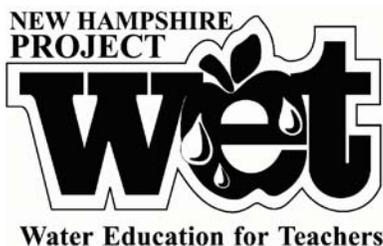


**A HANDBOOK LINKING
PROJECT WET'S
K-12 CURRICULUM AND
ACTIVITY GUIDE
TO NH'S K-12 ENGLISH
LANGUAGE ARTS CURRICULUM
FRAMEWORK**

NH Project WET (Water Education for Teachers)
NH Department of Environmental Services
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The complete Project WET Activity Guide can be obtained by attending a Project WET workshop. For more information, please contact the Project WET International Foundation and USA offices at (406) 585-2236, or visit the organization's national web site, www.projectwet.org.

Educators may photocopy these correlations materials for the non-commercial purpose of educational advancement.

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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 NH K-12 English Language Arts (ELA) 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 ELA Curriculum Framework contains 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 as 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 of at least one proficiency was required to indicate a correlation. Three elements of each activity will help 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 “Subject Areas” index in the back of the book will determine whether the activity will be correlated to the ELA frameworks; if language arts, fine arts, reading, or writing is not listed the activity will not be addressed.
- For each identified activity, the “Procedure” (including the Warm Up, Activity, and Wrap Up sections) will inform which curriculum and proficiency standard(s) are 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 WET-trained elementary, middle, and high school teachers. Reviewers' most common finding was that WET activities lend themselves to modification, and in so doing, would meet many more standards than indicated. NHWET chose, however, to correlate 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 WET activity from the *K-12 Curriculum and Activity Guide* followed by the standards from the NH K-12 ELA Curriculum Framework with which it is aligned.

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

- **PART II** lists individual state curriculum standards from the NH K-12 ELA Curriculum Framework, followed by the WET activities that meet the individual standards.

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 WET guide 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 WET activities aligned with that standard are identified by name.

- **Part III** is a chart that lists each WET activity alphabetically in the *K-12 Curriculum and Activity Guide* (as is on page viii of the guide) and the standards from the NH K-12 ELA Curriculum Framework with which each activity is aligned.

Note: Throughout 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).

Adventures in Density

- R:LT:4** Generates a Personal Response
1 – Relating text to personal experiences
- 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
3 – Connecting what has been read to prior knowledge or other texts

AfterMath

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
2 – Evaluating information/sources
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
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
3 – Using specific details and references to 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:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea
- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

A-Maze-Ing Water

NONE

Aqua Bodies

NONE

Aqua Notes

- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:OC:1** Interactive Listening
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message

Back to the Future

NONE

Branching Out!

NONE

Capture, Store, and Release

NONE

CEO (The)

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
2 – Evaluating information/sources
3 – Gathering information
4 – Using evidence to support conclusions
- 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

CEO (The) (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 Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

Choices and Preferences, Water Index

NONE

Cold Cash in the Icebox

NONE

Color Me A Watershed

NONE

Common Water

NONE

Dilemma Derby

- 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 (OC:2)
1 – Demonstrating skills in discussing and interviewing

Drop in the Bucket (A)

NONE

Dust Bowls and Failed Levees

- 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
5 – Identifying message/theme
- 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:EW:1** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
2 – Establishing context, problem/conflict/challenge and resolution
5 – Establishing and maintaining a theme
- W:EW:2** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
3 – Developing characters through description, dialogue and actions
5 – Maintaining a focus
6 – Selecting and elaborating important ideas and excluding extraneous details
- W:OC:2** Make Oral Presentation
4 – Providing effective and appropriate feedback

Easy Street

- R:LT:1** Initial Understanding of Literary Texts
2 – Summarize key ideas/plot
- R:LT:2** Analysis and Interpretation of Literary Text/Citing Evidence
5 – Identifying message/theme
6 – Identifying cause/effect, motive (possible, inferred)
- R:LT:4** Generates a Personal Response
1 – Relating text to personal experiences
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings

Energetic Water

NONE

Every Drop Counts

- 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

Get the Ground Water Picture

NONE

Geyser Guts

NONE

Grave Mistake (A)

NONE

Great Stony Book (The)

NONE

Great Water Journeys

- R:RS:2** Reading Comprehension Strategies
1 – Using comprehension strategies
- 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
3 – Gathering information
4 – Using evidence to support conclusions

Great Water Journeys (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
 - 3 – Connecting what has been read to prior knowledge or other texts
- 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
- 1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
- W:OC:2** Make Oral Presentation (OC:2)
- 1 – Demonstrating skills in discussing and interviewing
 - 2 – Using verbal and nonverbal skills in maintaining a focus
 - 5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

H₂Olympics

NONE

Hangin' Together

NONE

Hot Water

- 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:OC:1** Interactive Listening
- 3 – Identifying essential elements, interpreting or evaluating the message
 - 4 – Group participation and respecting group dynamics

Hot Water (cont.)

- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing
4 – Providing effective and appropriate feedback

House of Seasons (A)

NONE

Humpty Dumpty

NONE

Imagine!

- R:LT:4** Generates a Personal Response
1 – Relating text to personal experiences
- R:B:2** Participating in Literate 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
2 – Summarizing ideas
3 – Connecting what has been read to prior knowledge or other texts
- 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

Incredible Journey (The)

- 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)

Incredible Journey (The) (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

Irrigation Interpretation

NONE

Is There Water on Zork?

NONE

Just Passing Through

NONE

Let's Even Things Out

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

Life Box (The)

NONE

Life in the Fast Lane

NONE

Long Haul (The)

NONE

Macroinvertebrate Mayhem

NONE

Molecules in Motion

NONE

Money Down the Drain

NONE

Nature Rules!

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
4 – Using evidence to support conclusions
- R:IT:1** Initial Understanding of Informational Texts
4 – Generating questions before, during, and after reading
- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)
4 – Distinguishing facts in texts
- W:HW:1** Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
No specific indicators
- 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: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 (OC:2)
1 – Demonstrating skills in discussing and interviewing
3 – Telling stories with smooth transition, supporting details and coherent conclusion
5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

No Bellyachers

NONE

Old Water

NONE

Pass the Jug

NONE

People of the Bog

NONE

Perspectives

NONE

Piece It Together

- R:LT:1** Initial Understanding of Literary Texts (LT:1)
2 – Summarize key ideas/plot
- R:LT:4** Generates a Personal Response
1 – Relating text to personal experiences
2 – Provide details to support conclusion
- R:B:2** Participating in Literate Community
2 – Participating in discussions about text, ideas, and student writings

Poetic Precipitation

- W:HW:2** Writing Extensively
2 – sharing thoughts, observations and impressions
- W:EW:3** Poetry: 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
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented

Poison Pump

- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence
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:IW:1** Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Organizing ideas and concepts (sorting, procedures, discussion)

Poison Pump (cont.)

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
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
3 – Identifying essential elements, interpreting or evaluating the message

Price is Right (The)

NONE

Pucker Effect (The)

NONE

Raining Cats and Dogs

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

Rainstick (The)

NONE

Rainy–Day Hike

NONE

Reaching Your Limits

NONE

Salt Marsh Players

R:LT:2 Analysis and Interpretation of Literary Text/Citing Evidence
2 – Characteristics of characters
5 – Making inferences about causes or effects

Salt Marsh Players (cont.)

- R:RS:2** Reading Comprehension Strategies
1 – Using comprehension strategies
- 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:1** Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
4 – Group participation and respecting group dynamics
- W:OC:2** Make Oral Presentation
2 – Using verbal and nonverbal skills in maintaining a focus
5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

Sparkling Water

NONE

Stream Sense

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

Sum of the Parts

- 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

Sum of the Parts (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
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
3 – Identifying essential elements, interpreting or evaluating the message

Super Bowl Surge

- 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)
- 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

Super Sleuths

- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence
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
4 – Using evidence to support conclusions

Thirsty Plants

NONE

Thunderstorm (The)

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

W:OC:1 Interactive Listening
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems

Water: Read All About It

R:IT:1 Initial Understanding of Informational Texts (IT:1)
1 – Obtaining information from text features

R:RS:2 Strategies for Monitoring and Adjusting Reading (RS:1)
1 – Using comprehension strategies

R:B:3 Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information

W: SL:1 Applying Understanding of Sentences, Paragraphs, Text Structures
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:HW:1 Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
No specific indicators

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)

W:IW:2 Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information
1 – Establishing a topic

Water: Read All About It (cont.)

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

Water Address

- 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: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: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
1 – Following verbal instructions to perform certain tasks, answer questions or solve problems
3 – Identifying essential elements, interpreting or evaluating the message

Water Bill of Rights

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

Water Bill of Rights (cont.)

