

**PROJECT WILD
&
PROJECT WILD AQUATIC**

**K-12 CURRICULUM &
ACTIVITY GUIDE**

**CORRELATIONS TO
NEW HAMPSHIRE'S K-12
ENGLISH LANGUAGE ARTS
FRAMEWORKS**

SEPTEMBER 2007



Welcome Educators

New Hampshire's curriculum standards have undergone substantial change in response to the federal No Child Left Behind Act. In an effort to make it easier for teachers and non-formal educators to use the Project WILD and Project WILD Aquatic manuals, correlations have been made between the Project WILD activities and the revised New Hampshire English Language Arts Curriculum Frameworks. The correlations are designed to assist educators, especially classroom teachers, curriculum specialists and curriculum committees in reviewing and revising their language arts curricula.

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In New Hampshire Project WILD is sponsored by the N.H. Fish and Game Department. For more information about Project WILD contact Mary Goodyear, N.H. Fish and Game, 11 Hazen Drive, Concord, NH 03301; 603-419-0256 or 603-271-3211; mgoody@ncia.net

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METHODOLOGY

2007 Correlation Revision (ELA)

New Hampshire's curriculum standards have undergone substantial change in response to the federal No Child Left Behind Act. The former state standards were written for the end of grades three, six and ten. To meet new formalized assessment requirements, the New Hampshire K-12 English Language Arts Curriculum Frameworks, approved in June 2006, address content and skills, and are divided into grade level expectations (GLE) K-8 and grade span expectations (GSE) 9-10 and 11-12.

The NH K-12 English Language Arts Curriculum Frameworks contain the following components:

- **Content Area:** There are two content areas within the English Language Arts Curriculum Frameworks: Reading (R) and Written and Oral Communication (W).
- **Strand/Content Clusters:** There are eight strands for Reading: Early Reading Strategies (ERS), Reading Fluency & Accuracy (F&A), Word Identification Skills and Strategies (WID), Vocabulary (V), Literary Texts (LT), Informational Texts (IT), Reading Strategies (RS), and Breadth of Reading (B). There are seven strands for Written and Oral Communication: Habit of Writing (HW), Structures of Language (SL), Reading Connection (RC), Expressive Writing (EW), Informational Writing (IW), Writing Conventions (C), and Oral Communications (OC). Strands are the same for each GSE/GLE.
- **Grade Level:** For grades K-8 each grade is listed individually. For grades 9-12 the grade levels are listed as grade spans for grade 10 and grade 12. However, for these correlations the programs activities **were not** correlated by the GLE/GSE rather, they were summarized into key concepts across the grade level (see Part IV).
- **Stem:** These are the big ideas. The stems articulate the main curricular focus across grades K-12. Stems are common throughout all GLE/GSE.
- **Specific Indicators:** There are often several indicators for each GLE/GSE stem. Indicators are not the same for each GLE/GSE.

For each strand and specific indicators, the associated proficiencies were consulted to help inform the degree of correlation of the broader strand with each activity; a match, with at least one proficiency, was required to indicate a correlation. Three elements of each activity helped focus the correlation process.

- ELA framework indicators were looked at across all grade levels and summarized into key concepts (see Part IV).
- The subject areas identifier in the sidebar or the skills index in the back of the book were used to determine if the activity would be correlated to the ELA frameworks; if language arts, fine arts, reading, or writing was not listed the activity would not be addressed.
- For each identified activity, the "Procedure" indicated which curriculum and proficiency standard(s) were related to the activity.

Note: Any attempt to correlate universal curriculum standards and a single curriculum program involves subjectivity. Two important steps were taken to limit bias. First, the author applied this rigorous methodology to determine correlation. Second, drafts were peer-reviewed by WILD-trained elementary, middle, and high school teachers. Reviewers' most common finding was that WILD activities lend themselves to modification, which would meet many more standards than indicated. To maintain consistency, Project WILD activities were correlated based on a strict interpretation of the activities, as they are written.

HOW TO USE THIS HANDBOOK

The purpose of this handbook is to assist educators who are reviewing and revising their ELA curricula. The primary audience is classroom teachers, curriculum specialists and curriculum committees. The handbook is divided into three sections, as follows:

- **PART I** lists each Project WILD and Project WILD Aquatic activity from the *K-12 Curriculum and Activity Guide* followed by the standards from the NH K-12 English Language Arts Curriculum Framework with which they are aligned.

Use Part I if you have a particular WILD activity in mind and want to know how it correlates with the state curriculum frameworks. Or, to find an appropriate activity to meet your needs, use WILD's "Topic Index" to select several potential activities to supplement your unit. To determine which state frameworks correlate with these activities, find the name of each activity in the handbook. Select an activity based on your objectives for the unit and the degree to which the activity correlates with appropriate frameworks. Each WILD activity is listed alphabetically (as is listed on the last pages of the guides) and is followed by the strand and stem for each framework that is correlated to that activity.

- **PART II** lists individual state curriculum standards from the NH K-12 English Language Arts Curriculum Framework, followed by the WILD and WILD Aquatic activities that meet the individual frameworks..

Use Part II if you have a particular curriculum standard in mind and want to find an activity that meets this standard. Then read about the activities in your WILD guides to determine the one most suitable for your particular situation.

All content areas (i.e. Reading), strands/content clusters (i.e. R&A (Reading Fluency & Accuracy)), stems (i.e. Assumes a variety of text and increasing text complexity across grade levels), and indicators (i.e. Accurate reading at grade level) are listed. Following each standard, the WILD activities aligned with that standard are identified by name.

- **Part III** is a chart that lists each WILD and WILD Aquatic activity alphabetically in the *K-12 Curriculum and Activity Guides* (as listed at the end of the guides) and the standards from the NH K-12 English Language Arts Curriculum Frameworks with which each activity is aligned.

Note: In this handbook, the content areas and strands/content clusters are abbreviated as follows:

Content Area: Reading (R) and Written and Oral Communication (W).

Strand/Content Clusters: Early Reading Strategies (ERS), Reading Fluency & Accuracy (F&A), Word Identification Skills and Strategies (WID), Vocabulary (V), Literary Texts (LT), Informational Texts (IT), Reading Strategies (RS), and Breadth of Reading (B), Habit of Writing (HW), Structures of Language (SL), Reading Connection (RC), Expressive Writing (EW), Informational Writing (IW), Writing Conventions (C), and Oral Communications (OC).

Project WILD

A Picture is Worth a Thousand Words

none

Adaptation Artistry

- W:EW:3 Poetry
In writing poetry students demonstrate awareness of purpose by . . .
1 - Writing poems in a variety of voices for a variety of audiences
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)

And the Wolf Wore Shoes

- R:V:2 Breadth of Vocabulary
3 – Organizing words by vocabulary
- R:LT:1 Initial Understanding of Literary Texts
4 – Distinguishing type of text
5 – Identifying literary devices as appropriate to genre
- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings

Animal Charades

- R:V:2 Breadth of Vocabulary
3 – Organizing words by vocabulary

Animal Poetry

- W:EW:3 In writing poetry students demonstrate awareness of purpose by . . .
1 - Writing poems in a variety of voices for a variety of audiences
3 – Choosing additional text to achieve impact (poem types)

Ants on a Twig

none

Arctic Survival

none

Back From the Brink

- R:IT:1 Initial understanding of Informational Texts
2 – Answer questions with explicitly stated information from text
3 – Organizing information to show understanding
- R;IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
3 – Drawing inferences or conclusions
- R:B:2 Participating in Literary Community
2 – Participating in discussions about texts, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying Sources of Information
3 – Gathering Information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Bearly Growing

none

Beautiful Basics

- R:V:2 Breadth of Vocabulary
3 – Organizing Words by Vocabulary

Bird Song Survey

none

Birds of Prey

none

Bottleneck Genes

none

Cabin Conflict

none

Can Do!

- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Cartoons and Bumper Stickers

- R:LT:1 Initial Understanding of Literary Texts
2 – Summarize key ideas/plots
- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings

Changing Attitudes

- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea

Changing Attitudes (cont.)

- W:OC:2 Make Oral Presentation
 1 – Demonstrating skills in discussing and interviewing

Changing Societies

none

Changing the Land

- R:IT:1 Initial understanding of Informational Texts
 2 – Answer questions with explicitly stated information from text
- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
 1 – Connecting information in texts
- R:B:2 Participating in Literate Community
 2 – Participating in discussions about text, ideas and student writings
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
 1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
 3 – Connecting what has been read to prior knowledge or other texts
- W:OC:1 Interactive Listening
 5 – Reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2 Make Oral Presentation
 1 – Demonstrating skills in discussing and interviewing

Checks and Balances

none

Classroom Carrying Capacity

none

Color Crazy

none

Deer Crossing

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
3 – Drawing inferences or conclusions
- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
3 – Using specific details and references in text to support focus or judgment
- W:OC:1 Interactive Listening
5 – Reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Deer Dilemma

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
3 – Drawing inferences or conclusions
- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
3 – Using specific details and references in text to support focus or judgment
- W:OC:1 Interactive Listening
5 – Reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Does Wildlife Sell?

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
3 – Drawing inferences or conclusions
4 – Distinguishing facts in texts

Does Wildlife Sell? (cont.)

R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings

W:OC:1 Interactive listening
3 – Identifying essential elements, interpreting or evaluating the message

Drawing on Nature

none

Dropping in on Deer

none

Eco-Enrichers

none

Ecosystem Facelift

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
5 – Making inferences about causes or effects

R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings

W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
3 – Using specific details and references in text to support focus or judgment

W:OC:1 Interactive Listening
5 – Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Energy Pipeline

none

Enviro-Ethics

W:HW:2 Writing Extensively
2 – . . .sharing thoughts, observations and impressions

Enviro-Ethics (cont.)

- W:EW:5 Reflective Essay
2 – Analyzing a condition or situation of significance (reflection)
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Environmental Barometer

none

Ethi-Reasoning

- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- W:OC:1 Interactive Listening
2 - Summarizing, paraphrasing. Questioning or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Ethi-Thinking

- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1 Interactive listening
3 – Identifying essential elements, interpreting or evaluating the message
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Everybody Needs a Home

none

Fire Ecologies

none

First Impressions

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Flip the Switch for Wildlife

none

For Your Eyes Only

- R:IT:1 Initial Understanding of Informational Texts
3 – Organizing information to show understanding
- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
3 – Drawing inferences or conclusions
- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:HW:2 Writing Extensively
2 – sharing thoughts, observations and impressions

For Your Eyes Only (cont.)

- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1 Interactive Listening
2 - Summarizing, paraphrasing. Questioning or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Forest in a Jar

- W:HW:2 Writing Extensively
2 – . . .sharing thoughts, observations and impressions
3 – Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea

From Bison to Bread: The American Prairie

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
2 – Synthesizing information in texts
3 – Drawing inferences or conclusions
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:HW:2 Writing Extensively
2 – sharing thoughts, observations and impressions
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

From Bison to Bread: The American Prairie (cont.)

- 1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
3 – Connecting what has been read to prior knowledge or other texts
- W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
 3 – Using specific details and references in text to support focus or judgment
- W:OC:1 Interactive Listening
 5 – Reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2 Make Oral Presentation
 1 – Demonstrating skills in discussing and interviewing

Good Buddies

- R:V:2 Breadth of Vocabulary
 3 – Organizing words by category
- R:IT:1 Initial understanding of Informational Texts
 2 – Answer questions with explicitly stated information from text
- R:B:3 Reading for Research Across Content Areas
 1 – Identifying sources of information
 3 – gathering information
- W:OC:2 Make Oral Presentation
 1 – Demonstrating skills in discussing and interviewing

Graphananimal

none

Grasshopper Gravity

none

Habitat Lap Sit

none

Habitat Rummy

- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
- R:B:3 Reading for Research Across Content Areas
3 – gathering information

Habitacks

none

Habitrekking

- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Hazardous Links, Possible Solutions

none

Here Today, Gone Tomorrow

- R:V:2 Breadth of Vocabulary
3 – Organizing words by category
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information

History of Wildlife Management

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

How Many Bears Can Live in this Forest?

none

I'm Thirsty

none

Improving Wildlife Habitat in the Community

none

Interview a Spider

- R:LT:1 Initial Understanding of Literary Texts
4 – Distinguishing type of text
- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:HW:2 Writing Extensively
2 – . . .sharing thoughts, observations and impressions
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:C:1 Applying Rules of Grammar, Usage, Mechanics
2 – Capitalizing
3 – Using commas correctly
4 – Using punctuation to enhance meaning
5 – Correctly spelling grade-appropriate words
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing
4 – Providing effective and appropriate feedback

Know Your Legislation: What's in it for Wildlife?

- R:IT:1 Initial understanding of Informational Texts
3 Organizing information to show understanding
- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
3 – Drawing inferences and conclusions
- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
3 – Using specific details and references in text to support focus or judgment
- W:OC:1 Interactive Listening
5 – Reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Learning to Look, Looking to See

- W:HW:2 Writing Extensively
2 – sharing thoughts, observations and impressions

Let's Talk Turkey

none

Litter We Know

none

Lobster in Your Lunchbox

none

Make a Coat!

none

Microtrek Treasure Hunt

none

Migration Barriers

none

Move Over Rover

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
 3 – Drawing inferences or conclusions
- R:B:2 Participating in Literary Community
 2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
 1 – Identifying sources of information
 3 – gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding
 of Ideas in Text
 1 – Representing understanding of text through pictures, words, sentences
 or some combination and selecting and summarizing appropriate
 information to set context/background
 2 – Summarizing ideas
- W:OC:1 Interactive Listening
 1 – Following verbal instructions to perform certain tasks, answer
 questions or solve problems
 3 – Identifying essential elements, interpreting or evaluation the message
 5 – Reaching consensus to solve problems, make decisions or achieve a
 goal

Museum Search for Wildlife

none

Muskox Maneauvers

none

My Kingdom for a Shelter

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

No Water Off a Duck's Back

none

Noisy Neighbors

none

Oh Deer!

none

Owl Pellets

none

Pay to Play

none

Philosophical Differences

- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:EW:5 Reflective Essay
2 – Analyzing a condition or situation of significance (reflection)
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)

Philosophical Differences (cont.)

- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
3 – Writing with a sense of audience when appropriate
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1 Interactive Listening
2 - Summarizing, paraphrasing. Questioning or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message
- W:OC:1 Interactive Listening
5 – Reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Planning for People and Wildlife

none

Planting Animals

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
- R:B:3 Reading for Research Across Content Areas
3 – Gathering information
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
2 – Stating and maintaining a focus
3 – Writing with a sense of audience when appropriate
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1 Interactive Listening
2 - Summarizing, paraphrasing. Questioning or contributing to information presented

Playing Lightly on the Earth

none

Polar Bears in Phoenix

none

Power of a Song

- W:OC:1 Interactive Listening
- 2 - Summarizing, paraphrasing. Questioning or contributing to information presented
 - 3 - Identifying essential elements, interpreting or evaluating the message

Prairie Memoirs

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
- 1 - Connecting information in texts
- R:B:2 Participating in Literary Community
- 2 - Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
- 1 - Identifying sources of information
 - 3 - Gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
- 1 - Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
 - 2 - Summarizing ideas
 - 3 - Connecting what has been read to prior knowledge or other texts
- W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
- 2 - Making inferences about content, events, characters, setting or common themes
- W:OC:1 Interactive Listening
- 2 - Summarizing, paraphrasing. Questioning or contributing to information presented
 - 3 - Identifying essential elements, interpreting or evaluating the message
 - 4 - Group participation and respecting group dynamics

Pro and Con: Consumptive and Nonconsumptive Uses of Wildlife

- R:B:2 Participating in Literary Community
2 – Participating is discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
4 – Using evidence to support conclusions
- W:OC:1 Interactive Listening
3 – Identifying essential elements, interpreting or evaluating the message
4 – Group participation and respecting group dynamics
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing
4 – Providing effective and appropriate feedback

Quick-Frozen Critters

none

Rainfall and the Forest

none

Rare Bird Eggs for Sale

- R:B:2 Participating in Literary Community
2 – Participating is discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
4 – Using evidence to support conclusions
- W:OC:1 Interactive Listening
3 – Identifying essential elements, interpreting or evaluating the message
4 – Group participation and respecting group dynamics
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing
4 – Providing effective and appropriate feedback

Riparian Zone

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
4 – Using evidence to support conclusions
- W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
3 – Using specific details and references in text to support focus or judgment
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
3 – Writing with a sense of audience when appropriate
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1 Interactive Listening
4 – Group participation and respecting group dynamics
5 – Reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Saturday Morning Wildlife Watching

- W:OC:1 Interactive Listening
2 - Summarizing, paraphrasing. Questioning or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message

Seed Need

none

Seeing is Believing!

none

Shrinking Habitat

none

Smokey Bear Said What?

- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

Spider Web Geometry

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:OC:2 Make Oral Presentations
1 – Demonstrating skills in discussing and interviewing

Stormy Weather

- R:LT:4 Generates a Personal Response
1 – Relating text to personal experiences
- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings
- W:OC:1 Interactive Listening

Stormy Weather (cont.)

- 1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 – Summarizing, paraphrasing. Questioning or contributing to information presented

Surprise Terrarium

none

Sustainability: Then, Now, Later

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
- 1 – Connecting information in texts
 - 3 – Drawing inferences or conclusions
- R:B:2 Participating in Literary Community
- 2 – Participating in discussions about text, ideas and student writings
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
- 1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
 - 2 – Summarizing ideas
 - 3 – Connecting what has been read to prior knowledge or other texts
- W:OC:2 Make Oral Presentations
- 1 – Demonstrating skills in discussing and interviewing

The Hunter

- R:LT:2 Analysis and Interpretation of Literary Text/Citing Evidence
- 1 – Making predictions about what will happen next
- R:LT:4 Generates a Personal Response
- 1 – Relating text to personal experiences
- R:B:2 Participating in Literary Community
- 2 – Participating in discussions about text, ideas and student writings
- W:HW:2 Writing Extensively
- 1 – Writing with frequency (in and out of school and during summer)
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

The Hunter (cont.)

1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

:W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text

2 – Making inferences about content, events, characters, setting or common themes

W:EW:1 Narrative Writing – Creating a Story Line and Applying Narrative Strategies

6 – Providing a sense of closure

Thicket Game

none

Time Lapse

R:IT:1 Initial understanding of Informational Texts

3 - Organizing information to show understanding

R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence

1 – Connecting information in texts

R:B:2 Participating in Literary Community

2 – Participating in discussions about text, ideas and student writings

R:B:3 Reading for Research Across Content Areas

1 – Identifying sources of information

3 – gathering information

4 – Using evidence to support conclusions

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

W:OC:2 Make Oral Presentations

1 – Demonstrating skills in discussing and interviewing

To Zone or Not to Zone

- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
 1 – Connecting information in texts
- R:B:2 Participating in Literary Community
 2 – Participating in discussions about text, ideas and student writings
- W:HW:2 Writing Extensively
 2 – . . .sharing thoughts, observations and impressions
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
 1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
 3 – Connecting what has been read to prior knowledge or other texts
- W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
 3 – Using specific details and references in text to support focus or judgment
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
 1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
 3 – Writing with a sense of audience when appropriate
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
 1 – Including facts and details relevant to focused idea
- W:OC:1 Interactive Listening
 4 – Group participation and respecting group dynamics
 5 – Reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2 Make Oral Presentation
 1 – Demonstrating skills in discussing and interviewing

Too Close for Comfort

none

Tracks!

none

Turkey Trouble

none

Urban Nature Search

- W:HW:2 Writing Extensively
2 – . . .sharing thoughts, observations and impressions
3 – Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

We're in this Together

- W:HW:2 Writing Extensively
2 – . . .sharing thoughts, observations and impressions
- W:EW:5 Reflective Essay
2 – Analyzing a condition or situation of significance (reflection)
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

What Bear Goes Where?

none

What Did Your Lunch Cost Wildlife?

none

What You Wear is What They Were

none

What's for Dinner?

none

What's That, Habitat?

none

What's Wild?

- R:V:2 Breadth of Vocabulary
3 – Organizing words by category

Which Niche?

