

*Correlation of*

# project WILD

*Environmental Education  
K-12 Activity Guides*

*to*

*CALIFORNIA ENGLISH-LANGUAGE ARTS  
CONTENT STANDARDS*



*GRADES 9-12*

*July 1999*

*Project WILD Correlation  
English-Language Arts Content Standards*

*Grades 9-12  
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## **GRADES NINE AND TEN**

### **READING**

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):** Students read and understand grade level appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve (1990)* illustrate the quality and the complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

#### *Structural Features of Informational Materials*

- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

**Project WILD Activity Guide**  
**Wildlife Bibliography (94)**

**Aquatic WILD Activity**  
**Guide**

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

- 2.3 Generate relevant questions about readings that can be researched.

**Project WILD Activity Guide**  
**Wildwork (168)**  
**Who Lives Here? (174)**  
**Planting Animals (176)**  
**Wildlife Research (198)**  
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**A History of Wildlife Management (216)**  
**Wild Bill's Fate (316)**  
**Know Your Legislation (318)**

**Aquatic WILD Activity**  
**Guide**

- 2.4 Synthesize the content and ideas from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Project WILD Activity Guide

Wild Edible Plants (90)

Wildwork (168)

Riparian Zone (206)

Who Pays for What? (212)

A History of Wildlife Management (216)

When a Whale is a Right (280)

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Aquatic WILD Activity

Guide

- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Project WILD Activity Guide

Wildlife as Seen on Coins and Stamps  
(92)

Wildwork (168)

Wildlife Research (198)

Riparian Zone (206)

Who Pays for What? (212)

When a Whale is a Right (280)

Wild Bill's Fate (316)

Know Your Legislation (318)

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## WRITING

- 1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of audience and purpose. Students progress through the stages of the writing process as needed.**

### *Organization and Focus*

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.

**Project WILD Activity Guide**  
**Wildlife As Seen on Coins and Stamps (92)**  
**Adaptation Artistry (114)**  
**Which Niche? (158)**  
**Wildlife Research (198)**  
**Who Pays for What? (212)**  
**When a Whale is a Right (280)**  
**Improving Wildlife Habitat in Your Community (324)**

**Aquatic WILD Activity Guide**  
**Micro Odyssey (64)**  
**Aquatic Times (126)**  
**Living Research (160)**

- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.

**Project WILD Activity Guide**  
**Adaptation Artistry (114)**  
**Which Niche? (158)**  
**Wildlife Research (198)**  
**When a Whale is a Right (280)**  
**Wild Bill's Fate (316)**  
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**Aquatic WILD Activity Guide**  
**Micro Odyssey (64)**  
**Aquatic Times (126)**  
**Living Research (160)**

### *Research and Technology*

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

**Project WILD Activity Guide**  
**Which Niche? (158)**  
**Here Today, Gone Tomorrow (170)**  
**Who Lives Here? (174)**  
**Fire Ecologies (182)**  
**Wildlife Research (198)**  
**Who Pays for What? (212)**  
**A History of Wildlife Management (216)**  
**Wild Bill's Fate (316)**  
**Know Your Legislation (318)**

**Aquatic WILD Activity Guide**  
**Micro Odyssey (64)**

- 1.4 Develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheticals, and/or definitions).

Project WILD Activity Guide

Wildlife as seen on Coins and Stamps (92)

Which Niche? (158)

Wildlife Research (198)

Who Pays for What? (212)

When a Whale is a Right (280)

Aquatic WILD Activity

Guide

Mermaids and Manatees (44)

Micro Odyssey (64)

Aquatic Times (126)

Living Research (160)

- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, the *Chicago Manual of Style*).

Project WILD Activity Guide

Wildlife Bibliography (94)

When a Whale is Right (280)

Aquatic WILD Activity

Guide

- 2.0. WRITING APPLICATION (GENRES AND THEIR CHARACTERISTICS): Students combine the rhetorical strategies of narration, exposition persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.**

*Using the Grades Nine and Ten writing strategies of grades nine and ten outlined in writing Standard 1.0, students:*

- 2.1 Write biographical or autobiographical narratives, or short stories:
- Relate a sequence of events and communicate the significance of the events of the audience.

