

*Correlation of*

# project WILD

*Environmental Education  
K-12 Activity Guides*

*to*

**CALIFORNIA ENGLISH-LANGUAGE ARTS  
CONTENT STANDARDS**



**GRADES 7-8**

*July 1999*

July 1, 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, 12<sup>th</sup> Floor**  
**Sacramento, CA 95814**  
**(916) 653-3857 or toll free 1-888-945-3334**



Project WILD Correlation  
English-Language Arts Content Standards

Grades 7 & 8  
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## **GRADE SEVEN**

### **READING**

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATION MATERIALS):**  
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives on text, and they relate 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 seven, students make substantial progress toward this goal.

*Structural Features of Informational Materials*

- 2.2 Locate information using a variety of consumer, workplace, and public documents.

**Project WILD Activity Guide**

**Interview a Spider (14)**  
**Habitat Rummy (40)**  
**Wild Edible Plants (90)**  
**Wildlife as seen on Coins and Stamps(92)**  
**Which Niche? (158)**  
**Wildwork (168)**  
**Here Today, Gone Tomorrow (170)**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Fire Ecologies (182)**  
**Wildlife Research (198)**  
**Riparian Zone (206)**  
**Who Pays for What? (212)**  
**History of Wildlife Management (216)**  
**Wildlife in National Symbols (238)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Wildlife Issues: Community Attitude Survey (244)**  
**Pro and Con: Consumptive and Nonconsumptive Uses of Wildlife (250)**  
**When a Whale is Right (280)**  
**Rare Bird Eggs for Sale (296)**  
**Wild Bill's Fate (316)**  
**Know Your Legislation: What's in it for Wildlife? (318)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Water Canaries (38)**  
**Mermaids & Manatees (44)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Where have all the Salmon Gone? (110)**  
**Aquatic Times (126)**  
**Facts and Falsehoods (138)**

Grade Seven  
Reading (cont'd)

2.3 Analyze text that uses the cause and effect pattern.

**Project WILD Activity Guide**  
**Good Buddies (104)**  
**Pond Succession (110)**  
**Muskox Maneuvers (130)**  
**How many Bears Can Live in this Forest (134)**  
**Rainfall and the Forest (140)**  
**Oh Deer! (146)**  
**Carrying Capacity (152)**  
**Here Today, Gone Tomorrow (170)**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Fire Ecologies (182)**  
**Riparian Zone (206)**  
**Philosophical Differences (242)**  
**Wildlife Issues: Community Attitude Survey (244)**  
**Shrinking Habitat (258)**  
**Deadly Links (270)**  
**No Water off a Duck's Back (274)**  
**Keeping Score (276)**  
**Noisy Neighbors (294)**  
**Enviro-Ethics (326)**

**Aquatic WILD Activity Guide**  
**Puddle Wonders (22)**  
**Riparian Retreat (34)**  
**Water Canaries (38)**  
**Wetland Metaphors (54)**  
**Micro Odyssey (64)**  
**The Edge of Home (68)**  
**Blue Ribbon Niche (72)**  
**Hooks and Ladders (76)**  
**Where Does Water Run After School? (82)**  
**Fashion a Fish (88)**  
**Migration Headache (94)**  
**Where Have All the Salmon Gone? (110)**  
**Watered Down History (116)**  
**The Glass Menagerie (130)**  
**To Dam or Not to Dam (134)**  
**Deadly Skies (142)**  
**Deadly Waters (146)**  
**Dragonfly Pond (154)**  
**Turtle Hurdles (164)**

## WRITING

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

### *Organization and Focus*

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

**Project WILD Activity Guide**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Wildlife Research (198)**  
**Deer Crossing (202) \*essay not explicitly noted, but works well**  
**Who Pays for What? (212)**  
**History of Wildlife Management (216)**  
**Wildlife in National Symbols (238)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**When a Whale Is a Right (280)**  
**Wild Bill's Fate (316)**

**Aquatic WILD Activity Guide**  
**Whale of a Tail (26)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Aquatic Heroes and Heroines (160)**

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences and ideas to unify important ideas. (cont'd)

Project WILD Activity Guide  
 Know Your Legislation: What's  
 in it for Wildlife? (318)  
 Can Do! (322)  
 Improving Wildlife Habitat in  
 Your Community (324)

Aquatic WILD Activity  
 Guide

- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and/or specific examples.

Project WILD Activity Guide  
 Who Lives Here? (174)  
 Wildlife Research (198)  
 Deer Crossing (202)  
 Who Pays for What? (212)  
 History of Wildlife Management  
 (216)  
 Wildlife in National Symbols  
 (238)  
 Philosophical Differences (242)  
 When a Whale Is a Right (280)  
 Wild Bill's Fate (316)  
 Know Your Legislation: What's  
 in it for Wildlife? (318)  
 Can Do! (322)  
 Improving Wildlife Habitat in  
 Your Community (324)

Aquatic WILD Activity  
 Guide  
 Whale of a Tail (26)  
 Fishy Who's Who (86)  
 Watered Down History  
 (116)  
 Aquatic Times (126)  
 Aquatic Heroes and  
 Heroines (160)

- 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Project WILD Activity Guide  
 Wildlife Research (198)  
 History of Wildlife Management  
 (216)  
 Changing Attitudes (240)  
 Know Your Legislation: What's  
 in it for Wildlife? (318)  
 Improving Wildlife Habitat in  
 Your Community (324)

Aquatic WILD Activity  
 Guide  
 Aquatic Times (126)  
 Facts and Falsehoods  
 (138)

### *Research and Technology*

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.