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:RC:2 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
2 – Making inferences about content, events, characters, setting or common themes
- W:OC:1 Interactive Listening
2 - Summarizing, paraphrasing. Questioning or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message

Who Fits Here?

none

Wild Bill's Fate

- R:IT:1 Initial understanding of Informational Texts
3 - Organizing information to show understanding
- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings

Wild Bill's Fate (cont.)

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:OC:2 Make Oral Presentations
1 – Demonstrating skills in discussing and interviewing

Wild Words

- R:IT:1 Initial understanding of Informational Texts
3 - Organizing information to show understanding
- R:IT:2 Analysis and Interpretation of Informational Texts/Citing Evidence
1 – Connecting information in texts
- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings
- W:HW:2 Writing Extensively
3 – Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
3 – Connecting what has been read to prior knowledge or other texts
- W:EW:5 Reflective Essay
2 – Analyzing a condition or situation of significance (reflection)

Wildlife Bibliography

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
2 – Evaluating information/sources
3 – gathering information

Wildlife Bibliography (cont.)

- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
5 – Providing references

Wildlife in National Symbols

- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
4 – Using evidence to support conclusions
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

Wildlife is Everywhere!

none

Wildlife Issues: Community Attitude Survey

- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Wildlife on Coins and Stamps

- R:B:2 Participating in Literary Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information

Wildlife Research

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea

Wildwork

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

World Travelers

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
2 – Summarizing ideas

World Travelers (cont.)

- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
 1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
 1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentations
 1 – Demonstrating skills in discussing and interviewing

Project WILD Aquatic

Alice in Waterland

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:OC:1 Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
2 – Summarizing, paraphrasing. Questioning or contributing to information presented

Aqua Words

- R:V:2 Breadth of Vocabulary
3 – Organizing words by category
- W:EW:3 Poetry
In writing poetry students demonstrate awareness of purpose by . . .
1 - Writing poems in a variety of voices for a variety of audiences
- W:EW:4 In writing poetry, use language effectively by . . .
1 – Selecting vocabulary according to purpose and for effect
- W:C:1 Applying Rules of Grammar, Usage and Mechanics
5 – Correctly spelling grade-appropriate words

Aquatic Roots

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Aquatic Times

- R:LT:1 Initial Understanding of Literary Texts
4 – Distinguishing type of text
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:HW:1 Students use pre-writing, drafting, revising, editing and critiquing to produce final drafts of written products
- W:HW:2 Writing Extensively
3 – Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
2 – Writing an introduction and selecting appropriate information to set context
4 – Writing a conclusion
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:C:1 Applying Rules of Grammar, Usage, Mechanics
2 – Capitalizing
3 – Using commas correctly
4 – Using punctuation to enhance meaning
5 – Correctly spelling grade-appropriate words

Are You Me?

none

Blue Ribbon Niche

- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings

Blue Ribbon Niche (cont.)

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Dam Design

- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
4 – Using evidence to support conclusions
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
5 – Providing references
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Designing a Habitat

- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
4 – Using evidence to support conclusions
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

Designing a Habitat (cont.)

- W:OC:2 Make Oral Presentations
 1 – Demonstrating skills in discussing and interviewing

Dragonfly Pond

none

Eat and Glow

none

Edge of Home, The

none

Facts and Falsehoods

- R:IT:1 Initial understanding of Informational Texts
 3 - Organizing information to show understanding
- R:B:2 Participating in Literate Community
 2 – Participating in discussions about text, ideas and student writings
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying
Information
 1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying
Information
 1 – Establishing a topic
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
 1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentations
 1 – Demonstrating skills in discussing and interviewing

Fashion a Fish

none

Fishy Who's Who

- R:B:2 Participating in Literate Community
 2 – Participating in discussions about text, ideas and student writings

Fishy Who's Who (cont.)

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea

Glass Menagerie, The

none

Hooks and Ladders

none

How Wet is our Planet?

none

Kelp Help

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:OC:2 Make Oral Presentations
1 – Demonstrating skills in discussing and interviewing

Living Research: Aquatic Heroes and Heroines

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2 Make Oral Presentations
1 – Demonstrating skills in discussing and interviewing

Marsh Munchers

none

Mermaids and Manatees

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:IW:2 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
5 – Using precise and descriptive language that clarifies and supports intent
- W:IW:3 Reports, Procedures or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:1 Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems

Micro Odyssey

none

Migration Headache

none

Net Gain, Net Effect

none

Plastic Jellyfish

none

Pond Succession

none

Puddle Wonders!

none

Riparian Retreat

R:LT:4 Generates a Personal Response
1 – Relating text to personal experiences

Sea Turtles International

none

Silt: A Dirty Word

none

Sockeye Scents

none

Something's Fishy Here!

R:LT:1 Initial Understanding of Literary Texts
1 – Identify/describe characters, setting, plot
2 – Summarize key ideas/plot

R:LT:2 Analysis and Interpretation of Literary Text/Citing Evidence
1 – Making predictions about what will happen next
6 – Identifying cause/effect, motive (possible, inferred)

R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings

Something's Fishy Here! (cont.)

- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
4 – Using evidence to support conclusions
- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:EW:1 Narrative Writing – Creating a Story Line and Applying Narrative Strategies
6 – Providing a sense of closure
- W:OC:2 Make Oral Presentations
1 – Demonstrating skills in discussing and interviewing

To Dam or Not to Dam

none

Turtle Hurdles

none

Water Canaries

none

Water Plant Art

none

Water We Eating

none

Water Wings

- R:LT:4 Generates a Personal Response
1 – Relating text to personal experiences
- W:HW:2 Writing Extensively
2 – . . .sharing thoughts, observations and impressions

Water Wings (cont.)

- W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text
- 1 – Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:EW:3 In writing poetry students demonstrate awareness of purpose by . . .
- 2 - Writing poems that express speaker's moods, thoughts or feelings
- W:OC:1 Interactive Listening
- 1 – Following verbal instructions to perform certain tasks, answer questions or solve problems

Water's Going On?

none

Watered Down History

- R:B:2 Participating in Literate Community
- 2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
- 1 – Identifying sources of information
 - 3 – Gathering information
- W:IW:1 Reports, Procedures or Persuasive Writing – Organizing and Conveying Information
- 1 – Organizing ideas and concepts (sorting, procedures, discussion)
- W:OC:2 Make Oral Presentations
- 1 – Demonstrating skills in discussing and interviewing

Watershed

none

Wetland Metaphors

- W:OC:1 Interactive Listening
- 2 - Summarizing, paraphrasing. Questioning or contributing to information presented
 - 3 – Identifying essential elements, interpreting or evaluating the message

Whale of a Tail

- R:B:2 Participating in Literate Community
2 – Participating in discussions about text, ideas and student writings
- R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:OC:2 Make Oral Presentations
1 – Demonstrating skills in discussing and interviewing

What's in the Air?

none

What's in the Water?

none

When a Whale is Right?

none

Where Does Water Run?

none

Where Have All the Salmon Gone?

none

NH's K-12 English Language Arts Curriculum Frameworks

Project WILD

Reading Indicators for ELA Correlations (R)

Early Reading Strategies (ERS)

Phonemic Awareness and Phonological Knowledge (ERS:1)

1 – Blending and segmenting syllables and onset – rimes

none

2 – Blending and segmenting phonemes

none

3 – Isolating phonemes

none

4 – Deleting phonemes

none

5 – Pairs of rhyming words

none

6 – Counting syllables

none

Concepts of Print (ERS:2)

1 – Distinguish between letters and words

none

2 – Finger-pointing

none

3 – Beginning/end of word

none

4 – Identifying parts of book

none

5 – Identifying punctuation marks

none

6 – Matching of spoken to print word

none

Reading Fluency and Accuracy (R&F)

- 1 – Accurate reading at grade level
none
- 2 – Fluent reading at grade level (words per minute)
none
- 3 – Fluent reading at grade level (meaning, phrasing, expression)
none

Word Identification Skills and Strategies (WID)

- 1 – Identifying words using sounds, syllable types and word patterns
none
- 2 – Reading words using sounds, syllable types, and word patterns
none
- 3 – Reading grade-level appropriate words
none
- 4 – Reading high-frequency words
none
- 5 – Upper/lower case letters
none
- 6 – Primary sounds of letters
none

Vocabulary (V)

Vocabulary Strategies (V:1)

- 1 – Using strategies to unlock meaning of unfamiliar vocabulary
none

Breadth of Vocabulary (V:2)

- 1 – Synonyms and antonyms
none
- 2 – Appropriate word choice
none
- 3 – Organizing words by category
And the Wolf Wore Shoes
Animal Charades
Beautiful Basics

Good Buddies
Here Today, Gone Tomorrow
What's Wild?

Literary Texts (LT)

Initial Understanding of Literary Texts (LT:1)

1 – Identify/describe characters, setting, plot

none

2 – Summarize key ideas/plot

Cartoons and Bumper Stickers

3 – Generating questions before, during, and after reading

none

4 – Distinguishing type of text

And the Wolf Wore Shoes

Interview a Spider

5 – Identifying literary devices as appropriate to genre

And the Wolf Wore Shoes

Analysis and Interpretation of Literary Text/Citing Evidence (LT:2)

1 – Making predictions about what will happen next

The Hunter

2 – Characteristics of characters

none

3 – Making inferences

none

4 – Identifying narrator

none

5 – Identifying message/theme

none

6 – Identifying cause/effect, motive (possible, inferred)

none

7 – Identifying cause/effect, motive (explicitly stated)

none

Analysis and Interpretation of Author's Craft (LT:3)

1 – Use of literary elements and devices to extend meaning

none

Informational Texts (IT) (cont.)

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)

2 – Synthesizing information in texts

none

3 – Drawing inferences or conclusions

Back From the Brink

Career Critters

Deer Crossing

Deer Dilemma

Does Wildlife Sell?

For Your Eyes Only

From Bison to Bread

Know Your Legislation

Move Over Rover

Sustainability

4 – Distinguishing facts in texts

Does Wildlife Sell?

5 – Making inferences about causes or effects

Ecosystem Facelift

Reading Strategies (RS)

Strategies for Monitoring and Adjusting Reading (RS:1)

1 – Using a range of self-monitoring and self-correcting strategies

none

2 – Pictures, syntax, repetitive language to predict upcoming words

none

Reading Comprehension Strategies (RS:2)

1 – Using comprehension strategies

none

Breadth of Reading (B)

Reading Widely and Extensively (B:1)

1 – Reading with frequency on their own

none

2 – Reading from a wide range of genres

none

3 – Reading multiple texts for depth of understanding

none

Breadth of Reading (B) (cont.)