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Which Niche? (158)

Who Lives Here? (174)

Fire Ecologies (182)

Wildlife Research (198)

Who Pays for What? (212)

A History of Wildlife Management (216)

When a Whale is a Right (280)

Improving Wildlife Habitat in

Your Community (324)

Aquatic WILD Activity

Guide

Micro Odyssey (64)

Fishy Who's Who (86)

Aquatic Roots (100)

Aquatic Times (126)

Living Research (160)

- b. Locate scenes and incidents in specific places.

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Wildlife as Seen on Coins and Stamps  
(92)

Who Lives Here? (174)

Fire Ecologies (182)

Wildlife Research (198)

A History of Wildlife Management (216)

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**Aquatic WILD Activity**

**Guide** Designing a Habitat

(20) Mermaids and  
Manatees (44) Micro  
Odyssey 64)

Fishy who's who(86)

Aquatic Roots (100)

Aquatic Times (126)

Living Research (160)

- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters'

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Wildlife as Seen on Coins and Stamps  
(92)

Adaptation Artistry (114)

Which Niche? (158)

Wildlife Research (198)

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**Aquatic WILD Activity**

**Guide**

Designing a Habitat (20)

Micro Odyssey (64)

Fishy Who's Who (86)

Aquatic Roots (100)

Aquatic Times (126)

Living Research (160)

- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

**Project WILD Activity Guide**

Adaptation Artistry (114)

Which Niche? (158)

Wildlife Research (198)

**Aquatic WILD Activity**

**Guide**

Designing a Habitat (20)

Mermaids and Manatees  
(44)

Micro Odyssey (64)

Fishy Who's Who (86)

Aquatic Roots (100)

Aquatic Times (126)

Living Research (160)

- 2.3 Write expository compositions, including analytical essays and research reports

- b. Convey information and ideas from primary and secondary sources accurately and coherently.



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Stamps (92)**  
**Which Niche? (158)**  
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**Who Pays for What? (212)**  
**A History of Wildlife Management (216)**  
**When a Whale is Right (280)**  
**Wild Bill's Fate (316)**  
**Know Your Legislation (318)**

**Aquatic WILD Activity  
Guide**

**Designing a Habitat (20)**  
**Mermaids and Manatees  
(44)**  
**Micro Odyssey (64)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Aquatic Times (126)**  
**Living Research (160)**

- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

**Project WILD Activity Guide**  
**Who Lives Here? (174)**  
**Fire Ecologies (182)**

**Aquatic WILD Activity Guide**  
**Designing a Habitat (20)**  
**Aquatic Roots (100)**  
**Water We Eating? (120)**

2.4 Write persuasive compositions

- a. Structure ideas and arguments in a sustained and logical fashion.

**Project WILD Activity Guide**  
**Wildlife Research (198)**  
**Wild Bill's Fate (316)**  
**Improving Wildlife Habitat in Your Community (324)**

**Aquatic WILD Activity Guide**

- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

**Project WILD Activity Guide**  
**Wildlife Research (198)**  
**Wild Bill's Fate (316)**  
**Improving Wildlife Habitat in Your Community (324)**

**Aquatic WILD Activity Guide**  
**Aquatic Times (126)**

- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

**Project WILD Activity Guide**  
**Wildlife Research (198)**  
**Wild Bill's Fate (316)**  
**Improving Wildlife Habitat in Your Community (324)**

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2.5 Write business letters

- a. Provide clear and purposeful information and address the intended audience appropriately.

**Project WILD Activity Guide**  
**Wildwork (168)**  
**Here Today, Gone Tomorrow (170)**  
**Who Lives Here? (174)**  
**Fire Ecologies (182)**  
**Wildlife Research (198)**  
**When a Whale is a Right (280)**  
**Wild Bill's Fate (316)**

**Aquatic WILD Activity Guide**  
**Aquatic Roots (100)**  
**Living Research (160)**

- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

Project WILD Activity Guide  
Here Today, Gone Tomorrow (170)  
Who Lives Here? (174)  
Wildlife Research (198)  
When a Whale is a Right (280)  
Wild Bill's Fate (316)

Aquatic WILD Activity Guide  
Aquatic Roots (100)  
Living Research (160)

- c. Highlight central ideas or images.

