (104)
 Who Fits Here? (160)
 Wildwork (168)
 Here Today, Gone Tomorrow (170)
 Who Lives Here? (174)
 Planting Animals (176)
 Smokey Bear Said What? (178)
 The Hunter (190)
 First Impressions (224)
 Wildlife in National Symbols (238)

Aquatic WILD Activity Guide

Designing A Habitat (20)
 Whale of A Tail (26)
 Mermaids and Manatees (44)
 Blue Ribbon Niche (72)
 Fishy Who's Who (86)
 Aquatic Roots (100)
 Watered Down History (116)
 Aquatic Times (126)
 To Dam or Not to Dam (134)
 Something's Fishy Here (176)

Grade Five
 Reading (Cont'd)

- 2.4 Draw inferences, conclusions, or generalizations, about text and support them with textual evidence and prior knowledge.

Project WILD Activity Guide

Interview A Spider (14)
 Habitat Rummy (40)
 Good Buddies (104)
 Wildwork (168)
 Who Lives Here? (174)
 Planting Animals (176)
 The Hunter (190)
 Saturday Morning Wildlife Watch (238)
 Changing Attitudes (240)
 Ethi-Reasoning (310)

Aquatic WILD Activity Guide

Blue Ribbon Niche (72)
 Fishy Who's Who (86)
 Fashion A Fish (88)
 Aquatic Roots (100)
 Watered Down History (116)
 Water We Eating (120)
 To Dam or Not to Dam (134)
 Something's Fishy Here (176)
 Alice in Waterland (182)

Expository Critique

- 2.5 Distinguish among facts, supported inferences, and opinion in text.

Project WILD Activity Guide

Bearly Born (6)
 Wildwork (168)
 Here Today, Gone Tomorrow (170)
 Who Lives Here? (174)

 Planting Animals (176)
 The Hunter (190)
 First Impressions (224)
 Changing Attitudes (240)

Aquatic WILD Activity Guide

Aquatic Roots (100)
 Watered Down History (116)
 Water We Eating (120)
 Aquatic Times (126)
 To Dam or Not to Dam (134)

WRITING

- 1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process.**

Organization and Focus:

- 1.1 Create multiple-paragraph narrative compositions:
a. Establishes and develops a situation or plot.

Project WILD Activity Guide

Adaptation Artistry (114)

Who Lives Here? (174)

Planting Animals (176)

First Impressions (224)

Saturday Morning Wildlife Watch (238)

Changing Attitudes (240)

Can Do! (322)

Aquatic WILD Activity Guide

Whale of a Tail (26)

Micro Odyssey (64)

Fishy Who's Who (86)

Fashion a Fish (88)

Aquatic Roots (100)

Watered Down History (116)

Aquatic Times (126)

- b. Describes the setting.

Project WILD Activity Guide
Adaptation Artistry (114)
Who Lives Here? (174)

Planting Animals (176)
First Impressions (224)
Saturday Morning Wildlife Watch (238)
Changing Attitudes (240)
Can Do! (322)

Aquatic WILD Activity Guide

Designing a Habitat (20)
Whale of a Tail (26)
Fishy Who's Who (86)
Fashion a Fish (88)
Aquatic Roots (100)
Watered Down History (116)
Aquatic Times (126)

- c. Presents an ending.

Project WILD Activity Guide
Interview a Spider (14)
Planting Animals (176)
Can Do! (322)

Aquatic WILD Activity Guide

1.2 Create multiple-paragraph expository compositions:

- a. Establish a topic, important ideas, or events in sequence or chronological order.

Project WILD Activity Guide
Interview a Spider (14)
Adaptation Artistry (114)
Who Lives Here? (174)
Planting Animals (176)
First Impressions (224)
Changing Attitudes (240)
Can Do! (322)

Aquatic WILD Activity Guide

Micro Odyssey (64)
Aquatic Roots (100)
Watered Down History (116)
Aquatic Times (126)

- d. Provide details and transitional expressions than link one paragraph to another in a clear line of thought.

Project WILD Activity Guide
Interview a Spider (14)
Grasshopper Gravity (16)
Who Lives Here? (174)
Planting Animals (176)
First Impressions (224)
Changing Attitudes (240)
Can Do! (322)

Aquatic WILD Activity Guide

Designing a Habitat (20)
Aquatic Roots (100)
Watered Down History (116)
Aquatic Times (126)

- c. Offer a concluding paragraph that summarizes the important ideas and details.