Participating in Literate Community (B:2)

1 – Self-selecting reading materials

none

2 – Participating in discussions about text, ideas, and student writings

And the Wolf Wore Shoes	Ethi – Reasoning
Back From the Brink	Ethi – Thinking
Career Critters	For Your Eyes Only
Cartoons & Bumper Stickers	From Bison to Bread
Changing the Land	Habitat Rummy
Deer Crossing	Interview a Spider
Deer Dilemma	Know Your Legislation
Does Wildlife Sell?	Move Over Rover
Ecosystem Facelift	My Kingdom for a Shelter
Philosophical Differences	Sustainability
Prairie Memoirs	The Hunter
Pro and Con: Uses of Wildlife	Time Lapse
Rare Bird Eggs for Sale	To Zone or Not to Zone
Riparian Zone	Wild Bill's Fate
Smokey Bear Said What?	Wildlife in National Symbols
Stormy Weather	Wildlife Issues Community Attitude Survey
	Wildlife on Coins and Stamps

Reading for Research Across Content Areas (B:3)

1 – Identifying sources of information

Back From the Brink	Rare Bird Eggs for Sale
First Impressions	Riparian Zone
For Your Eyes Only	Smokey Bear Said What?
From Bison to Bread	Spider Web Geometry
Good Buddies	Time Lapse
Habitat Rummy	Which Niche?
Here Today, Gone Tomorrow	Wild Bill's Fate
History of Wildlife Mgt.	Wildlife Bibliography
Interview a Spider	Wildlife in National Symbols
Know Your Legislation	Wildlife Issues Survey
Move Over Rover	Wildlife on Coins & Stamps
My Kingdom for a Shelter	Wildlife Research
Philosophical Differences	Wildwork
Prairie Memoirs	World Travelers
Pro & Con: Uses of Wildlife	

2 – Evaluating information/sources

Wildlife Bibliography

Breadth of Reading (B) (cont.)

Reading for Research Across Content Areas (B:3)

3 – Gathering information

Back From the Brink

First Impressions

For Your Eyes Only

From Bison to Bread

Good Buddies

Habitat Rummy

Here Today, Gone Tomorrow

Pro & Con: Uses of Wildlife

Rare Bird Eggs for Sale

Riparian Zone

Smokey Bear Said What?

Spider Web Geometry

Time Lapse

Which Niche?

Wild Bill's Fate

Interview a Spider

Know Your Legislation

Move Over Rover

My Kingdom for a Shelter

Philosophical Differences

Planting Animals

Prairie Memoirs

Wildlife Bibliography

Wildlife in National Symbols

Wildlife Issues Survey

Wildlife on Coins & Stamps

Wildlife Research

Wildwork

World Travelers

4 – Using evidence to support conclusions

Pro & Con: Uses of Wildlife

Rare Bird Eggs for Sale

Riparian Zone

Time Lapse

Wildlife in National Symbols

Project WILD

Written and Oral Communication Indicators for ELA Correlations

Structures of Language (SL)

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)

1 – Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

none

2 – Recognizing and using paragraph form, including indent, main idea, and supporting details

none

3 – Recognizing paragraph structure including description, sequential, compare/contrast

none

4 – Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure

none

5 – Distinguishing between letters, words, sentences, and paragraphs

none

6 – Applying directionality to text (left to right, top to bottom)

none

Habits of Writing (HW)

Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (HW:1)

No specific Indicators

Aquatic Times

Writing Extensively (HW:2)

1 – Writing with frequency, (in and out of school and during summer)

none

Habits of Writing (HW) (cont.)

Writing Extensively (HW:2)

2 – Sharing thoughts, observations and impressions

Energy Pipeline

For Your Eyes Only

Forest in a Jar

From Bison to Bread

Interview a Spider

We're in This Together

Learning to Look, Looking to

See

The Hunter

To Zone or Not to Zone

Urban Nature Search

3 – Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

Forest in a Jar

Urban Nature Search

Wild Words

4 – Writing in a variety of genres

none

Reading Connection (RC)

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

1 - Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

Back From the Brink

Changing the land

From Bison to Bread

History of Wildlife

Management

Know Your Legislation

Move Over Rover

My Kingdom for a Shelter

Prairie Memoirs

Smokey Bear Said What?

Spider Web Geometry

Sustainability

The Hunter

Time Lapse

To Zone or Not to Zone

Which Niche?

Wild Bill's Fate

Wild Words

Wildlife in National Symbols

World Travelers

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

2 - Summarizing ideas

Move Over Rover

Prairie Memoirs

Sustainability

World Travelers

Reading Connection (RC) (cont.)

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

3 - Connecting what has been read to prior knowledge or other texts

Changing the Land

From Bison to Bread

Prairie Memoirs

Sustainability

To Zone or Not to Zone

Wild Words

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

1 - Stating and maintaining a focus when responding to a question

none

2.- Making inferences about content, events, characters, setting or common themes

Prairie Memoirs

The Hunter

Which Niche?

3 - Using specific details and references to text to support focus or judgment

Deer Crossing

Deer Dilemma

Ecosystem Facelift

From Bison to Bread

Know Your Legislation

Riparian Zone

To Zone or Not to Zone

4 - Organizing ideas, using transitional words/phrases and developing and writing a conclusion

none

Expressive Writing (EW)

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

1 - Creating a clear and understandable story line (beginning, middle, end)

none

2 - Establishing context, problem/conflict/challenge and resolution

none

3 - Using transition words/phrases to establish chronology to enhance meaning

none

4 - Using a variety of literary devices to enhance meaning (flashback, foreshadowing)

none

5 - Establishing and maintaining a theme

none

Expressive Writing (EW) (cont.)

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

6 - Providing a sense of closure

The Hunter

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)

1 - Using relevant and descriptive detail to advance plot/story line

none

2 - Using dialogue to advance plot/story line

none

3 - Developing characters through description, dialogue and actions

none

4 - Using voice appropriate to purpose

none

5 - Maintaining a focus

none

6 - Selecting and elaborating important ideas and excluding extraneous details

none

7 - Controlling the pace of a story through sentence length and punctuation

none

Poetry (EW:3) In writing poetry, students demonstrate awareness of purpose by...

1 - Writing poems in a variety of voices for a variety of audiences

Adaptation Artistry

Animal Poetry

2 - Writing poems that express speaker's moods, thoughts or feelings

none

3 - Choosing additional text to achieve impact (poem types)

Animal Poetry

Poetry (EW:4) In writing poetry, use language effectively by...

1 - Selecting vocab according to purpose and for effect

none

2 - Using rhyme, rhythm, meter literary elements

none

3 - Selecting and manipulating words/phrases for meaning and impact

none

Expressive Writing (EW) (cont.)

Reflective Essay - Students explore and share thoughts, observations, and impressions...(EW:5)

1 - Engaging the reader by establishing context

none

2 - Analyzing a condition or situation of significance (reflection)

Enviro – Ethics

We're in This Together

Philosophical Differences

Wild Words

3 - Using and organizational structure that allows progression of ideas to develop

none

4 - Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)

none

5 - Providing closure by leaving the reader with something to think about

none

6 - Making connections between personal idea and experiences and more abstract things leading to new perspective

none

Informational Writing (IW)

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

1 - Organizing ideas and concepts (sorting, procedures, discussion)

Adaptation Artistry

Philosophical Differences

Back From the Brink

Planting Animals

Can Do!

Riparian Zone

Changing Attitudes

To Zone or Not to Zone

Ethi – Thinking

We're in This Together

First Impressions

Wildlife Issues Survey

For Your Eyes Only

Wildlife Research

Forest in a Jar

World Travelers

Interview a Spider

2 - Writing an introduction and selecting appropriate information to set context

Interview a Spider

3 - Using transition words appropriate to organization of text

none

4 - Writing a conclusion

Interview a Spider

Informational Writing (IW) (cont.)

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

- 5 - Providing references
Wildlife Bibliography

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

- 1 - Establishing a topic
 - Changing Attitudes
We're in This Together
 - Wildlife Issues Survey
Wildlife Research
- 2 - Stating and maintaining a focus
 - Planting Animals
- 3 - Writing with a sense of audience when appropriate
 - Philosophical Differences
Planting Animals
 - Riparian Zone
To Zone or Not to Zone
- 4 - Establishing an authoritative voice
 - none*
- 5 - Using precise and descriptive language that clarifies and supports intent
 - none*

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

- 1 - Including facts and details relevant to focused idea
 - Back From the Brink
Can Do!
Changing Attitudes
Ethi – Thinking
First Impressions
For Your Eyes Only
Forest in a Jar
Interview a Spider
Philosophical Differences
 - Planting Animals
Riparian Zone
To Zone or Not to Zone
We're in This Together
Wildlife Issues Survey
Wildlife Research
World Travelers
- 2 - Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)
 - none*
- 3 - Addressing readers' concerns (counterarguments, persuasive writing, within procedures and reports)
 - Interview a Spider
- 4 - Commenting on the significance of information
 - none*

Writing Conventions

Applying Rules of Grammar, Usage, and Mechanics (C:1)

- 1 - Identifying or correcting grammatical errors
none
- 2 - Capitalizing
Interview a Spider
- 3 - Using commas correctly
Interview a Spider
- 4 - Using punctuation to enhance meaning
Interview a Spider
- 5 - Correctly spelling grade-appropriate words
Interview a Spider

Oral Communications

Interactive Listening (OC:1)

- 1 - Following verbal instructions to perform certain tasks, answer questions or solve problems
Move Over Rover
Stormy Weather
- 2 - Summarizing, paraphrasing. Questioning, or contributing to information presented
Ethi – Reasoning
For Your Eyes Only
Philosophical Differences
Planting Animals
Power of a Song
Prairie Memoirs
Saturday Morning Wildlife
Watching
Stormy Weather
Which Niche?
- 3 - Identifying essential elements, interpreting or evaluating the message
Does Wildlife Sell?
Ethi – Reasoning
Ethi - Thinking
For Your Eyes Only
Move Over Rover
Philosophical Differences
Prairie Memoirs
Pro & Con: Uses of Wildlife
Rare Bird Eggs for Sale
Saturday Morning Wildlife
Watching
Which Niche?
- 4 - Group participation and respecting group dynamics
Prairie Memoirs
Pro & Con: Uses of Wildlife
Rare Bird Eggs for Sale
Riparian Zone
To Zone or Not To Zone

Oral Communications (cont.)