Project WILD Activity Guide  
 Who Lives Here? (174)  
 Planting Animals (176)  
 Wildlife Research (198)  
 Deer Crossing (202) \*essay not  
 explicit noted, but works well

Aquatic WILD Activity  
 Guide  
 Puddle Wonders (22)  
 Whale of a Tail (26)  
 Kelp Help ( 48)  
 Fishy Who's Who (86)

Aquatic Roots (100)

Grade Seven  
 Writing (Cont'd)

1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. (cont'd)

Project WILD Activity Guide  
 Who Pays for What? (212)  
 History of Wildlife Management  
 (216)  
 Wildlife in National Symbols  
 (238)  
 Changing Attitudes (240)  
 Philosophical Differences (242)  
 When a Whale Is a Right (280)  
 Wild Bill's Fate (316)  
 Know Your Legislation: What's  
 in it for Wildlife? (318)  
 Can Do! (322)  
 Improving Wildlife Habitat in  
 Your Community (324)

Aquatic WILD Activity  
 Guide  
 Watered Down History  
 (116)  
 Aquatic Heroes and  
 Heroines (160)

**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. The student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

2.3 Write research reports:

b. Convey clear and accurate perspectives on the subject.

Project WILD Activity Guide  
 Who Lives Here? (174)  
 Wildlife Research (198)  
 Deer Crossing (202)  
 Who Pays for What? (212)  
 Changing Attitudes (240)  
 When a Whale Is a Right (280)  
 Know you Legislation: What's in  
 it for Wildlife? (318)

Aquatic WILD Activity  
 Guide  
 Whale of a Tail (26)  
 Aquatic Roots (100)  
 Watered Down History  
 (116)  
 Aquatic Times (126)  
 Aquatic Heroes and  
 Heroines (160)

c. Include evidence compiled through the formal research process (e.g., use of

a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).

**Project WILD Activity Guide**

Who Lives Here? (174)  
Wildlife Research (198)  
Who Pays for What? (212)  
History of Wildlife Management (216)  
Wildlife in National Symbols (238)  
When a Whale is Right (280)  
Know Your Legislation: What's in it for Wildlife? (318)

**Aquatic WILD Activity Guide**

Whale of a Tail (26)  
Aquatic Roots (100)  
Watered Down History (116)  
Living Research - Aquatic Heroes and Heroines (160)

Grade Seven  
Writing (Cont'd)

- d. Document reference sources with footnotes and a bibliography.

**Project WILD Activity Guide**

Wildlife Bibliography (94)

**Aquatic WILD Activity**

**Guide**

2.4 Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.

**Project WILD Activity Guide**

Wildlife Research (198)  
When a Whale Is a Right (280)  
Wild Bill's Fate (316)  
Know your Legislation: What's in it for Wildlife? (318)  
Can Do! (322)  
Improving Wildlife Habitat in Your Community (324)

**Aquatic WILD Activity**

**Guide**  
To Dam or Not to Dam (134)  
Something's Fishy Here! (176)

- b. Describe the points in support of the proposition, employing well articulated evidence.

**Project WILD Activity Guide**

Wildlife Research (198)  
When a Whale Is a Right (280)  
Wild Bill's Fate (316)  
Know your Legislation: What's in it for Wildlife? (318)  
Can Do! (322)  
Improving Wildlife Habitat in your Community (324)

**Aquatic WILD Activity**

**Guide**  
To Dam or Not to Dam (134)  
Something's Fishy Here! (176)

2.5 Write summaries of reading materials:

- a. Include the main ideas and most significant details.

**Project WILD Activity Guide**

**Interview a Spider (14)**  
**Good Buddies (104)**  
**Which Niche? (158)**  
**Wildwork (168)**  
**Who Lives Here? (174)**  
**Wildlife Research (198)**  
**Who Pays for What? (212)**  
**A History of Wildlife Management (216)**  
**Wildlife in National Symbols (238)**  
**Philosophical Differences (242)**  
**When a Whale is Right (280)**  
**Wild Bill's Fate (316)**  
**Know your Legislation (318)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Mermaids and Manatees (44)**  
**Fishy Who's Who ( 86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Living Research (160)**

- b. Use the student's words, except quotations.

Project WILD Activity Guide

Interview a Spider (14)  
Good Buddies (104)  
Which Niche? (158)  
Wildwork (168)  
Who Lives Here? (174)  
Wildlife Research (198)  
Who Pays for What? (212)  
A History of Wildlife Management (216)  
Wildlife in National Symbols  
(238)  
Philosophical Differences (242)  
When a Whale Is a Right (280)  
Know your Legislation (318)

Aquatic WILD Activity  
Guide

Whale of a Tail (26)  
Mermaids and Manatees  
(44)  
Fishy Who's Who (86)  
Aquatic Roots (100)  
Watered Down History  
(116)  
Aquatic Times (126)  
Living Research (160)

- c. Reflect the underlying meaning, not just the superficial details.

Project WILD Activity Guide

Wild Bill's Fate (316)  
Know your Legislation (318)

Aquatic WILD Activity  
Guide

Watered Down History  
(116)  
Living Research (160)

## LISTENING AND SPEAKING

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

### Comprehension

- 1.1 Ask probing questions designed to elicit information, including evidence to support the speaker's claims and conclusions.