Project WILD Activity Guide  
Wildwork (168)  
Here Today, Gone Tomorrow (170)  
Wildlife Research (198)

Aquatic WILD Activity Guide

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgements about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.**

*Comprehension:*

- 1.1 Formulate judgements about the ideas under discussion and support those judgements with convincing evidence.

Project WILD Activity Guide  
We're in This Together (60)  
Wildlife Bibliography (94)  
The Hunter (190)  
Deer Crossing (202)  
Riparian Zone (206)  
Philosophical Differences (242)  
Wildlife Issues (244)  
Pro and Co (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  
Wetlands Metaphors (54)  
Blue Ribbon Niche (72)  
Aquatic Roots (100)  
Watered Down History (116)  
To Dam or Not to Dam (134)  
Facts and Falsehoods (138)

- 1.2 Compare and contrast the ways in which media genres (e.g. televised news, news magazines, documentaries, online information) cover the same event.

**Project WILD Activity Guide**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Wildlife Issues (244)**

**Aquatic WILD Activity Guide**  
**Watered Down History (116)**  
**Facts and Falsehoods (138)**  
**Living Research (160)**

*Organization and Delivery of Oral Communication*

- 1.3 Choose logical patterns of organization (e.g. chronological, topical, cause and effect) to inform and persuade by soliciting agreement or action, or to unite audiences behind a common belief or cause.

**Project WILD Activity Guide**  
**The Hunter (190)**  
**Deer Crossing (202)**  
**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)**  
**Rare Bird Eggs for Sale (296)**  
**Can Do (322)**

**Aquatic WILD Activity Guide**  
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**Wetland Metaphors (54)**  
**Blue Ribbon Niche (72)**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**To Dam or Not to Dam (134)**

- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).

**Project WILD Activity Guide**  
**Deer Crossing (202)**  
**Riparian zone (206)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Wildlife Issues (244)**  
**Pro and Con (250)**  
**When a Whale is a Right (280)**  
**Rare Bird Eggs for Sale (296)**

**Aquatic WILD Activity Guide**  
**Aquatic Roots (100)**  
**Watered Down History (116)**  
**Living Research (160)**

- 1.5 Recognize and use elements of classical speech form (e.g., introduction, first and second transitions, body, conclusion), in formulating rational arguments and applying the art of persuasion and debate.

**Project WILD Activity Guide**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**To Zone or Not to Zone (266)**  
**When a Whale is Right (280)**  
**Rare Bird Eggs for Sale (296)**

**Aquatic WILD Activity Guide**  
**Aquatic Roots (100)**  
**To Dam or Not to Dam (134)**

- 1.6 Present and advance a clear thesis statement and choose appropriate types of proofs (e.g. statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

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

**Aquatic WILD Activity Guide**  
**Aquatic Roots (100)**  
**To Dam or Not to Dam (134)**

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

**Project WILD Activity Guide**

**Aquatic WILD Activity Guide**  
**Designing a Habitat (20)**  
**Wetland Metaphors (54)**

- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g. voice, gestures, eye contact) for presentations.

**Project WILD Activity Guide**  
**Riparian Zone (206)**  
**Pro and Con (250)**  
**When a Whale Is a Right (280)**

**Aquatic WILD Activity Guide**  
**Watered Down History (160)**

*Analysis and Evaluation of Oral and Media Communications*

- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and impact the audience.

**Project WILD Activity Guide**  
**The Hunter (190)**  
**Urban Nature Search (202)**  
**Riparian Zone (206)**

**Aquatic WILD Activity Guide**  
**Mermaids and Manatees (44)**  
**Living Research (160)**

- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

**Project WILD Activity Guide**

The Hunter (190)  
Urban Nature Search (202)  
Riparian Zone (206)

**Aquatic WILD Activity Guide**

Mermaids and Manatees (44)

- 1.13 Analyze types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

**Project WILD Activity Guide**

The Hunter (190)  
Urban Nature Search (202)  
Riparian Zone (206)

**Aquatic WILD Activity Guide**

- 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of 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 Grades Nine and Ten speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:*

- 2.1 Deliver narrative presentations  
a. Narrate a sequence of events and communicate their significance to the audience.