Interactive Listening (OC:1)

- 5 - Reaching consensus to solve problems, make decisions or achieve a goal
- | | |
|-----------------------|---------------------------|
| Changing the Land | Move Over Rover |
| Deer Crossing | Philosophical Differences |
| Deer Dilemma | Riparian Zone |
| Ecosystem Facelift | To Zone or Not to Zone |
| From Bison to Bread | |
| Know Your Legislation | |

Make Oral Presentation (OC:2)

1. Demonstrating skills in discussing and interviewing
- | | |
|---------------------|-----------------------------|
| Back From the Brink | Interview a Spider |
| Can Do! | Know Your Legislation |
| Changing Attitudes | Philosophical Differences |
| Changing the Land | Pro & Con: Uses of Wildlife |
| Deer Crossing | Rare Bird Eggs for Sale |
| Deer Dilemma | Riparian Zone |
| Ecosystem Facelift | Spider Web Geometry |
| Enviro – Ethics | Sustainability |
| Ethi – Reasoning | Time Lapse |
| Ethi – Thinking | To Zone or Not to Zone |
| First Impressions | We're in This Together |
| For Your Eyes Only | Wild Bill's Fate |
| From Bison to Bread | Wildlife Issues Survey |
| Good Buddies | Wild Words |
| Habitrekking | World Travelers |
2. Using verbal and nonverbal skills in maintaining a focus
none
3. Telling stories with smooth transition, supporting details and coherent conclusion
none
4. Providing effective and appropriate feedback
- | |
|--|
| Interview a Spider |
| Pro and Con: Consumptive and Nonconsumptive Uses of Wildlife |
| Rare Bird Eggs for Sale |
5. Using a variety of strategies to engage audience (eye contact, voice tones, gestures)
none
6. Using tools of technology to enhance message
none

Project WILD Aquatic

Reading Indicators for ELA Correlations (R)

Early Reading Strategies (ERS)

Phonemic Awareness and Phonological Knowledge (ERS:1)

1 – Blending and segmenting syllables and onset – rimes

none

2 – Blending and segmenting phonemes

none

3 – Isolating phonemes

none

4 – Deleting phonemes

none

5 – Pairs of rhyming words

none

6 – Counting syllables

none

Concepts of Print (ERS:2)

1 – Distinguish between letters and words

none

2 – Finger-pointing

none

3 – Beginning/end of word

none

4 – Identifying parts of book

none

5 – Identifying punctuation marks

none

6 – Matching of spoken to print word

none

Reading Fluency and Accuracy (R&F)

1 – Accurate reading at grade level

none

2 – Fluent reading at grade level (words per minute)

none

3 – Fluent reading at grade level (meaning, phrasing, expression)

none

Word Identification Skills and Strategies (WID)

1 – Identifying words using sounds, syllable types and word patterns

none

2 – Reading words using sounds, syllable types, and word patterns

none

3 – Reading grade-level appropriate words

none

4 – Reading high-frequency words

none

5 – Upper/lower case letters

none

6 – Primary sounds of letters

none

Vocabulary (V)

Vocabulary Strategies (V:1)

1 – Using strategies to unlock meaning of unfamiliar vocabulary

none

Breadth of Vocabulary (V:2)

1 – Synonyms and antonyms

none

2 – Appropriate word choice

none

3 – Organizing words by category

Aqua Words

Literary Texts (LT)

Initial Understanding of Literary Texts (LT:1)

- 1 – Identify/describe characters, setting, plot
Something's Fishy Here!
- 2 – Summarize key ideas/plot
Something's Fishy Here!
- 3 – Generating questions before, during, and after reading
none
- 4 – Distinguishing type of text
Aquatic Times
- 5 – Identifying literary devices as appropriate to genre
none

Analysis and Interpretation of Literary Text/Citing Evidence (LT:2)

- 1 – Making predictions about what will happen next
Something's Fishy Here!
- 2 – Characteristics of characters
none
- 3 – Making inferences
none
- 4 – Identifying narrator
none
- 5 – Identifying message/theme
none
- 6 – Identifying cause/effect, motive (possible, inferred)
Something's Fishy Here!
- 7 – Identifying cause/effect, motive (explicitly stated)
none

Analysis and Interpretation of Author's Craft (LT:3)

- 1 – Use of literary elements and devices to extend meaning
none

Literary Texts (LT) (cont.)

Generates a Personal Response (LT:4)

1 – Relating text to personal experiences

Riparian Retreat

Water Wings

2 – Provide details to support conclusion

none

Informational Texts (IT)

Initial Understanding of Informational Texts (IT:1)

1 – Obtaining information from text features

none

2 – Answer questions with explicitly stated information from text

none

3 – Organizing information to show understanding

Facts and Falsehoods

4 – Generating questions before, during, and after reading

none

5 – Distinguishing type of text

none

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)

1 – Connecting information in texts

none

2 – Synthesizing information in texts

none

3 – Drawing inferences or conclusions

none

4 – Distinguishing facts in texts

none

5 – Making inferences about causes or effects

none

Reading Strategies (RS)

Strategies for Monitoring and Adjusting Reading (RS:1)

- 1 – Using a range of self-monitoring and self-correcting strategies

none

- 2 – Pictures, syntax, repetitive language to predict upcoming words

none

Reading Comprehension Strategies (RS:2)

- 1 – Using comprehension strategies

none

Breadth of Reading (B)

Reading Widely and Extensively (B:1)

- 1 – Reading with frequency on their own

none

- 2 – Reading from a wide range of genres

none

- 3 – Reading multiple texts for depth of understanding

none

Participating in Literate Community (B:2)

- 1 – Self-selecting reading materials

none

- 2 – Participating in discussions about text, ideas, and student writings

Blue Ribbon Niche

Fishy Who's Who

Dam Design

Something's Fishy Here!

Designing a Habitat

Watered Down History

- I Facts and Falsehoods

Whale of a Tail

Reading for Research Across Content Areas (B:3)

- 1 – Identifying sources of information

Alice in Waterland

Kelp Help

Aquatic Roots

Living Research

Aquatic Times

Mermaids and Manatees

Blue Ribbon Niche

Something's Fishy Here!

Dam Design

Watered Down History

Designing a Habitat

Whale of a Tail

Fishy Who's Who

- 2 – Evaluating information/sources

none

Breadth of Reading (B)

Reading for Research Across Content Areas (B:3)

3 – Gathering information

Alice in Waterland

Aquatic Roots

Aquatic Times

Blue Ribbon Niche

Dam Design

Designing a Habitat

Fishy Who's Who

Kelp Help

Living Research

Mermaids and Manatees

Something's Fishy Here!

Watered Down History

Whale of a Tail

4 – Using evidence to support conclusions

Dam Design

Designing a Habitat

Something's Fishy Here!

Project WILD Aquatic

Written and Oral Communication Indicators for ELA Correlations

Structures of Language (SL)

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)

1 – Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

none

2 – Recognizing and using paragraph form, including indent, main idea, and supporting details

none

3 – Recognizing paragraph structure including description, sequential, compare/contrast

none

4 – Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure

none

5 – Distinguishing between letters, words, sentences, and paragraphs

none

6 – Applying directionality to text (left to right, top to bottom)

none

Habits of Writing (HW)

Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (HW:1)

No specific Indicators

Aquatic Times

Writing Extensively (HW:2)

1 – Writing with frequency, (in and out of school and during summer)

none

2 – Sharing thoughts, observations and impressions

Water Wings

3 – Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

none

Habits of Writing (HW) (cont.)

Writing Extensively (HW:2)

- 4 – Writing in a variety of genres

none

Reading Connection (RC)

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

- 1 - Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background

Designing a Habitat

Fishy Who's Who

Kelp Help

Mermaids and Manatees

Riparian Retreat

Something's Fishy Here!

Water Wings

- 2 - Summarizing ideas

none

- 3 - Connecting what has been read to prior knowledge or other texts\

none

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

- 1 - Stating and maintaining a focus when responding to a question

none

- 2 - Making inferences about content, events, characters, setting or common themes

none

- 3 - Using specific details and references to text to support focus or judgment

none

- 4 - Organizing ideas, using transitional words/phrases and developing and writing a conclusion

none

Expressive Writing (EW)

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

- 1 - Creating a clear and understandable story line (beginning, middle, end)

none

- 2 - Establishing context, problem/conflict/challenge and resolution

none

- 3 - Using transition words/phrases to establish chronology to enhance meaning

none

Expressive Writing (EW) (cont.)

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

- 4 - Using a variety of literary devices to enhance meaning (flashback, foreshadowing)

none

- 5 - Establishing and maintaining a theme

none

- 6 - Providing a sense of closure

Something's Fishy Here!

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)

- 1 - Using relevant and descriptive detail to advance plot/story line

none

- 2 - Using dialogue to advance plot/story line

none

- 3 - Developing characters through description, dialogue and actions

none

- 4 - Using voice appropriate to purpose

none

- 5 - Maintaining a focus

none

- 6 - Selecting and elaborating important ideas and excluding extraneous details

none

- 7 - Controlling the pace of a story through sentence length and punctuation

none

Poetry (EW:3) In writing poetry, students demonstrate awareness of purpose by...

- 1 - Writing poems in a variety of voices for a variety of audiences

Aqua Words

- 2 - Writing poems that express speaker's moods, thoughts or feelings

Water Wings

- 3 - Choosing additional text to achieve impact (poem types)

none

Poetry (EW:4) In writing poetry, use language effectively by...

- 1 - Selecting vocab according to purpose and for effect

Aqua Words

Expressive Writing (EW) (cont.)

Poetry (EW:4) In writing poetry, use language effectively by...