Project WILD Activity Guide

Who Fits Here? (160)  
Planting Animals (176)  
Wildlife Research (198)  
Riparian Zone (206)  
Who Pays for What? (212)  
A History of Wildlife Management (216)  
Philosophical Differences (242)  
Wildlife Issues (244)  
Pro and Con (250)  
Cabin Conflict (264)  
To Zone or Not to Zone (266)  
When a Whale Is a Right (280)  
Wild Bill's Fate (316)  
Know your Legislation (318)

Aquatic WILD Activity  
Guide

Watered Down History  
(116)  
Aquatic Times (126)  
To Dam or Not to Dam  
(134)  
Facts and Falsehoods  
(138)  
Living Research (160)



1.2 Determine the speaker's attitude toward the subject.

**Project WILD Activity Guide**  
Riparian Zone (206)  
Philosophical Differences (242)  
Pro and Con (250)  
Cabin Conflict (264)  
To Zone or Not to Zone (266)  
When a Whale Is a Right (280)  
Wild Bill's Fate (316)  
Know your Legislation (318)

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

1.3 Respond to persuasive messages with questions, challenges, or affirmations.

**Project WILD Activity Guide**  
Habitrekking (56)  
Urban Nature Search (102)  
Visual Vocabulary (138)  
Who Fits Here? (160)  
Deer Crossing (202)  
Riparian Zone (206)  
Who Pays for What? (212)  
Does Wildlife Sell Cigarettes? (232)  
Philosophical Differences (242)  
Pro and Con (250)  
Cabin Conflict (264)  
To Zone or Not to Zone (266)  
When a Whale Is a Right (280)  
Know your Legislation (318)

**Aquatic WILD Activity Guide**  
Watered Down History (116)  
To Dam or Not to Dam (134)  
Facts and Falsehoods (138)

*Organization and Delivery of Oral Communication*

1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

**Project WILD Activity Guide**  
Deer Crossing (202)  
Riparian Zone (206)  
Pro and Con (250)  
Cabin Conflict (264)  
To Zone or Not to Zone (266)  
When a Whale Is a Right (280)

**Aquatic WILD Activity Guide**  
Whale of a Tail (26)  
Blue Ribbon Niche (72)  
Fashion a Fish (88)  
Aquatic Roots (100)  
Watered Down History (116)  
To Dam or Not to Dam (134)  
Living Research (160)

1.5 Arrange details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

Project WILD Activity Guide  
Deer Crossing (202)  
Riparian Zone (206)  
Pro and Con (250)  
Cabin Conflict (264)  
To Zone or Not to Zone (266)  
When a Whale Is a Right (280)

Aquatic WILD Activity Guide  
Whale of a Tail (26)  
Blue Ribbon Niche (72)  
Fashion a Fish (88)  
Aquatic Roots (100)  
Watered Down History (116)  
To Dam or Not to Dam (134)  
Living Research (160)

Grade Seven  
Listening & Speaking (cont'd)

- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations.

Project WILD Activity Guide  
Deer Crossing (202)  
Riparian Zone (206)  
Pro and Con (250)  
Cabin Conflict (264)  
To Zone or Not to Zone (266)  
When a Whale Is a Right (280)

Aquatic WILD Activity Guide  
To Dam or Not to Dam (134)

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

- 2.3 Deliver research presentations
- a Pose relevant and concise questions about the topic.

**Project WILD Activity Guide**  
 Deer Crossing (202)  
 Riparian Zone (206)  
 Pro and Con (250)  
 To Zone or Not to Zone (266)  
 When a Whale Is a Right (280)  
 Ethi-Thinking (290)  
 Playing Lightly on the Earth (292)  
 Noisy Neighbors (294)  
 Rare Bird Eggs for Sale (296)  
 Know your Legislation (318)

**Aquatic WILD Activity Guide**  
 Mermaids and Manatees (44)  
 \*Micro Odyssey (64)  
 Fishy Who's Who (86)  
 Aquatic Roots (100)  
 Watered Down History (116)  
 To Dam or Not to Dam (134)  
 Facts and Falsehoods (138)  
 Living Research (160)

- b. Convey clear and accurate perspectives on the subject.

**Project WILD Activity Guide**  
 Deer Crossing (202)  
 Riparian Zone (206)  
 Pro and Con (250)  
 To Zone or Not to Zone (266)  
 When a Whale Is a Right (280)  
 Ethi-Thinking (290)  
 Playing Lightly on the Earth (292)  
 Noisy Neighbors (294)  
 Rare Bird Eggs for Sale (296)

**Aquatic WILD Activity Guide**  
 Micro Odyssey (64)  
 Fishy Who's Who (86)  
 Fashion A Fish (88)  
 Aquatic Roots (100)  
 Watered Down History (116)  
 To Dam or Not to Dam (134)  
 Facts and Falsehoods (38)  
 Living Research (60)

Grade Seven  
 Listening & Speaking (cont'd)

- c. Include evidence generated through the formal research process (e.g., use of card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).