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Wildwork (168)  
Who Lives Here? (174)  
The Hunter (190)  
Riparian Zone (206)  
A History of Wildlife Management (216)  
To Zone or Not to Zone (266)  
Improving Wildlife Habitat in Your Community (324)

**Aquatic WILD Activity Guide**

Designing a Habitat (20)  
Micro Odyssey (64)  
Fishy Who's Who (86)  
Fashion a Fish (88)  
To Dam or Not to Dam (134)  
Dragonfly Pond (154)  
Living Research (160)

- c. Describe with concrete sensory details the sights sounds and smells of a scene and specific actions, movement, gestures, and feelings of characters.

**Project WILD Activity Guide**  
**The Hunter (190)**  
**To Zone or Not to Zone (266)**  
  
**When a Whale Is a Right (280)**  
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**Wetland Metaphors (54)**  
**Micro Odyssey (64)**  
**Blue Ribbon Niche (72)**  
**Fishy Who's Who (86)**  
  
**Fashion a Fish (88)**  
**Aquatic Roots (100)**  
**To Dam or Not to Dam (134)**  
**Dragonfly Pond (154)**  
**Living Research (160)**

2.2 Deliver expository presentations

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

**Project WILD Activity Guide**  
**Deer Crossing (202)**  
**To Zone or Not to Zone (266)**  
**Know Your Legislation (318)**

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

- b. Convey information and ideas from primary and secondary sources accurately and coherently.

**Project WILD Activity Guide**  
**Which Niche? (158)**  
**Wildwork (168)**  
**Who Lives Here? (174)**  
**The Hunter (190)**  
**Riparian Zone (206)**  
**A History of Wildlife Management (216)**  
**When a Whale Is a Right (280)**  
**Know Your Legislation (318)**

**Aquatic WILD Activity Guide**  
**Designing a Habitat (20)**  
**Blue Ribbon Niche (72)**  
**Aquatic Roots (100)**  
**Facts and Falsehoods (138)**  
**Living Research (160)**

- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

**Project WILD Activity Guide**

**Which Niche? (158)**

**Wildwork (168)**

**Deer Crossing (202)**

**Riparian Zone (206)**

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

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

**Aquatic WILD Activity Guide**

**Wetland Metaphors (54)**

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

**Dragonfly Pond (154)**



- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.

**Project WILD Activity Guide**

**Aquatic WILD Activity**

**Guide**

**Water We Eating? (120)**

**Dragonfly Pond (154)**

- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.

**Project WILD Activity Guide**

**The Hunter (190)**

**Aquatic WILD Activity**

**Guide**

**To Dam or Not to Dam**

**(134) Dragonfly Pond**

**(154)**

- 2.3 Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.

**Project WILD Activity Guide**

**Here Today, Gone Tomorrow**

**(170)**

**Planting Animals (176)**

**Wildlife Research (198)**

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

**A History of Wildlife**

**Management (216)**

**Aquatic WILD Activity**

**Guide**

**Aquatic Times (126)**

**Living Research (160)**

- b. Make notes of responses.

**Project WILD Activity Guide**

**Here Today, Gone Tomorrow**

**(170)**

**Planting Animals (176)**

**Wildlife Research (198)**

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

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

**Aquatic WILD Activity**

**Guide**

**Aquatic Times (126)**

**Living Research (160)**

- c. Use language that conveys maturity, sensitivity, and respect.

**Project WILD Activity Guide**

**Here Today, Gone Tomorrow**

**(170)**

**Planting Animals (176)**

**Wildlife Research (198)**

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

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

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**Guide**

**Aquatic Times (126)**

**Living Research (160)**

- f. Compile and report responses.

**Project WILD Activity Guide**  
**Here Today, Gone Tomorrow**  
**(170)**  
**Planting Animals (176)**  
**Wildlife Research (198)**  
**Who Pays for What? (212)**  
**A History of Wildlife Management (216)**

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**Guide**  
**Aquatic Times (126)**  
**Living Research (160)**

- 2.6 Deliver descriptive presentations
- b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).