- 2 - Using rhyme, rhythm, meter literary elements

none

- 3 - Selecting and manipulating words/phrases for meaning and impact

none

Reflective Essay - Students explore and share thoughts, observations, and impressions...(EW:5)

- 1 - Engaging the reader by establishing context

none

- 2 - Analyzing a condition or situation of significance (reflection)

none

- 3 - Using and organizational structure that allows progression of ideas to develop

none

- 4 - Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)

none

- 5 - Providing closure by leaving the reader with something to think about

none

- 6 - Making connections between personal idea and experiences and more abstract things leading to new perspective

none

Informational Writing (IW)

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

- 1 - Organizing ideas and concepts (sorting, procedures, discussion)

Aquatic Roots

Fishy Who's Who

Aquatic Times

Living Research

Dam Design

Watered Down History

Facts and Falsehoods

- 2 - Writing an introduction and selecting appropriate information to set context

Aquatic Times

- 3 - Using transition words appropriate to organization of text

none

- 4 - Writing a conclusion

Aquatic Times

Informational Writing (IW) (cont.)

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

5 - Providing references

Dam Design

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

1 - Establishing a topic

Aquatic Times

Facts and Falsehoods

2 - Stating and maintaining a focus

none

3 - Writing with a sense of audience when appropriate

none

4 - Establishing an authoritative voice

none

5 - Using precise and descriptive language that clarifies and supports intent

Mermaids and Manatees

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

1 - Including facts and details relevant to focused idea

Aquatic Roots

Fishy Who's Who

Aquatic Times

Living Research

Dam Designs

Mermaids and Manatees

Facts and Falsehoods

2 - Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)

none

3 - Addressing readers' concerns (counterarguments, persuasive writing, within procedures and reports)

none

4 - Commenting on the significance of information

none

Writing Conventions

Applying Rules of Grammar, Usage, and Mechanics (C:1)

1 - Identifying or correcting grammatical errors

none

Writing Conventions (cont.)

Applying Rules of Grammar, Usage, and Mechanics (C:1)

- 2 - Capitalizing
Aquatic Times
- 3 - Using commas correctly
Aquatic Times
- 4 - Using punctuation to enhance meaning
Aquatic Times
- 5 - Correctly spelling grade-appropriate words
Aquatic Times
Aqua Words

Oral Communications

Interactive Listening (OC:1)

- 1 - Following verbal instructions to perform certain tasks, answer questions or solve problems
Alice in Waterland
Riparian Retreat
Water Wings
- 2 - Summarizing, paraphrasing. Questioning, or contributing to information presented
Alice in Waterland
Wetland Metaphors
- 3 - Identifying essential elements, interpreting or evaluating the message
Wetland Metaphors
- 4 - Group participation and respecting group dynamics
none
- 5 - Reaching consensus to solve problems, make decisions or achieve a goal
none

Make Oral Presentation (OC:2)

- 1 - Demonstrating skills in discussing and interviewing
Aquatic Roots
Blue Ribbon Niche
Dam Design
Designing a Habitat
Facts and Falsehoods
Kelp Help
Living Research
Something's Fishy Here!
Watered Down History
Whale of a Tail
- 2 - Using verbal and nonverbal skills in maintaining a focus
none

Oral Communications (cont.)

Make Oral Presentation (OC:2)

3 - Telling stories with smooth transition, supporting details and coherent conclusion
none

4 - Providing effective and appropriate feedback
none

5 - Using a variety of strategies to engage audience (eye contact, voice tones, gestures)
none

6 - Using tools of technology to enhance message
none

**Charts Correlating
Project WILD Guides
with
NH Frameworks for
English Language Arts
(K-12)**

A handbook linking the Project WILD and Project WILD Aquatic Curriculum and Activity Guides to New Hampshire's K-12 English Language Arts Curriculum Frameworks

Reading Indicators for ELA Correlations (R)*

Project WILD

WILD Activity	Vocabulary	Literary Texts					Informational Texts					Breadth of Reading					
	2.3	1.2	1.4	1.5	2.1	4.1	1.2	1.3	2.1	2.3	2.4	2.5	2.2	3.1	3.2	3.3	3.4
Adaptation Artistry																	
And the Wolf Wore Shoes	(R)		(R)	(R)									(R)				
Animal Charades	(R)																
Animal Poetry																	
Ants on a Twig																	
Arctic Survival																	
Back from the Brink							(R)	(R)	(R)	(R)			(R)	(R)		(R)	
Bearly Growing																	
Beautiful Basics	(R)																
Bird Song Survey																	
Birds of Prey																	
Bottleneck Genes																	
Cabin Conflict																	
Can Do!																	
Career Critters	(R)												(R)				
Carrying Capacity																	
Cartoons and Bumper Stickers		(R)											(R)				
Changing Attitudes							(R)		(R)				(R)				
Changing Societies																	
Changing the Land																	
Checks and Balances																	
Classroom Carrying Capacity																	
Color Crazy																	
Deer Crossing																	
Deer Dilemma									(R)	(R)			(R)				
Does Wildlife Sell?									(R)	(R)	(R)		(R)				
Drawing on Nature																	
Dropping in on Deer																	
Eco-Enrichers																	
Ecosystem Facelift									(R)			(R)	(R)				
Energy Pipeline																	
Enviro-Ethics																	
Environmental Barometer																	
Ethi-Reasoning													(R)				

A handbook linking the Project WILD and Project WILD Aquatic Curriculum and Activity Guides to New Hampshire's K-12 English Language Arts Curriculum Frameworks

WILD Activity	Vocabulary	Literary Texts					Informational Texts						Breadth of Reading				
	2.3	1.2	1.4	1.5	2.1	4.1	1.2	1.3	2.1	2.3	2.4	2.5	2.2	3.1	3.2	3.3	3.4
Ethi-Thinking													☞				
Everybody Needs a Home																	
Fire Ecologies																	
First Impressions														☞		☞	
Flip the Switch for Wildlife																	
For Your Eyes Only								☞	☞	☞			☞	☞		☞	
Forest in a Jar																	
From Bison to Bread: The American Prairie									☞	☞			☞	☞		☞	
Good Buddies	☞	☞												☞		☞	
Graphananimal																	
Grasshopper Gravity																	
Habitat Lap Sit																	
Habitat Rummy													☞	☞		☞	
Habittracks																	
Habitrekking																	
Hazardous Links, Possible Solutions																	
Here Today, Gone Tomorrow	☞													☞		☞	
History of Wildlife Management									☞					☞		☞	
How Many Bears Can Live in This Forest?																	
I'm Thirsty																	
Improving Wildlife Habitat in the Community																	
Interview a Spider			☞										☞	☞		☞	
Know Your Legislation: What's In It for Wildlife?								☞	☞	☞			☞	☞		☞	
Learning to Look, Looking to See																	
Let's Talk Turkey																	
Litter We Know																	
Lobster in Your Lunch Box																	
Make A Coat!																	
Microtrek Treasure Hunt																	
Migration Barriers																	
Move Over Rover										☞			☞	☞		☞	
Museum Search for Wildlife																	

A handbook linking the Project WILD and Project WILD Aquatic Curriculum and Activity Guides to New Hampshire's K-12 English Language Arts Curriculum Frameworks

WILD Activity	Vocabulary	Literary Texts					Informational Texts					Breadth of Reading					
	2.3	1.2	1.4	1.5	2.1	4.1	1.2	1.3	2.1	2.3	2.4	2.5	2.2	3.1	3.2	3.3	3.4
Muskox Maneauvers																	
My Kingdom for a Shelter																	
No Water Off a Duck's Back																	
Noisy Neighbors																	
Oh Deer!																	
Owl Pellets																	
Pay to Play																	
Philosophical Differences																	
Picture Is Worth a Thousand Words, A																	
Planning for People and Wildlife																	
Planting Animals																	
Playing Lightly on the Earth																	
Polar Bears in Phoenix?																	
Power of a Song																	
Prairie Memoirs																	
Pro and Con: Consumptive and Nonconsumptive Uses																	
Quick-Frozen Critters																	
Rainfall and the Forest																	
Rare Bird Eggs for Sale																	
Riparian Zone																	
Saturday Morning Wildlife Watching																	
Seed Need																	
Seeing Is Believing!																	
Shrinking Habitat																	
Smokey Bear Said What?																	
Spider Web Geometry																	
Stormy Weather																	
Surprise Terrarium																	
Sustainability: Then, Now, Later																	
The Hunter																	
Thicket Game																	
Time Lapse																	
To Zone or Not to Zone																	
Too Close for Comfort																	
Tracks!																	

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WILD Activity	Vocabulary	Literary Texts					Informational Texts					Breadth of Reading					
	2.3	1.2	1.4	1.5	2.1	4.1	1.2	1.3	2.1	2.3	2.4	2.5	2.2	3.1	3.2	3.3	3.4
Turkey Trouble																	
Urban Nature Search																	
We're in this Together																	
What Bear Goes Where?																	
What Did Your Lunch Cost Wildlife?																	
What You Wear Is What They Were																	
What's for Dinner?																	
What's That, Habitat?																	
What's Wild?	☞																
Which Niche?														☞		☞	
Who Fits Here?																	
Wild Bill's Fate								☞	☞				☞	☞		☞	
Wild Words								☞	☞				☞				
Wildlife Bibliography														☞	☞	☞	☞
Wildlife in National Symbols													☞	☞		☞	☞
Wildlife Is Everywhere!																	
Wildlife Issues: Community Attitude Survey													☞	☞		☞	
Wildlife on Coins and Stamps													☞	☞		☞	
Wildlife Research														☞		☞	
Wildwork														☞		☞	
World Travelers														☞		☞	

Reading Indicators for ELA Correlations (R)

Project WILD Aquatic

	Vocabulary	Literary Texts					Informational Texts	Breadth of Reading			
Wild Aquatic Activity	2.3	1.1	1.2	2.1	2.6	4.1	1.3	2.2	3.1	3.3	3.4
Alice in Waterland									☞	☞	
Aqua Words	☞										
Aquatic Roots									☞	☞	
Aquatic Times									☞	☞	
Are You Me?											
Blue-Ribbon Niche								☞	☞	☞	
Dam Design								☞	☞	☞	☞
Designing a Habitat								☞	☞	☞	☞
Dragonfly Pond								☞	☞	☞	☞
Ear and Glow											
Edge of Home											
Facts and Falsehoods											
Fashion A Fish							☞	☞			
Fishy Who's Who											
Glass Menagerie, The								☞	☞	☞	
Hooks and Ladders											
How Wet Is Our Planet?											
Kelp Help											
Living Research: Aquatic Heroes and Heroines									☞	☞	
Marsh Munchers									☞	☞	
Mermaids and Manatees											
Micro Odyssey									☞	☞	
Migration Headache											
Net Gain, Net Effect											
Plastic Jellyfish											
Pond Succession											
Puddle Wonders!											
Riparian Retreat						☞					
Sea Turtles International											
Silt: A Dirty Word											
Sockeye Scents											

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Wild Aquatic Activity	Vocabulary	Literary Texts					Informational Texts	Breadth of Reading			
	2.3	1.1	1.2	2.1	2.6	4.1	1.3	2.2	3.1	3.3	3.4
Something's Fishy Here!		☞	☞	☞	☞			☞	☞	☞	☞
To Dam Or Not To Dam											
Turtle Hurdles											
Water Canaries											
Water Plant Art											
Water We Eating?											
Water Wings						☞					
Watered-Down History								☞	☞	☞	
Water's Going On?											
Watershed											
Wetland Metaphors											
Whale of a Tail								☞	☞	☞	
What's In The Air?											