**Project WILD Activity Guide**  
 Riparian Zone (206)  
 Pro and Con (250)  
 To Zone or Not to Zone (266)  
 When a Whale Is a Right (280)  
 Noisy Neighbors (294)  
 Rare Bird Eggs for Sale (296)

**Aquatic WILD Activity Guide**  
 Micro Odyssey (64)  
 Fishy Who's Who (86)  
 Aquatic Roots (100)  
 Watered Down History (116)

- d. Cite reference sources appropriately.

**Project WILD Activity Guide**  
 Pro and Con (250)  
 To Zone or Not to Zone (266)  
 When a Whale Is a Right (280)

**Aquatic WILD Activity Guide**

2.4 Deliver persuasive presentations:

- a. State a clear position or perspective in support of an argument or proposal.



**Project WILD Activity Guide**

**Deer Crossing (202)**  
**Riparian Zone (206)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is Right (280)**  
**Playing Lightly on the Earth (292)**  
**Rare Bird Eggs for Sale (296)**  
**Ethi-Reasoning (310)**  
**Can Do! (322)**  
**Improving Wildlife Habitat in your Community (324)**

**Aquatic WILD Activity Guide**

**To Dam or Not to Dam (134)**  
**Facts and Falsehoods (138)**

- b. Describe the points in support of an argument and employ well-articulated evidence.

**Project WILD Activity Guide**

**Deer Crossing (202)**  
**Riparian Zone (206)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale Is a Right (280)**  
**Ethi-Thinking (290)**  
**Playing Lightly on the Earth (292)**  
**Rare Bird Eggs for Sale (296)**  
**Ethi-Reasoning (310)**  
**Wild Bill's Fate (316)**  
**Can Do! (322)**  
**Improving Wildlife Habitat in your Community (324)**

**Aquatic WILD Activity Guide**

**To Dam or Not to Dam (134)**  
**Facts and Falsehoods (138)**

**GRADE EIGHT**

**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, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

***Vocabulary and Concept Development***

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

Project WILD Activity Guide  
Which Niche?(158)

Aquatic WILD Activity  
Guide  
Wetland Metaphors (54)  
Blue Ribbon Niche (72)

**Note:** many of the activities' titles contain idioms and similes

- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Note: all activities for grade eight fit this category.

- 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 the students. In addition, by grade eight, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

***Structural Features of Informational Materials***

- 2.2 Analyze text that uses proposition and support patterns.

Project WILD Activity Guide  
Playing Lightly on the Earth (292)  
Ethi-Reasoning (310)  
Know Your Legislation (318)  
Wild Bill's Fate (316)  
Can Do! (322)  
Improving Wildlife Habitat in Your  
Community (324)

Aquatic WILD Activity  
Guide

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

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

**Project WILD Activity Guide**

**Bearly Born (6)**  
**How Many Bears can Live in This Forest? (134)**  
**Who Fits Here? (160)**  
**Checks and Balances (186)**  
**The Hunter (190)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**History of Wildlife Management(216)**  
**Cartoons and Bumper Stickers (230)**  
**Does Wildlife Sell Cigarettes? (232)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Wildlife Issues (244)**  
**Pro and Con: Consumptive and Nonconsumptive uses of Wildlife (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is a Right (280)**  
**Wild Bill's Fate (316)**  
**Know your Legislation (318)**

**Aquatic WILD Activity Guide**

**To Dam or Not to Dam (134)**  
**Facts and Falsehoods (138)**  
**Something's Fishy Here! (176)**

- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

**Project WILD Activity Guide**

**Interview a Spider (14)**  
**Which Niche? (158)**  
**Wildwork (168)**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Who Pays for What? (212)**  
  
**History of Wildlife Management (216)**  
**Wildlife in National Symbols (238)**  
**Pro and Con... (250)**  
**When a Whale is a Right (280)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Aquatic Times (126)**  
**Living Research: Aquatic Heroes and Heroines (160)**

Note: comparing students' summaries to the original text is not listed, but can easily be included with these activities.

- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and/or to solve a problem.

**Project WILD Activity Guide**

Interview a Spider (14)  
Wild Edible Plants (90)  
Wildlife Bibliography (94)  
Which Niche? (158)  
Who Fits Here? (160)  
Wildwork (168)  
Here Today, Gone Tomorrow  
(170)  
Who Lives Here? (174)  
Fire Ecologies (182)  
Wildlife Research (198)  
Pro and Con: Consumptive and Non  
Consumptive uses of Wildlife (250)  
When a Whale is a Right (280)  
Wild Bill's Fate (316)  
Know your Legislation (318)

**Aquatic WILD Activity  
Guide**

Whale of a Tail ( 26)  
Kelp Help ( 48)  
Fishy Who's Who ( 86)  
Aquatic Roots (100)  
Watered Down History  
(116)  
Aquatic Times ( 126)

## WRITING

- 1.0 **WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of 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 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

**Project WILD Activity Guide**

Which Niche? (158)  
Wildwork (168)  
Who Lives Here? (174)  
Wildlife Research (198)  
Philosophical Differences (242)  
When a Whale is a Right (280)  
Wild Bills Fate (316)  
Know your Legislation (318)  
Can Do! (322)

**Aquatic WILD Activity  
Guide**

Whale of a Tail (26)  
Kelp Help (48)  
Micro Odyssey (64)  
Fishy Who's Who (86)  
Aquatic Roots (100)  
Watered Down History  
(116)  
Aquatic Times (126)  
Living Research (160)

- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

**Project WILD Activity Guide**

**Interview a Spider (14)**  
**Adaptation Artistry (114)**  
**Wildwork (168)**  
**Who Lives Here? (174)**  
**Wildlife Research (198)**  
**When a Whale is a Right (280)**  
**Wild Bills Fate (316)**  
**Know your Legislation (318)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Kelp Help (48)**  
**Micro Odyssey (64)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Aquatic Times (126)**  
**Living Research (160)**

- 1.3 Support thesis or conclusions with analogies, paraphrases, quotations, and opinions from authorities, comparisons, and similar devices.