**Project WILD Activity Guide**

**Which Niche? (158)**

**Deer Crossing (202)**

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

**Aquatic WILD Activity Guide**

**Blue Ribbon Niche (72)**

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

**Living Research (160)**

- c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

**Project WILD Activity Guide**

**Who Lives Here? (174)**

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

**Aquatic WILD Activity Guide**

**Wetland Metaphors (54)**

**Blue Ribbon Niche (72)**

**Aquatic Roots (100)**

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

**Facts and  
Falsehoods  
(138)**

## GRADES ELEVEN AND TWELVE

### READING

- 2.0. READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):**  
Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

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

- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Project WILD Activity Guide

Wild Edible Plants (90)  
Wildlife as Seen on Coins and Stamps (92)  
Wildlife Bibliography (94)  
Which Niche? (158)  
Here Today, Gone Tomorrow (170)  
Riparian Zone (206)  
Who Pays for What? (212)

Aquatic WILD Activity Guide

Aquatic Roots (100)  
Aquatic Times (126)

- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. (cont'd)

Project WILD Activity Guide

A History of Wildlife Management (216)  
Changing Attitudes (240)  
Philosophical Differences (242)  
Pro and Con (250)  
When a Whale Is Right (280)  
Wild Bill's Fate (316)  
Know Your Legislation (318)

Aquatic WILD Activity Guide

- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of text to defend and clarify interpretations.

**Project WILD Activity Guide**  
**Wildlife as Seen on Coins and Stamps (92)**  
**I'm Thirsty (154)**  
**Which Niche? (158)**  
**Here Today, Gone Tomorrow (170)**  
**The Hunter (190)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**Who Pays for What? (212)**  
**A History of Wildlife Management (216)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**Wild Bill's Fate (316)**

**Aquatic WILD Activity Guide**  
**Micro Odyssey (64)**

- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

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**The Hunter (190)**  
**Riparian Zone (206)**  
**Who Pays for What? (212)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Pro and Con (250)**  
**Cabin Conflict (264)**  
**When a Whale Is a Right (280)**

**Aquatic WILD Activity Guide**  
**Designing a Habitat (20)**  
**Mermaids and Manatees (44)**  
**Living Research (60)**  
**Aquatic Roots (100)**  
**Aquatic Times (126)**  
**Facts and Falsehoods (138)**

*Expository Critique*

- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos and emotions).

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

**The Hunter (190)**

**Wildlife Research (198)**

**Deer Crossing (202)**

**Riparian Zone (206)**

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

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**Guide**

**Mermaids and Manatees  
(44)**

**Aquatic Roots (100)**

**Facts and Falsehoods  
(138)**

**WRITING**

- 1.0 WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students awareness of audience and purpose and progression through the stages of the writing process.**

*Organization and Focus*

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

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**We're in This together (60)**  
**Which Niche? (158)**  
**Wildwork (168)**  
**Wildlife Research (198)**  
**Who Pays for What? (212)**  
**A History of Wildlife Management (216)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Wildlife Issues (244)**  
**When a Whale Is Right (280)**  
**Wild Bill's Fate (316)**  
**Know Your Legislation (318)**  
**Improving Wildlife Habitat in  
Your Community (324)**

**Aquatic WILD Activity  
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**Mermaids and Manatees  
(44)**  
**Aquatic Times (126)**  
**Living Research (160)**

- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

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**Which Niche? (158)**  
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**Changing Attitudes (240)**  
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**Designing a Habitat (20)**  
**Micro Odyssey (64)**  
**Aquatic Times (126)**  
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- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

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**Wildlife as Seen on Coins and Stamp (92)**  
**Wildlife Bibliography (94)**  
**Which Niche? (158)**  
**Wildwork (168)**  
**Here Today, Gone Tomorrow (170)**  
**Wildlife Research (198)**  
**A History of Wildlife Management (216)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Wild Bill's Fate (316)**  
**Improving Wildlife Habitat in Your Community (324)**

**Aquatic WILD Activity Guide**  
**Micro Odyssey (64)**  
**Aquatic Roots (100)**  
**Aquatic Times (126)**  
**Living Research (160)**

- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

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**Here Today, Gone Tomorrow (170)**  
**Know Your Legislation (318)**  
**Improving Wildlife Habitat in Your Community (324)**

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**Designing a Habitat (20)**  
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- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

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**Wetland Metaphors (54)**  
**Aquatic Times (126)**



*Evaluation and Revision*

- 1.9 Revise text to highlight individual voice, improve the variety and style, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.