Project WILD Activity Guide
Interview a Spider (14)
Planting Animals (176)
Can Do! (322)

Aquatic WILD Activity Guide

Designing a Habitat (20)
Aquatic Roots (100)

2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):

Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

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

2.1 Write narratives:

- a. Establish plot, point of view, setting, and conflict.

Project WILD Activity Guide

Interview a Spider (14)
Planting Animals (176)
First Impressions (224)
Changing Attitudes (240)
Can Do! (322)

Aquatic WILD Activity Guide

Designing a Habitat (20)
Whale of a Tail (26)
Micro Odyssey (64)
Fishy Who's Who (86)
Fashion a Fish (88)
Aquatic Roots (100)
Watered Down History (116)

- b. Show, rather than tell, the events of the story.

Project WILD Activity Guide

Adaptation Artistry (114)

Aquatic WILD Activity Guide

Designing a Habitat (20)
Fashion a Fish (88)

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- a. Frame questions that direct the investigation,
b. Establish a controlling idea/topic,
c. Develop the topic with simple facts, details, examples, and explanations.

Project WILD Activity Guide

Interview a Spider (14)
Grasshopper Gravity (16)
Who Lives Here? (174)
Planting Animals (176)
First Impressions (224)
Wildlife in National Symbols (238)
Changing Attitudes (240)
Can Do! (322)

Aquatic WILD Activity Guide

Designing a Habitat (20)
Whale of a Tail (26)
Micro Odyssey (64)
Blue Ribbon Niche (72)
Fishy Who's Who (86)
Aquatic Roots (100)
Watered Down History (116)
Aquatic Times (126)

2.4 Write persuasive letters or compositions:

- a. State a clear position in support of a proposal.
b. Support a position with relevant evidence.
c. Follow a simple organizational pattern.
d. Address a reader concerns.

Project WILD Activity Guide

Here Today, Gone Tomorrow (170) - *Extensions*
Planting Animals (176)
Changing Attitudes (240) - *Extensions*
The Hunter (190) - *Evaluation*

Aquatic WILD Activity Guide

Aquatic Roots (100)

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.**

Comprehension

- 1.1 Ask questions to seek information not already discussed.

Project WILD Activity Guide

Interview a Spider (14)
Changing Attitudes (240)
Can Do! (322)

Aquatic WILD Activity Guide

Aquatic Roots (100)

- 1.2 Interpret speaker's verbal and non-verbal messages, purposes, and perspectives

Project WILD Activity Guide

Animal Charades (4)
Interview a Spider (14)
Stormy Weather (22)
Classroom Carrying Capacity(126)
Visual Vocabulary (138)
Wildwork (168)

Aquatic WILD Activity Guide

Blue Ribbon Niche (72)
Watered Down History (116)
To Dam or Not to Dam (134)

- 1.3 Make inferences or draw conclusions based on an oral report.

Project WILD Activity Guide

Classroom Carrying Capacity (126)
Wildwork (168)
Here Today, Gone Tomorrow (170)
The Hunter (190)
And the Wolf Wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Changing Attitudes (240)
Keeping Score (276)
What Did Your Lunch Cost Wildlife? (306)

Aquatic WILD Activity Guide

Watered Down History (116)
To Dam or Not to Dam (134)
Something's Fishy Here (176)

Organization and Delivery of Oral Communication

- 1.4 Select a focus, organizational structure, and a point of view for an oral presentation.

Project WILD Activity Guide
 My Kingdom for a Shelter (46)
 Litter We Know (50)
 Good Buddies (104)
 Adaptation Artistry (114)
 Wildwork (168)
 Who Lives Here? (174)
 Planting Animals (176)
 Smokey the Bear Said What? (178)
 First Impressions (224)

Aquatic WILD Activity Guide
 Blue Ribbon Niche (72)
 Fishy Who's Who (86)
 Fashion a Fish (88)
 Aquatic Roots (100)
 Watered Down History (116)
 To Dam or Not to Dam (134)

Grade Five
 Listening & Speaking (cont'd)

- 1.4 Select a focus, organizational structure, and a point of view for an oral presentation.
 (cont'd)

Project WILD Activity Guide
 And the Wolf Wore Shoes (226)
 Saturday Morning Wildlife Watch (228)
 Changing Attitudes (240)
 Migration Barriers (262)
 Playing Lightly on the Earth (292)
 Flip the Switch for Wildlife (308)
 Can Do! (322)
 Improving Wildlife Habitat (324)

Aquatic WILD Activity Guide

- 1.5 Clarify and support spoken ideas with evidence and examples.