Written and Oral Communication Indicators for ELA Correlations (W) *

Project WILD

WILD Activity	Habits Writing		Reading Connection					Expressive Writing				Informational Writing					C	Oral Communication							
	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.6	3.1	3.3	5.2	1.1	1.5	2.1	2.2	2.3	3.1	1.2	1.1	1.2	1.3	1.4	1.5	2.1	2.4
Adaptation Artistry									☛			☛													
And the Wolf Wore Shoes																									
Animal Charades																									
Animal Poetry									☛	☛															
Ants on a Twig																									
Arctic Survival																									
Back from the Brink			☛									☛					☛							☛	
Bearly Growing																									
Beautiful Basics																									
Bird Song Survey																									
Birds of Prey																									
Bottleneck Genes																									
Cabin Conflict																									
Can Do!												☛					☛							☛	
Career Critters																									
Carrying Capacity																									
Cartoons and Bumper Stickers																									
Changing Attitudes												☛		☛			☛							☛	
Changing Societies																									
Changing the Land			☛		☛																			☛	☛
Checks and Balances																									
Classroom Carrying Capacity																									
Color Crazy																									
Deer Crossing																								☛	☛
Deer Dilemma																								☛	☛
Does Wildlife Sell?																							☛		
Drawing on Nature																									

A Handbook Linking Project WILD & Project WILD Aquatic Activity Guides to New Hampshire's Curriculum Frameworks

WILD Activity	Habits Writing		Reading Connection					Expressive Writing				Informational Writing					C	Oral Communication							
	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.6	3.1	3.3	5.2	1.1	1.5	2.1	2.2	2.3	3.1	1.2	1.1	1.2	1.3	1.4	1.5	2.1	2.4
Dropping in on Deer																									
Eco-Enrichers																									
Ecosystem Facelift																									
Energy Pipeline	🐞																								
Enviro-Ethics																									
Environmental Barometer																									
Ethi-Reasoning																									
Ethi-Thinking																									
Everybody Needs a Home																									
Fire Ecologies																									
First Impressions																									
Flip the Switch for Wildlife																									
For Your Eyes Only	🐞																								
Forest in a Jar	🐞	🐞																							
From Bison to Bread: The American Prairie	🐞		🐞		🐞		🐞																		
Good Buddies																									
Graph-animal																									
Grasshopper Gravity																									
Habitat Lap Sit																									
Habitat Rummy																									
Habittracks																									
Habitrekking																									
Hazardous Links, Possible Solutions																									
Here Today, Gone Tomorrow																									
History of Wildlife Management			🐞																						

A Handbook Linking Project WILD & Project WILD Aquatic Activity Guides to New Hampshire's Curriculum Frameworks

WILD Activity	Habits Writing		Reading Connection					Expressive Writing				Informational Writing					C	Oral Communication							
	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.6	3.1	3.3	5.2	1.1	1.5	2.1	2.2	2.3	3.1	1.2	1.1	1.2	1.3	1.4	1.5	2.1	2.4
How Many Bears Can Live in This Forest?																									
I'm Thirsty																									
Improving Wildlife Habitat in the Community																									
Interview a Spider	🕸											🕸					🕸	🕸						🕸	🕸
Know Your Legislation: What's In It for Wildlife?			🕸				🕸																	🕸	🕸
Learning to Look, Looking to See	🕸																								
Let's Talk Turkey																									
Litter We Know																									
Lobster in Your Lunch Box																									
Make A Coat!																									
Microtrek Treasure Hunt																									
Migration Barriers																									
Move Over Rover			🕸	🕸															🕸		🕸		🕸		
Museum Search for Wildlife																									
Muskox Maneauvers																									
My Kingdom for a Shelter			🕸																						
No Water Off a Duck's Back																									
Noisy Neighbors																									
Oh Deer!																									
Owl Pellets																									
Pay to Play																									
Philosophical Differences											🕸	🕸				🕸	🕸			🕸	🕸		🕸	🕸	

A Handbook Linking Project WILD & Project WILD Aquatic Activity Guides to New Hampshire's Curriculum Frameworks

WILD Activity	Habits Writing		Reading Connection					Expressive Writing				Informational Writing					C	Oral Communication							
	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.6	3.1	3.3	5.2	1.1	1.5	2.1	2.2	2.3	3.1	1.2	1.1	1.2	1.3	1.4	1.5	2.1	2.4
Picture Is Worth a Thousand Words, A																									
Planning for People and Wildlife																									
Planting Animals												☞			☞	☞	☞			☞					
Playing Lightly on the Earth																									
Polar Bears in Phoenix?																									
Power of a Song																					☞	☞			
Prairie Memoirs			☞	☞	☞	☞															☞	☞	☞		
Pro and Con: Consumptive and Nonconsumptive Uses																								☞	☞
Quick-Frozen Critters																									
Rainfall and the Forest																									
Rare Bird Eggs for Sale																								☞	☞
Riparian Zone																								☞	☞
Saturday Morn. Wild. Watching																									
Seed Need																									
Seeing Is Believing!																									
Shrinking Habitat																									
Smokey Bear Said What?			☞																						
Spider Web Geometry			☞																					☞	
Stormy Weather																					☞	☞			
Surprise Terrarium																									

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WILD Activity	Habits Writing		Reading Connection					Expressive Writing				Informational Writing					C	Oral Communication							
	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.6	3.1	3.3	5.2	1.1	1.5	2.1	2.2	2.3	3.1	1.2	1.1	1.2	1.3	1.4	1.5	2.1	2.4
Sustainability: Then, Now, Later			☛	☛	☛																			☛	
The Hunter	☛		☛			☛		☛																	
Thicket Game																									
Time Lapse			☛																					☛	
To Zone or Not to Zone	☛		☛		☛		☛					☛				☛	☛					☛	☛	☛	
Too Close for Comfort																									
Tracks!																									
Turkey Trouble																									
Urban Nature Search	☛	☛																							
We're in this Together	☛										☛	☛		☛			☛							☛	
What Bear Goes Where?																									
What Did Your Lunch Cost Wildlife?																									
What You Wear Is What They Were																									
What's for Dinner?																									
What's That, Habitat?																									
What's Wild?																									
Which Niche?			☛			☛															☛	☛			
Who Fits Here?																									
Wild Bill's Fate			☛																					☛	
Wild Words		☛	☛		☛						☛														
Wildlife Bibliography													☛												
Wildlife in National Symbols			☛																						
Wildlife Is Everywhere!																									

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WILD Activity	Habits Writing		Reading Connection					Expressive Writing				Informational Writing						C	Oral Communication							
	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.6	3.1	3.3	5.2	1.1	1.5	2.1	2.2	2.3	3.1	1.2	1.1	1.2	1.3	1.4	1.5	2.1	2.4	
Wildlife Issues: Community Attitude Survey												☛		☛			☛							☛		
Wildlife on Coins and Stamps																										
Wildlife Research												☛		☛			☛									
Wildwork																								☛		
World Travelers			☛	☛								☛					☛							☛		

Project WILD Aquatic

Wild Aquatic Activity	Habits of Writing			Reading Connection	Expressive Writing				Informational Writing					Oral Communications			
	1	2.2	2.3	1.1	1.6	3.1	3.2		1.1	1.5	2.1	2.5	3.1	1.1	1.2	1.3	2.1
Alice In Waterland														☛	☛		
Aqua Words						☛											
Aquatic Roots									☛				☛				☛
Aquatic Times	☛		☛						☛		☛		☛				
Are You Me?																	
Blue-Ribbon Niche																	☛
Dam Design									☛	☛			☛				☛
Designing a Habitat				☛													☛
Dragonfly Pond																	
Ear and Glow																	
Edge of Home																	
Facts and Falsehoods									☛		☛		☛				☛
Fashion A Fish																	
Fishy Who's Who				☛					☛				☛				
Glass Menagerie, The																	
Hooks and Ladders																	
How Wet Is Our Planet?																	
Kelp Help				☛													☛
Living Research: Aquatic Heroes and Heroines									☛				☛				☛
Marsh Munchers																	
Mermaids and Manatees				☛								☛	☛				
Micro Odyssey																	
Migration Headache																	
Net Gain, Net Effect																	
Plastic Jellyfish																	
Pond Succession																	
Puddle Wonders!																	
Riparian Retreat				☛										☛			
Sea Turtles International																	
Silt: A Dirty Word																	
Sockeye Scents																	
Something's Fishy Here!				☛	☛												☛
To Dam Or Not To Dam																	

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Wild Aquatic Activity	Habits of Writing			Reading Connection	Expressive Writing				Informational Writing					Oral Communications			
	1	2.2	2.3	1.1	1.6	3.1	3.2		1.1	1.5	2.1	2.5	3.1	1.1	1.2	1.3	2.1
Turtle Hurdles																	
Water Canaries																	
Water Plant Art																	
Water We Eating?																	
Water Wings		☸		☸			☸							☸			
Watered-Down History									☸								☸
Water's Going On?																	
Watershed																	
Wetland Metaphors															☸	☸	
Whale of a Tail																	☸
What's In The Air?																	