**Project WILD Activity Guide**

**Wildwork (168)**  
**Who Lives Here? (174)**  
**Wildlife Research (198)**  
**Philosophical Differences (242)**  
**When a Whale is a Right (280)**  
**Know your Legislation (318)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Aquatic Times (126)**  
**Living Research (160)**

*Research and Technology*

- 1.5 Achieve an effective balance between researched information and original ideas.

**Project WILD Activity Guide**

**Which Niche? (158)**  
**Wildwork (168)**  
**Who Lives Here? (174)**  
**Wildlife Research (198)**  
**Philosophical Differences (242)**  
**When a Whale is a Right (280)**  
**Can Do! (322)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Kelp Help (48)**  
**Micro Odyssey (64)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Aquatic Times (126)**  
**Living Research (160)**

*Evaluation and Revision*

- 1.6 Revise writing for word choice, appropriate organization, consistent point of view, and transitions and among paragraphs, passages, and ideas.

**Project WILD Activity Guide**  
**Wildlife Research (198)**  
**History of Wildlife Management (216)**  
**Philosophical Differences (242)**

**Aquatic WILD Activity Guide**  
**Whale of a Tail (26)**  
**Kelp Help (48)**  
**Micro Odyssey (64)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Aquatic Times (126)**  
**Living Research (160)**

Grade Eight  
Writing (cont'd)

**2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students write**

**narrative, expository, persuasive, and descriptive essays 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 eight outlined in Writing Standard 1.0, students:*

2.1 Write biographies, autobiographies, short stories, or narratives:

a. Relate a clear, coherent incident, event, or situation by using well chosen details.

**Project WILD Activity Guide**  
**Interview a Spider (14)**  
**Which Niche (158)**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**The Hunter (190)**  
**Who Pays for What? (212)**  
**A History of Wildlife Management (216)**  
**Changing Attitudes (240)**  
**When a Whale is a Right (280)**  
**Wild Bills Fate (316)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity Guide**  
**Whale of a Tail (26)**  
**Kelp Help (48)**  
**Micro Odyssey (64)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Aquatic Times (126)**  
**To Dam or Not to Dam (134)**

b. Reveal the significance of, or the writer's attitude about, the subject.

**Project WILD Activity Guide**  
**Interview a Spider (14)**  
**The Hunter (190)**  
**Changing Attitudes (240)**  
**When a Whale is Right (280)**  
**Wild Bills Fate (316)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity Guide**  
**Facts and Falsehoods (138)**  
**Living Research (160)**  
**Something's Fishy (176)**

- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

**Project WILD Activity Guide**

Interview a Spider (14)  
Facts and Falsehoods (138)

Living Research (160)  
Something's Fishy (176)  
Which Niche (158)  
Here Today, Gone Tomorrow (170)  
Who Lives Here? (174)  
Planting Animals (176)  
Fire Ecologies (182)  
The Hunter (190)  
Who Pays For What? (212)  
A History of Wildlife Management (216)  
Changing Attitudes (240)  
When a Whale is a Right (280)  
Can Do! (322)  
Improving Wildlife Habitat (324)

**Aquatic WILD Activity Guide**

Whale of a Tail (26)  
Kelp Help (48)  
Micro Odyssey (64)  
Fishy Who's Who (86)  
Aquatic Roots (100)  
Watered Down History (116)  
Aquatic Times (126)  
To Dam or Not to Dam (134)  
Facts and Falsehoods (138)  
Living Research (160)

2.3 Write research reports:

- a. Define a thesis.

**Project WILD Activity Guide**

Which Niche (158)

**Aquatic WILD Activity Guide**

- b. Record important ideas, concepts, and direct quotations from significant information sources, paraphrasing and summarizing all perspectives on the topic, as appropriate.

**Project WILD Activity Guide**

Which Niche (158)  
Here Today, Gone Tomorrow (170)  
Who Lives Here? (174)  
Planting Animals (176)  
Fire Ecologies (182)  
  
Wildlife Research (198)  
Who Pays For What? (212)  
A History of Wildlife Management (216)  
Changing Attitudes (240)  
Philosophical Differences (242)  
Wild Bills Fate (316)

**Aquatic WILD Activity Guide**

Whale of a Tail (26)  
Fishy Who's Who (86)  
Aquatic Roots (100)  
Watered Down History (116)  
Aquatic Times (126)  
To Dam or Not to Dam (134)  
Facts and Falsehoods (138)  
Living Research (160)  
Something's Fishy (176)

- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.

**Project WILD Activity Guide**

**Which Niche (158)**  
**Here Today, Gone Tomorrow (170)**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Fire Ecologies (182)**

**Wildlife Research (198)**  
**Who Pays For What? (212)**  
**A History of Wildlife Management (216)**  
**Philosophical Differences (242)**  
**When a Whale is a Right (280)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**

**Watered Down History (116)**  
**Aquatic Times (126)**  
**Living Research (160)**

- d. Organize and display information on charts, maps, and graphs.