Project WILD Activity Guide
 My Kingdom for a Shelter (46)
 Litter We Know (50)
 Good Buddies (104)
 Adaptation Artistry (114)
 Who Lives Here? (174)
 Planting Animals (176)
 Smokey the Bear Said What? (178)
 And the Wolf Wore Shoes (226)
 Saturday Morning Wildlife Watch (228)
 Changing Attitudes (240)
 Migration Barriers (262)
 Keeping Score (276)
 What did your Lunch Cost Wildlife? (306)
 Flip the Switch for Wildlife (308)
 Can Do! (322)
 Improving Wildlife Habitat (324)

Aquatic WILD Activity Guide
 Blue Ribbon Niche (72)
 Fishy Who's Who (86)
 Fashion a Fish (88)
 Aquatic Roots (100)
 Watered Down History (116)
 To Dam or Not to Dam (134)

- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Project WILD Activity Guide

Litter We Know (50)

Adaptation Artistry (114)

**Classroom Carrying Capacity
(126)**

Visual Vocabulary (138)

First Impressions (224)

And the Wolf Wore Shoes (226)

Saturday Morning Wildlife Watch (228)

Changing Attitudes (240)

Playing Lightly on the Earth (292)

Can Do! (322)

Improving Wildlife Habitat (324)

**Aquatic WILD Activity
Guide**

Fashion a Fish (88)

**To Dam or Not to Dam
(134)**

Analysis and Evaluation of Oral and Media Communications

- 1.7 Identify, analyze, and critique the persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.

Project WILD Activity Guide
Here Today, Gone Tomorrow (170)
Smokey the Bear Said What? (178)
The Hunter (190)
First Impressions (224)
And the Wolf Wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Changing Attitudes (240)
Migration Barriers (262)

Aquatic WILD Activity Guide
Watered Down History (116)
To Dam or Not to Dam (134)

- 1.8 Analyze media as sources for information, entertainment, persuasions, interpretation of events, and transmission of culture.

Project WILD Activity Guide
Here Today, Gone Tomorrow (170)
Who Lives Here? (174)
Smokey the Bear Said What? (178)
First Impressions (224)

Aquatic WILD Activity Guide
Fishy Who's Who (86)
Watered Down History (116)
Aquatic Times (126)

And the Wolf Wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Changing Attitudes (240)
Flip the Switch for Wildlife (308)

- 2.0 **SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):**
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e. g., narration, exposition, persuasion, and description). 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 five outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

- a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.

Project WILD Activity Guide

My Kingdom for a Shelter (46)
Litter We Know (50)
Good Buddies (104)
Adaptation Artistry (114)
Wildwork (168)
Here Today, Gone
Tomorrow (170)
Who Lives Here? (174)
Planting Animals (176)
Smokey the Bear Said What?
(178)
First Impressions (224)

And the Wolf Wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Changing Attitudes (240)
Migration Barriers (262)
Keeping Score (276)
Can Do! (322)
Improving Wildlife Habitat (324)

Aquatic WILD Activity
Guide

Blue Ribbon Niche (72)
Fishy Who's Who (86)
Fashion a Fish (88)
Aquatic Roots (100)
Watered Down History
(116)
To Dam or Not to Dam
(134)

- b. Show, rather than tell, the listener what happens.

Project WILD Activity Guide

My Kingdom for a Shelter (46)
Litter We Know (50)
Adaptation Artistry (114)
Visual Vocabulary (138)
Smokey the Bear Said What?
(178)
Migration Barriers (262)
Flip the Switch for Wildlife (308)

Aquatic WILD Activity
Guide

Fashion a Fish (88)

2.2 Deliver informative presentations about an important idea, issue, or event by the following means:

- a. Frame questions to direct the investigation.

Project WILD Activity Guide

My Kingdom for a Shelter (46)

Litter We Know (50)

Good Buddies (104)

Wildwork (168)

Here Today, Gone Tomorrow

(170) Who Lives Here? (174)

Planting Animals (176)

Smokey the Bear Said What?

(178)

First Impressions (224)

And the Wolf Wore Shoes (226)

Saturday Morning Wildlife Watch (228)

Changing Attitudes (240)

Migration Barriers (262)

Keeping Score (276)

Flip the Switch for Wildlife (308)

Can Do! (322)

Improving Wildlife Habitat (324)

Aquatic WILD Activity

Guide

Blue Ribbon Niche (72)

Fishy Who's Who (86)

Fashion a Fish (88)

Aquatic Roots (100)

Watered Down History

(116)

To Dam or Not to Dam

(134)

b. Establish a controlling idea or topic.