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Know Your Legislation (318)

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- 2.0 **WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. 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 grades eleven and twelve outlined in Writing Standard 1.0, students:*

- 2.1 Write fictional, autobiographical, biographical narratives  
a. Narrate a sequence of events and communicate their significance to the audience.

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When a Whale Is a Right (280)

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Fishy Who's Who (86)  
Aquatic Roots (100)  
Aquatic Times (126)  
Living Research (160)

- b. Locate scenes and incidents in specific places.

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- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

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- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.

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- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

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**Mermaids and Manatees (44)**  
**Wetland Metaphors (54)**  
**Micro Odyssey (64)**  
**Fishy Who's Who (86)**  
**Aquatic Roots (100)**  
**Living Research (160)**

2.3 Write reflective compositions

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).

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**We're in This Together (60)**

**Which Niche? (158)**

**Wildwork (168)**

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

**Wildlife Research (198)**

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

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

**Changing Attitudes (240)**

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**Designing a Habitat (20)**

**Living Research (160)**

- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

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**Here Today, Gone Tomorrow (170)**  
**Wildlife Research (198)**  
**Who Pays for What? (212)**  
**A History of Wildlife Management (216)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Improving Wildlife Habitat in Your Community (324)**

**Aquatic WILD Activity Guide**

**Micro Odyssey (64)**  
**Fishy Who's Who (86)**  
**Living Research (160)**

- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

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**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**Improving Wildlife Habitat in Your Community (324)**

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**Living Research (160)**

2.4 Write historical investigation reports

- a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.

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**Which Niche? (158)**  
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**Wildlife Research (198)**  
**Who Pays for What? (212)**  
**A History of Wildlife Management (216)**  
**Changing Attitudes (240)**  
**Philosophical Differences (242)**  
**When a Whale Is a Right (280)**

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**Aquatic Roots (100)**  
**Aquatic Times (126)**  
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- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

**Project WILD Activity Guide**  
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**Wildlife Bibliography (94)**  
**Here Today, Gone Tomorrow (170)**  
**Wildlife Research (198)**  
**Who Pays for What? (212)**  
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- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

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**Who Pays for What? (212)**  
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**Living Research (160)**

- e. Provide a formal bibliography.

**Project WILD Activity Guide**  
**Wildlife Bibliography (94)**

**Aquatic WILD Activity Guide**

- 2.5 Write job applications and resumes  
c. Modify tone to fit purpose and audience.

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

**Aquatic WILD Activity Guide**

## **LISTENING AND SPEAKING**

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgements about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to audience and purpose.**

*Comprehension*

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language).

**Project WILD Activity Guide**

**Wildlife as Seen on Coins and Stamps**

**(92)**

**Here Today, Gone Tomorrow**

**(170)**

**Wildlife Research (198)**

**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)**

**Cabin Conflict (264)**

**Aquatic WILD Activity Guide**

**Aquatic Times (126)**

**Facts and Falsehoods**

**(138)**

- 1.2 Analyze the impact of media on the democratic process (e.g., influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

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**Wildlife as Seen on Coins and Stamps**

**(92)**

**Here Today, Gone Tomorrow**

**(170)**

**Wildlife Research (198)**

**Riparian Zone (206)**

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

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

**Cartoons and Bumper Stickers**

**(230)**

**Does Wildlife Sell Cigarettes?**

**(232)**

**Philosophical Differences (242)**

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**Facts and Falsehoods**

**(138)**

- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual imagemakers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

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**Wildlife as Seen on Coins and Stamps  
(92)**

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

**Wildlife Research (198)**

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

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

**Cartoons and Bumper Stickers (230)**

**Does Wildlife Sell Cigarettes?  
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**Facts and Falsehoods  
(138)**



*Organization and Delivery of Oral Communication*

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

**Project WILD Activity Guide**

Animal Charades (4)  
Which Niche? (158)  
Deer Crossing (202)  
Riparian Zone (206)  
Who Pays for What? (212)  
Changing Attitudes (240)  
Philosophical Differences (242)  
Wildlife Issues (244)  
Pro & Con (250)  
Cabin Conflict (264)  
Rare Bird Eggs for Sale (296)

**Aquatic WILD Activity Guide**

Wetland Metaphors (54)  
Aquatic Times (126)  
To Dam or Not to Dam (134)  
Facts and Falsehoods (138)  
Dragonfly Pond (154)

- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

**Project WILD Activity Guide**

We're in This Together (60)  
Here Today, Gone Tomorrow (170)  
The Hunter (190)  
Deer Crossing (202)  
Riparian Zone (206)  
Who Pays for What? (212)  
Changing Attitudes (240)  
Philosophical Differences (242)  
Wildlife Issues (244)  
Pro & Con (250)  
Cabin Conflict (264)  
Rare Bird Eggs for Sale (296)  
Improving Wildlife Habitat in Your Community (324)

**Aquatic WILD Activity Guide**

To Dam or Not to Dam (134)  
Dragonfly Pond (154)

- 1.8 Use effective and interesting language, including:  
a. Informal expressions for effect.

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Animal Charades (4)  
Which Niche? (158)  
Riparian Zone (206)

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Aquatic Times (126)  
Facts and Falsehoods (138)

- b. Standard American English for clarity.

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Which Niche? (158)  
Wildwork (168)  
Here Today, Gone Tomorrow  
(170)  
Riparian Zone (206)  
Who Pays for What? (212)  
A History of Wildlife Management (216)  
Changing Attitudes (240)  
Philosophical Differences (242)  
Pro & Con (250)  
Cabin Conflict (264)  
Rare Bird Eggs for Sale (296)

Aquatic WILD Activity  
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Aquatic Times (126)  
To Dam or Not to Dam  
(134) Facts and  
Falsehoods (138)  
Dragonfly Pond (154)

- c. Technical language for specificity.

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Here Today, Gone Tomorrow  
(170)  
Riparian Zone (206)  
Who Pays for What? (212)  
A History of Wildlife Management (216)  
Changing Attitudes (240)  
Philosophical Differences (242)  
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Guide

Aquatic Times (126)

*Analysis and Evaluation of Oral and Media Communications*

- 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast, "War of the Worlds").

Project WILD Activity Guide

Cartoons and Bumper Stickers  
(230)  
Does Wildlife sell Cigarettes?  
(232)

Aquatic WILD Activity  
Guide

Facts and Falsehoods  
(138)

- 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of 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 grades eleven and twelve outlined in the Listening and Speaking Standard 1.0, students:*

2.1 Deliver reflective presentations that:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).

**Project WILD Activity Guide**

**Polar Bears in Phoenix? (120)**  
**Which Niche? (158)**  
**Wildwork (168)**  
**Here Today, Gone Tomorrow (170)**  
**The Hunter (190)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**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)**

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**To Dam or Not to Dam (134)**  
**Dragonfly Pond (154)**  
**Living Research (160)**

- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.

**Project WILD Activity Guide**

**Wildlife as Seen on Coins and Stamps (92)**  
**Wildwork (168)**  
**Here Today, Gone Tomorrow (170)**  
**The Hunter (190)**  
**Deer Crossing (202)**  
**Riparian Zone (206)**  
**A History of Wildlife Management (216)**  
**Cartoons and Bumper Stickers (230)**  
**Does Wildlife Sell Cigarettes? (232)**  
**Changing Attitudes (240)**  
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**Pro & Con (250)**  
**Cabin Conflict (264)**

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**Dragonfly Pond (154)**  
**Living Research (160)**  
**To Dam or Not to Dam (134)**  
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**Living Research (160)**



- c. Maintain a balance between describing the incident and relating it to more general abstract ideas.

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**Which Niche? (158)**

**Wildwork (168)**

**The Hunter (190)**

**Deer Crossing (202)**

**Riparian Zone (206)**

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**Designing a Habitat (20)**

**Living Research (160)**

- 2.2 Deliver oral reports on historical investigations

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.

**Project WILD Activity Guide**

**Riparian Zone (206)**

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

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

**Changing Attitudes (240)**

**Philosophical Differences (242)**

**Pro & Con (250)**

**Cabin Conflict (264)**

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

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**Guide**

**Designing a Habitat (20)**

**Aquatic Roots (100)**

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

**Dragonfly Pond (154)**

**Living Research (160)**

- b. Analyze several historical records of a single event, examining critical relationships between and among elements of the research topic.

**Project WILD Activity Guide**

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

**Wildlife Research (198)**

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

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

**Changing Attitudes (240)**

**Philosophical Differences (242)**

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

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**Living Research (160)**