**Project WILD Activity Guide**

**Oh Deer! (146)**  
**Which Niche (158)**  
**Here Today, Gone Tomorrow (170)**  
**Fire Ecologies (182)**

**Keeping Score (276)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Kelp Help (48)**  
**Micro Odyssey (64)**

**Aquatic Roots (100)**  
**Where have all the Salmon Gone? (110)**  
**Watered Down History (116)**  
**Aquatic Times (126)**  
**The Glass Menagerie (130)**

2.4 Write persuasive compositions:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgement).

**Project WILD Activity Guide**

**Wildlife Research (198)**  
**When a Whale is a Right (280)**  
**Can Do! (322)**

**Aquatic WILD Activity Guide**

**Aquatic Roots (100)**  
**Watered Down History (116)**  
**To Dam or Not to Dam (134)**  
**Something's Fishy (176)**

- b. Present detailed evidence, examples, and reasoning, to support arguments, differentiating between facts and opinion.



**Project WILD Activity Guide**

**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**When a Whale is a Right (280)**  
**Rare Bird Eggs for Sale (296)**  
**Know your Legislation (318)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity Guide**

**Kelp Help (48)**  
**Micro Odyssey (64)**  
  
**Watered Down History (116)**  
**Aquatic Times (126)**  
  
**To Dam or Not to Dam (134)**  
**Something's Fishy (176)**

- c. Provide details, reasons, and examples, effectively arranging them by anticipating and answering reader concerns and counter-arguments.

**Project WILD Activity Guide**

**Pro and Con (250)**

**When a Whale is Right (280)**

**Rare Bird Eggs for Sale (296)**

**Know your Legislation (318)**

**Can Do! (322)**

**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity**

**Guide**

**To Dam or Not to Dam**

**(134)**

**Something's Fishy (176)**

- 2.5 Write documents related to career development, including simple business letters and job applications:

- a. Present information purposefully and succinctly and meet the needs of the intended audience.
- b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

**Project WILD Activity Guide**

**Here Today, Gone Tomorrow**

**(170)**

**Planting Animals (176)**

**Fire Ecologies (182)**

**Wildlife Research (198)**

**Who Pays For What? (212)**

**A History of Wildlife Management (216)**

**Philosophical Differences (242)**

**Can Do! (316)**

**Know your Legislation (318)**

**Aquatic WILD Activity**

**Guide**

**Aquatic Roots (100)**

**Living Research (160)**

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

*The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.*

- 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.**

*Sentence Structure*

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.

Project WILD Activity Guide  
Interview a Spider (14)  
Which Niche? (158)  
Who Lives Here? (174)  
The Hunter (190)  
Wildlife Issues (244)

Aquatic WILD Activity Guide  
Mermaids and Manatees (44)  
Micro Odyssey (64)  
Fishy Who's Who (86)  
Fashion a Fish (88)

Aquatic Roots (100)  
Watered Down History (116)  
Aquatic Times (126)

To Dam or Not to Dam (134)  
Living Research (160)

- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.

Project WILD Activity Guide  
Interview a Spider (14)  
Which Niche? (158)

Aquatic WILD Activity Guide  
Aqua Words ( 2)  
Mermaids and Manatees (44)  
Fashion a Fish ( 88)

Aquatic Roots (100)  
Aquatic Times (126)

Living Research (160)

- 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*

- 1.2 Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose.

**Project WILD Activity Guide**

**Which Niche? (158)**

**Wildwork (168)**

**Planting Animals (176)**

**Fire Ecologies (182)**

**The Hunter (190)**

**Riparian Zone (206)**

**Which Niche? (158)**

**Wildwork (168)**

**Planting Animals (176)**

**Fire Ecologies (182)**

**The Hunter (190)**

**Riparian Zone (206)**

**Who Pays for What? (212)**

**A History of Wildlife Management (216)**

**Cartoons and Bumper Stickers (230)**

**Does Wildlife Sell Cigarettes?**

**(232)**

**Changing Attitudes (240)**

**Philosophical Differences (242)**

**Wildlife Issues (244) Pro & Con**

**(250)**

**Cabin Conflict (264)**

**To Zone or Not to Zone (266)**

**When a Whale is a Right (280)**

**Rare Bird Eggs for Sale (296)**

**Aquatic WILD Activity Guide**

**Wetland Metaphors (54)**

**Aquatic Times (126)**

**To Dam or Not to Dam**

**(134)**

**Living Research (160)**

*Organization and Delivery of Oral Communication*

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to audience and purpose.