Project WILD Activity Guide

My Kingdom for a Shelter (46)
Litter We Know (50)
Good Buddies (104)
Wildwork (168)
Here Today, Gone Tomorrow
(170)
Who Lives Here? (174)
Planting Animals (176)
Smokey the Bear Said What?
(178)
And the Wolf Wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Changing Attitudes (240)
Migration Barriers (262)
Keeping Score (276)
Can Do! (322)
Improving Wildlife Habitat (324)

**Aquatic WILD Activity
Guide**

Blue Ribbon Niche (72)
Fishy Who's Who (86)
Aquatic Roots (100)
Watered Down History
(116)
To Dam or Not to Dam
(134)

c. Develop the topic with simple facts, details, examples, and explanations.

Project WILD Activity Guide

My Kingdom for a Shelter (46)
Litter We Know (50)
Good Buddies (104)
Wildwork (168)
Here Today, Gone Tomorrow
(170)
Who Lives Here? (174)
Planting Animals (176)
Smokey the Bear Said What?
(178)
And the Wolf Wore Shoes (226)
Saturday Morning Wildlife Watch (228)
Changing Attitudes (240)
Migration Barriers (262)
Keeping Score (276)
Flip the Switch for Wildlife (308)
Can Do! (322)
Improving Wildlife Habitat (324)

**Aquatic WILD Activity
Guide**

Blue Ribbon Niche (72)
Fishy Who's Who (86)
Aquatic Roots (100)
Watered Down History
(116)
To Dam or Not to Dam
(134)

GRADE SIX

READING

1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY

DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Project WILD Activity Guide

Interview a Spider (14)

The Hunter (190)

Cartoons and Bumper Stickers
(230)

**Aquatic WILD Activity
Guide**

Whale of a Tail (26)

Mermaids & Manatees (44)

Aquatic Roots (100)

Watered Down History
(116)

Aquatic Times (126)

To Dam or Not to Dam
(134)

Something's Fishy Here
(176)

2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of text, by using their knowledge of text structure, organization, and purpose. 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, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Structural Features of Informational Materials:

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

Project WILD Activity Guide

Interview a Spider (14)
Who Lives Here? (174)
Planting Animals (176)
Smokey the Bear Said What?
(178)
First Impressions (224)
Wildlife in National Symbols
(238)
Changing Attitudes (240)

**Aquatic WILD Activity
Guide**

Designing a Habitat (20)
Whale of a Tail (26)
Fishy Who's Who (86)
Aquatic Roots (100)
Watered Down History
(116)
Aquatic Times (126)

- 2.2 Analyze text that uses compare-and-contrast organizational pattern.

Project WILD Activity Guide

Bearly Born (6)
Habitat Rummy (40)
Learning to Look, Looking to See (62)
Museum Search for Wildlife (72)
Graphanimal (100)
Urban Nature Search (102)
Seeing is Believing (116)
Polar Bears in Phoenix (120)
Rainfall and the Forest (140)
Here Today, Gone Tomorrow
(170)
Who Lives Here? (174)
The Hunter (190)

Wildlife in National Symbols
(238)
Changing Attitudes (240)
Migration Barriers (262)
To Zone or Not to Zone (266)
Playing Lightly on the Earth (292)
Flip the Switch for Wildlife (308)

**Aquatic WILD Activity
Guide**

Whale of a Tail (26)
Water Canaries (38)
Mermaids and Manatees
(44)
Wetland Metaphors (54)
The Edge of Home (68)
Fishy Who's Who (86)
Aquatic Roots (100)
Watered Down History
(116)
To Dam or Not to Dam
(134)
Deadly Skies (142)
Deadly Waters (146)
Dragonfly Pond (154)

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Connect and clarify main ideas by identifying their relationship to other sources and related topics.

Project WILD Activity Guide

Ants on a Twig (10)

Museum Search for Wildlife (72)

Seeing is Believing (116)

**Classroom Carrying Capacity
(126)**

Saturday Morning Wildlife Watch (228)

**Cartoons and Bumper Stickers
(230)**

***Does Wildlife Sell Cigarettes?
(232)**

Too Close for Comfort (254)

Shrinking Habitat (258)

To Zone or Not to Zone (266)

Deadly Links (270)

**Aquatic WILD Activity
Guide**

Expository Critique

- 2.7 Make reasonable assertions about text through accurate, supportive citations.