Summary of Reading Indicators for ELA Correlations

Early Reading Strategies (ERS)

Phonemic Awareness and Phonological Knowledge (ERS:1)

- R:ERS:1.1 Blending and segmenting syllables and onset-rimes
- R:ERS:1.2 Blending and segmenting phonemes
- R:ERS:1.3 Isolating phonemes
- R:ERS:1.4 Deleting phonemes
- R:ERS:1.5 Pairs of rhyming words
- R:ERS:1.6 Counting syllables

Concepts of Print (ERS:2)

- R:ERS:2.1 Distinguish between letters and words
- R:ERS:2.2 Finger-pointing
- R:ERS:2.3 Beginning/end of word
- R:ERS:2.4 Identifying parts of book
- R:ERS:2.5 Identifying punctuation marks
- R:ERS:2.6 Matching of spoken to print word

Reading Fluency & Accuracy (F&A)

- R:F&A:1.1 Accurate reading at grade level
- R:F&A:1.2 Fluent reading at grade level (words per minute)
- R:F&A:1.3 Fluent reading at grade level (meaning, phrasing, expression)

Word Identification Skills and Strategies (WID)

- R:WID:1.1 Identifying words using sounds, syllable types and word patterns
- R:WID:1.2 Reading words using sounds, syllable types, and word patterns
- R:WID:1.3 Reading grade-level appropriate words
- R:WID:1.4 Reading high-frequency words
- R:WID:1.5 Upper/lower case letters
- R:WID:1.6 Primary sounds of letters

Vocabulary (V)

Vocabulary Strategies (V:1)

- R:V:1.1 Using strategies to unlock meaning of unfamiliar vocabulary

Breadth of Vocabulary (V:2)

- R:V:2.1 Synonyms and antonyms
- R:V:2.2 Appropriate word choice
- R:V:2.3 Organizing words by category

Literary Texts (LT)

Initial Understanding of Literary Texts (LT:1)

- R:LT:1.1 Identify/describe characters, setting, plot
- R:LT:1.2 Summarize key ideas/plot
- R:LT:1.3 Generating questions before, during, and after reading
- R:LT:1.4 Distinguishing type of text
- R:LT:1.5 Identifying literary devices as appropriate to genre

Analysis and Interpretation of Literary Text/Citing Evidence (LT:2)

- R:LT:2.1 Making predictions about what will happen next
- R:LT:2.2 Characteristics of characters
- R:LT:2.3 Making inferences
- R:LT:2.4 Identifying narrator
- R:LT:2.5 Identifying message/theme
- R:LT:2.6 Identifying cause/effect, motive (possible, inferred)
- R:LT:2.7 Identifying cause/effect, motive (explicitly stated)

Analysis and Interpretation of Author's Craft (LT:3)

- R:LT:3.1 Use of literary elements and devices to extend meaning

Generates a Personal Response (LT:4)

- R:LT:4.1 Relating text to personal experiences
- R:LT:4.2 Provide details to support conclusion

Informational Texts (IT)

Initial Understanding of Informational Texts (IT:1)

- R:IT:1.1 Obtaining information from text features
- R:IT:1.2 Answer questions with explicitly stated information from text
- R:IT:1.3 Organizing information to show understanding
- R:IT:1.4 Generating questions before, during, and after reading
- R:IT:1.5 Distinguishing type of text

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)

- R:IT:2.1 Connecting information in texts
- R:IT:2.2 Synthesizing information in texts
- R:IT:2.3 Drawing inferences or conclusions
- R:IT:2.4 Distinguishing facts in texts
- R:IT:2.5 Making inferences about causes or effects

Reading Strategies (RS)

Strategies for Monitoring and Adjusting Reading (RS:1)

- R:RS:1.1 Using a range of self-monitoring and self-correcting strategies
- R:RS:1.2 Pictures, syntax, repetitive language to predict upcoming words

Reading Comprehension Strategies (RS:2)

- R:RS:2.1 Using comprehension strategies

Breadth of Reading (B)

Reading Widely and Extensively (B:1)

- R:B:1.1 Reading with frequency on their own
- R:B:1.2 Reading from a wide range of genres
- R:B:1.3 Reading multiple texts for depth of understanding

Participating in Literate Community (B:2)

- R:B:2.1 Self-selecting reading materials
- R:B:2.2 Participating in discussions about text, ideas, and student writings

Reading for Research Across Content Areas (B:3)

- R:B:3.1 Identifying sources of information
- R:B:3.2 Evaluating information/sources
- R:B:3.3 Gathering information
- R:B:3.4 Using evidence to support conclusions

The complete text for New Hampshire's K-12 English Language Arts Curriculum Frameworks is available online at www.ed.state.nh.us.

Summary of Written and Oral Communication Indicators for ELA Correlations

Structures of Language (SL)

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)

- W:SL:1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.
- W:SL:1.2 Recognizing and using paragraph form, including indent, main idea, and supporting details
- W:SL:1.3 Recognizing paragraph structure including description, sequential, compare/contrast
- W:SL:1.4 Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure
- W:SL:1.5 Distinguishing between letters, words, sentences, and paragraphs
- W:SL:1.6 Applying directionality to text (left to right, top to bottom)

Habits of Writing (HW)

Writing Process:

Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (HW:1)

No specific Indicators

Writing Extensively:

- W:HW:2.1 Writing with frequency, (in and out of school and during summer)
- W:HW:2.2 sharing thoughts, observations and impressions
- W:HW:2.3 Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)
- W:HW:2.4 Writing in a variety of genres

Reading Connection (RC)

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

- W:RC:1.1 Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- W:RC:1.2 Summarizing ideas
- W:RC:1.3 Connecting what has been read to prior knowledge or other texts

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

- W:RC:2.1 Stating and maintaining a focus when responding to a question
- W:RC:2.2 Making inferences about content, events, characters, setting or common themes
- W:RC:2.3 Using specific details and references to text to support focus or judgment

Reading Connection (RC) (cont.)

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

W:RC:1.4 Organizing ideas, using transitional words/phrases and developing and writing a conclusion

Expressive Writing

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

W:EW:1.1 Creating a clear and understandable story line (beginning, middle, end)

W:EW:1.2 Establishing context, problem/conflict/challenge and resolution

W:EW:1.3 Using transition words/phrases to establish chronology to enhance meaning

W:EW:1.4 Using a variety of literary devices to enhance meaning (flashback, \ foreshadowing)

W:EW:1.5 Establishing and maintaining a theme

W:EW:1.6 Providing a sense of closure

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)

W:EW:2.1 Using relevant and descriptive detail to advance plot/story line

W:EW:2.2 Using dialogue to advance plot/story line

W:EW:2.3 Developing characters through description, dialogue and actions

W:EW:2.4 Using voice appropriate to purpose

W:EW:2.5 Maintaining a focus

W:EW:2.6 Selecting and elaborating important ideas and excluding extraneous details

W:EW:2.7 Controlling the pace of a story through sentence length and punctuation

Poetry (EW:3)

In writing poetry, students demonstrate awareness of purpose by...

W:EW:3.1 Writing poems in a variety of voices for a variety of audiences

W:EW:3.2 Writing poems that express speaker's moods, thoughts or feelings

W:EW:3.3 Choosing additional text to achieve impact (poem types)

Poetry (EW:4)

In writing poetry, use language effectively by...

W:EW:4.1 Selecting vocab according to purpose and for effect

W:EW:4.2 Using rhyme, rhythm, meter literary elements

W:EW:4.3 Selecting and manipulating words/phrases for meaning and impact

Reflective Essay Students explore and share thoughts, observations, and impressions by...(EW:5)

W:EW:5.1 Engaging the reader by establishing context

W:EW:5.2 Analyzing a condition or situation of significance (reflection)

W:EW:5.3 Using and organizational structure that allows progression of ideas to develop

W:EW:5.4 Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)

Expressive Writing (cont.)

Reflective Essay Students explore and share thoughts, observations, and impressions by...(EW:5)

- W:EW:5.5 Providing closure by leaving the reader with something to think about
- W:EW:5.6 Making connections between personal idea and experiences and more abstract things leading to new perspective

Informational Writing (IW)

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

- W:IW:1.1 Organizing ideas and concepts (sorting, procedures, discussion)
- W:IW:1.2 Writing an introduction and selecting appropriate information to set context
- W:IW:1.3 Using transition words appropriate to organization of text
- W:IW:1.4 Writing a conclusion
- W:IW:1.5 Providing references

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

- W:IW:2.1 Establishing a topic
- W:IW:2.2 Stating and maintaining a focus
- W:IW:2.3 Writing with a sense of audience when appropriate
- W:IW:2.4 Establishing an authoritative voice
- W:IW:2.5 Using precise and descriptive language that clarifies and supports intent

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

- W:IW:3.1 Including facts and details relevant to focused idea
- W:IW:3.2 Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)
- W:IW:3.3 Addressing readers' concerns (counterarguments, persuasive writing, within procedures and reports)
- W:IW:3.4 Commenting on the significance of information

Writing Conventions (C)

Applying Rules of Grammar, Usage, and Mechanics (C:1)

- W:C:1.1 Identifying or correcting grammatical errors
- W:C:1.2 Capitalizing
- W:C:1.3 Using commas correctly
- W:C:1.4 Using punctuation to enhance meaning
- W:C:1.5 Correctly spelling grade-appropriate words

Oral Communications (OC)

Interactive Listening (OC:1)

- W:OC:1.1 Following verbal instructions to perform certain tasks, answer questions or solve problems
- W:OC:1.2 Summarizing, paraphrasing. Questioning, or contributing to information presented
- W:OC:1.3 Identifying essential elements, interpreting or evaluating the message
- W:OC:1.4 Group participation and respecting group dynamics
- W:OC:1.5 Reaching consensus to solve problems, make decisions or achieve a goal

Make Oral Presentation (OC:2)

- W:OC:2.1 Demonstrating skills in discussing and interviewing
- W:OC:2.2 Using verbal and nonverbal skills in maintaining a focus
- W:OC:2.3 Telling stories with smooth transition, supporting details and coherent conclusion
- W:OC:2.4 Providing effective and appropriate feedback
- W:OC:2.5 Using a variety of strategies to engage audience (eye contact, voice tones, gestures)
- W:OC:2.6 Using tools of technology to enhance message

The complete text for New Hampshire's K-12 English Language Arts Curriculum Frameworks is available online at www.ed.state.nh.us.