**Project WILD Activity Guide**  
**Which Niche? (158)**

**Who Fits Here? (160)**

**Wildwork (168)**

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

**Planting Animals (176)**

**Fire Ecologies (182)**

**Deer Crossing (202)**

**Who Pays for What? (212)**

**A History of Wildlife Management (216)**

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

**Aquatic WILD Activity  
Guide**

**Whale of a Tail ( 26)**

**Water Canaries (38)**

**Mermaids and Manatees  
(44)**

**Wetland Metaphors ( 54)**

**Micro Odyssey (64)**

**The Edge of Home (68)**

**Blue Ribbon Niche (72)**

**Fashion a Fish (88)**

**Aquatic Roots (100)**

**Watered Down History  
(116)**

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to audience and purpose. (cont'd)

**Project WILD Activity Guide**

**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Wildlife Issues (244)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**

**To Zone or Not to Zone (266)**  
**When a Whale is Right (280)**  
**Ethi-Thinking (290)**  
**Playing Lightly on the Earth (292)**  
**Rare Bird Eggs for Sale (296)**  
**Wild Bills Fate (316)**

**Know Your Legislation (318)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity Guide**

**Water We Eating (120)**  
**Aquatic Times (126)**  
**To Dam or Not to Dam (134)**  
**Living Research (160)**

- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

**Project WILD Activity Guide**

**Which Niche? (158)**

**Wildwork (168)**  
**Fire Ecologies (182)**

**Wildlife Research (198)**  
**Deer Crossing (202)**

**Riparian Zone (206)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is Right (280)**  
**Ethi-Thinking (290)**

**Rare Bird Eggs for Sale (296)**  
**Know Your Legislation (318)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

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**Whale of a Tail (26)**

**Blue Ribbon Niche (72)**  
**Aquatic Roots (100)**

**Watered Down History (116)**  
**To Dam or Not to Dam (134)**  
**Living Research (160)**

- 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than passive voice in ways that enliven oral presentations.

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**Who Fits Here? (160)**  
**Riparian Zone (206)**  
**A History of Wildlife Management (216)**  
**Does Wildlife Sell Cigarettes? (232)**  
**Changing Attitudes (240)**  
**Wildlife Issues (244)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is a Right (280)**  
**Ethi-Thinking (290)**  
  
**Rare Bird Eggs for Sale (296)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

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**Whale of a Tail (26)**  
  
**Riparian Retreat (34)**  
**Mermaids and Manatees (44)**  
**Kelp Help (48)**  
**Wetland Metaphors (54)**  
**Blue Ribbon Niche (72)**  
**Fashion a Fish (88)**  
  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Water We Eating (120)**  
**To Dam or Not to Dam (134)**  
**Living Research (160)**

- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

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**Which Niche? (158)**  
  
**Wildwork (168)**  
**Deer Crossing (202)**  
  
**Riparian Zone (206)**  
**A History of Wildlife Management (216)**  
**Changing Attitudes (240)**  
**Wildlife Issues (244)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is Right (280)**  
**Ethi-Thinking (290)**  
  
**Rare Bird Eggs for Sale (296)**  
**Can Do! (322)**

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**Blue Ribbon Niche (72)**  
**Fashion a Fish (88)**  
  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Water we Eating (120)**  
**Aquatic Times (126)**  
  
**To Dam or Not to Dam (134)**  
**Living Research (160)**

- 1.7 Use audience feedback (e.g., verbal and non-verbal cues):  
a. Reconsider and modify organizational structure or plan.

**Project WILD Activity Guide**

**Who Fits Here? (160)**  
**Here Today, Gone Tomorrow (170)**  
**The Hunter (190)**  
**Changing Attitudes (240)**  
**Wildlife Issues (244)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is Right (280)**  
**Playing Lightly on the Earth (292)**  
**Rare Bird Eggs for Sale (296)**  
**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity Guide**

**Fashion a Fish (88)**

- b. Rearrange words and sentences to clarify meaning.

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**Who Fits Here? (160)**  
**Wildwork (168)**  
**Riparian Zone (206)**  
  
**Changing Attitudes (240)**  
**Wildlife Issues (244)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
  
**To Zone or Not to Zone (266)**  
**When a Whale is a Right (280)**  
**Playing Lightly on the Earth (292)**  
**Rare Bird Eggs for Sale (296)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

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**Fashion a Fish (88)**  
**Aquatic Times (126)**  
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**Living Research (160)**

*Analysis and Evaluation of Oral and Media Communications*

- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).



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**Riparian Zone (206)**

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**Cartoons and Bumper Stickers (230)**  
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**Mermaids and Manatees  
(44)**

**Watered Down History  
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**Aquatic Times (126)**  
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- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).  
(cont'd)

Project WILD Activity Guide  
Changing Attitudes (240)  
Philosophical Differences(242)  
Pro and Con (250)  
Cabin Conflict (264)  
To Zone or Not to Zone (266)  
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Wild Bills Fate (316)

Aquatic WILD Activity Guide

- 1.9 Interpret and evaluate the various ways in which visual imagemakers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

Project WILD Activity Guide  
Drawing on Nature (86)  
Photos Keep it Happening (88)  
Wildlife as Seen on Coins and Stamps (92)  
Cartoons and Bumper Stickers (230)  
Does Wildlife Sell Cigarettes? (232)  
Wildlife in National Symbols (238)  
Ethi-Thinking (290)

Aquatic WILD Activity Guide  
Whale of a Tail (26)  
  
Mermaids and Manatees (44)  
Kelp Help (48)  
Wetland Metaphors (54)  
Aquatic Times (126)

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

- 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):  
a. Relate a clear, coherent incident, event, or situation by using well-chosen details.

**Project WILD Activity Guide**

**Who Fits Here? (160)**  
**Here Today, Gone Tomorrow (170)**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**A History of Wildlife Management (216)**  
**Changing Attitudes (240)**  
**Philosophical Differences(242)**  
**When a Whale is Right (280)**  
**Playing Lightly on the Earth (292)**  
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**Improving Wildlife Habitat (324)**

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**Mermaids and Manatees (44)**  
**Kelp Help (48)**  
**Wetland Metaphors (54)**  
**Micro Odyssey (64)**  
**Blue Ribbon Niche (72)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
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**Living Research (160)**  
**Something Fishy (176)**

- b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.