Project WILD Activity Guide

Bearly Born (6)
The Hunter (190)
And the Wolf Wore Shoes (226)

Aquatic WILD Activity

Guide
To Dam or Not to Dam
(134)
Alice in Waterland (182)

WRITING

- 1.0 WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.**

Organization and Focus

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

Project WILD Activity Guide

Bearly Born (6)
Ants on a Twig (10)
Color Crazy (12)
Interview a Spider (14)
Grasshopper Gravity (16)
MicroTrek Treasure Hunt (22)
Habitat Rummy (40)
What's for Dinner? (48)
Wildwords (66)
Animal Poetry (70)
Eco-Enrichers (76)
Seed Need (78)
Graphananimal (100)
Urban Nature Search (102)
Adaptation Artistry (114)
Planting Animals (176)
Lobster in your Lunch box (222)
First Impressions (224)
Changing Attitudes (240)
To Zone or Not to Zone (266)
Keeping Score (276)
What did your Lunch Cost Wildlife?(306)

Flip the Switch for Wildlife (308)
Ethi-Reasoning (310)
Can Do! (322)

Aquatic WILD Activity

Guide Aqua Words (2)
Water Wings (4)
Designing a Habitat (20)
Puddle Wonders (22)
Whale of a Tail (26)
Mermaids and Manatees
(44)
Kelp Help (48)
Micro Odyssey (64)
The Edge of Home (68)
Fishy Who's Who (86)
Aquatic Roots (100)
Watered Down History
(116)
Water we Eating? (120)
Aquatic Times (126)

1.2 Create a multiple-paragraph expository composition:

- a. Engage the interest of the reader and state a clear purpose.

Project WILD Activity Guide

Adaptation Artistry (114)
Changing Attitudes (240)
No Water off a Duck's Back (274)
Enviro-Ethics (326)

Aquatic WILD Activity Guide

When a Whale is Right (26)
Fishy Who's Who (86)
Aquatic Roots (100)
Watered Down History (116)
Aquatic Times (126)

- a. Develop the topic with supportive details, precise verbs, nouns and adjectives, to paint a visual image in the mind of the reader.

Project WILD Activity Guide

Adaptation Artistry (114)
Changing Attitudes (240)
No Water off a Duck's Back (274)
Enviro-Ethics (326)

Aquatic WILD Activity Guide

When a Whale is Right (26)
Fishy Who's Who (86)
Aquatic Roots (100)
Watered Down History (116)
Aquatic Times (126)

- c. Conclude with a detailed summary linked to the purpose of the composition.

Project WILD Activity Guide

Adaptation Artistry (114)
Changing Attitudes (240)
No Water off a Duck's Back (274)
Enviro-Ethics (326)

Aquatic WILD Activity Guide

When a Whale is Right (26)
Fishy Who's Who (86)
Aquatic Roots (100)
Watered Down History (116)
Aquatic Times (126)

- 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climatic order.

Project WILD Activity Guide

Bearly Born (6)
Ants on a Twig (10)
Interview a Spider (14)
Grasshopper Gravity (16)
Microtrek Treasure Hunt (22)
The Beautiful Basics (30)
Habitat Lap Sit (34)
Habitat Rummy (40)
Graphananimal (100)
Urban Nature Search (102)
Good Buddies (104)
Seeing is Believing (116)
Polar Bears in Phoenix? (120)
Quick Frozen Critters (122)
Classroom Carrying Capacity (126)
Muskox Manuvers (130)
How Many Bears Can Live in this Forest (134)

Aquatic WILD Activity Guide

Aqua Words (2)
How Wet is our Planet? (8)
Water Plant Art (12)
Plastic Jellyfish (17)
Designing a Habitat (20)
Mermaids and Manatees (44)
Wetland Metaphors (54)
Marsh Munchers (58)
The Edge of Home (68)
Blue Ribbon Niche (72)
Migration Headache (94)
Aquatic Roots (100)
Net Gain, Net Effect (104)
Where have all the Salmon Gone? (110)
To Dam or Not to Dam (134)
Deadly Skies (142)
Deadly Waters (146)

- 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement of spatial order, order of importance, or climatic order. (cont'd)

Project WILD Activity Guide

Rainfall and the Forest (140)

Oh Deer! (146)

**Here Today, Gone Tomorrow
(170)**

Who Lives Here? (174)

**Smokey the Bear Said What?
(178)**

Checks and Balances (186)

First Impressions (224)

Saturday Morning Wildlife Watch (228)

Changing Attitudes (240)

Too Close for Comfort (254)

Shrinking Habitat (258)

Migration Barriers (262)

Deadly Links (270)

Keeping Score (276)

Planning for People and Wildlife (284)

**Aquatic WILD Activity
Guide**

Dragonfly Pond (154)

Turtle Hurdles (164)