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**Who Lives Here? (174)**  
**The Hunter (190)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**A History of Wildlife Management (216)**  
**Cartoons and Bumper Stickers (230)**  
**Changing Attitudes (240)**  
**Philosophical Differences(242)**  
**When a Whale is Right (280)**  
**Wild Bills Fate (316)**  
**Know your Legislation (318)**  
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**Riparian Retreat (34)**  
**Aquatic Roots (100)**  
  
**Watered Down History (116)**  
**Aquatic Times (126)**  
  
**To Dam or Not to Dam (134)**  
**Something's Fishy (176)**

- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

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**Which Niche? (158)**  
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**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Fire Ecologies (182)**  
**The Hunter (190)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**A History of Wildlife Management (216)**  
**Cartoons and Bumper Stickers (230)**  
**Changing Attitudes (240)**  
**Philosophical Differences(242)**  
**When a Whale is a Right (280)**  
**Ethi-Thinking (290)**  
**Wild Bills Fate (316)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

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**Whale of a Tail (26)**  
**Riparian Retreat (34)**  
**Water Canaries (38)**  
**Mermaids and Manatees (44)**  
**Kelp Help (48)**  
**Wetland Metaphors (54)**  
**Micro Odyssey (64)**  
**Blue Ribbon Niche (72)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**To Dam or Not to Dam (134)**  
**Living Research (160)**  
**Something's Fishy (176)**

2.3 Deliver research presentations:

- a. Record important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize all relevant perspectives on the topic, as appropriate.

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**Which Niche? (158)**  
**Who Fits Here? (160)**  
**Wildwork (168)**  
**Here Today, Gone Tomorrow (170)**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Fire Ecologies (182)**  
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**When a Whale is a Right (280)**

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**Kelp Help (48)**  
**Micro Odyssey (64)**  
**Blue Ribbon Niche (72)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Water We Eating? (120)**  
**Aquatic Times (126)**  
**Living Research (160)**

- c. Use a variety of primary and secondary sources, distinguishing the nature and value of each.

**Project WILD Activity Guide**

**Which Niche? (158)**  
**Who Fits Here? (160)**  
**Wildwork (168)**  
**Here Today, Gone Tomorrow (170)**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Fire Ecologies (182)**  
**A History of Wildlife Management 216)**  
**When a Whale is a Right (280)**

**Aquatic WILD Activity Guide**

**Blue Ribbon Niche (72)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Water We Eating? (120)**  
**Aquatic Times (126)**  
**Living Research (160)**

- d. Organize and record information on charts, maps, and graphs.

**Project WILD Activity Guide**

**Here Today, Gone Tomorrow (170)**  
**Fire Ecologies (182)**  
**Wildlife Issues (244)**  
**Keeping Score (276)**

**Aquatic WILD Activity Guide**

**Puddle Wonders (22)**  
**Whale of a Tail (26)**  
**Water Canaries 38)**  
**Kelp Help (48)**  
**Micro Odyssey (64)**  
**The Edge of Home (68)**  
**Blue Ribbon Niche (72)**  
**Aquatic Roots (100)**  
**Where Have all the Salmon Gone?( 110)**  
**Watered Down History (116)**  
**The Glass Menagerie (130)**

2.4 Deliver persuasive presentations:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgement).

**Project WILD Activity Guide**

**Wildwork (168)**  
**Fire Ecologies (182)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is a Right (280)**  
**Rare Bird Eggs for Sale (296)**  
**Ethi Reasoning (310)**  
**Know your Legislation (318)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity Guide**

**Kelp Help (48)**  
**Fashion a Fish (88)**  
**Aquatic Roots (100)**  
**To Dam or Not to Dam (134)**  
**Living Research (160)**  
**Something's Fishy (176)**



- b. Differentiate fact from opinion and support arguments with detailed evidence, examples and reasoning.

**Project WILD Activity Guide**

**Wildwork (168)**  
**Here Today, Gone Tomorrow (170)**  
**Planting Animals (176)**  
**Fire Ecologies (182)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is a Right (280)**  
**Rare Bird Eggs for Sale (296)**  
**Ethi Reasoning (310)**  
**Know your Legislation (318)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Kelp Help (48)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**To Dam or Not to Dam (134)**  
**Living Research (160)**  
**Something's Fishy (176)**

- c. Anticipate and answer listener concerns and counter-arguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.

**Project WILD Activity Guide**

**Riparian Zone (206)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is a Right (280)**  
**Rare Bird Eggs for Sale (296)**  
**Ethi Reasoning (310)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity Guide**

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

- d. Maintain a reasonable tone.

**Project WILD Activity Guide**

**Wildwork (168)**  
**Fire Ecologies (182)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is a Right (280)**  
**Rare Bird Eggs for Sale (296)**  
**Can Do! (322)**  
**Improving Wildlife Habitat (324)**

**Aquatic WILD Activity Guide**

**Whale of a Tail (26)**  
**Riparian Retreat (34)**  
**Kelp Help (48)**  
**Blue Ribbon Niche (72)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Water We Eating? (120)**  
**To Dam or Not to Dam (134)**  
**Living Research (160)**