- 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:1** Interactive Listening
5 – reaching consensus to solve problems, make decisions or achieve a goal
- W:OC:2** Make Oral Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

Water Celebration

- 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 Presentation (OC:2)
1 – Demonstrating skills in discussing and interviewing

Water Concentration

- R:LT:1** Initial Understanding of Literary Texts
1 – Identify/describe characters, setting, plot
- R:LT:2** Analysis and Interpretation of Literary Text/Citing Evidence
2 – Characteristics of characters
- R:RS:2** Strategies for Monitoring and Adjusting Reading
1 – Using comprehension strategies

Water Concentration (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
2 – Summarizing ideas
- W:EW:1** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
1 – Creating a clear and understandable story line (beginning, middle, end)
5 – Establishing and maintaining a theme
- W:EW:2** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
4 – Using voice appropriate to purpose
5 – Maintaining a focus
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing
2 – Using verbal and nonverbal skills in maintaining a focus

Water Court

- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:OC:1** Interactive Listening
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
4 – Group participation and respecting group dynamics
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Water Crossings

- R:V:1** Vocabulary Strategies
1 – Using strategies to unlock meaning of unfamiliar vocabulary
- R:LT:1** Initial Understanding of Literary Texts
2 – Summarize key ideas/plot
3 – Generating questions before, during, and after reading

Water Crossings (cont.)

- 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
- W:EW:1** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
1 – Creating a clear and understandable story line (beginning, middle, end)
2 – Establishing context, problem/conflict/challenge and resolution
- W:EW:2** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
3 – developing characters through description, dialogue and actions

Water in Motion

NONE

Water Match

NONE

Water Messages in Stone

NONE

Water Meter

NONE

Water Models

- 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

Water Works

NONE

Water Write

- W:HW:1** Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
No specific indicators
- W:HW:2** Writing Extensively
2 – Writing with frequency, (in and out of school and during summer)
- W:EW:1** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
1 – Creating a clear and understandable story line (beginning, middle, end)
- W:EW:2** Narrative Writing – Creating a Story Line and Applying Narrative Strategies
1 – using relevant and descriptive detail to advance plot/story line

Wet Vacation

- R:IT:1** Initial Understanding of Informational Texts
1 – Obtaining information from text features
3 – Organizing information to show understanding
- R:RS:2** Reading Comprehension Strategies
1 – Using comprehension strategies
- R:B:3** Reading for Research Across Content Areas
1 – Identifying sources of information
3 – Gathering information
- W:HW:1** Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.
No specific indicators
- 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 (OC:1)
2 – Summarizing, paraphrasing. Questioning, or contributing to information presented
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Wet–Work Shuffle

- 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
- R:B:3** Reading for Research Across Content Areas
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
3 – Connecting what has been read to prior knowledge or other texts
- W:OC:2** Make Oral Presentation
1 – Demonstrating skills in discussing and interviewing

Wetland Soils in Living Color

NONE

What's Happening?

- R:IT:1** Initial Understanding of Informational Texts
1 – Obtaining information from text features
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
- 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)

What's Happening? (cont.)

- 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
2 – Using verbal and nonverbal skills in maintaining a focus
4 – Providing effective and appropriate feedback
5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)
6 – Using tools of technology to enhance message

What's the Solution?

- R:LT:1** Initial Understanding of Informational Texts
1 – Obtaining information from text features
2 – Answer questions with explicitly stated information from text
- R:LT:2** Analysis and Interpretation of Literary Text/Citing Evidence
6 – Identifying cause/effect, motive (possible, inferred)
- R:LT:4** Generates a Personal Response
2 – Provide details to support conclusion
- 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

Where Are the Frogs?

- R:IT:1** Initial Understanding of Informational Texts
1 – Obtaining information from text features
- W:IW:3** Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies
1 – Including facts and details relevant to focused idea

Where Are the Frogs? (cont.)

- 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
 - 3 – Identifying essential elements, interpreting or evaluating the message
- W:OC:2** Make Oral Presentation
- 1 – Demonstrating skills in discussing and interviewing

Whose Problem Is It?

NONE

Wish Book

- R:IT:1** Initial Understanding of Informational Texts
- 1 – Obtaining information from text features
 - 2 – Summarize key ideas/plot
- R:B:2** Participating in Literate Community
- 2 – Participating in discussions about text, ideas, and student writings

**NH's K-12 English
Language Arts
Curriculum Frameworks**

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

Word Identification Skills and Strategies (WID) (cont.)

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

Water Crossings

Breadth of Vocabulary (V:2)

1 – Synonyms and antonyms

NONE

2 – Appropriate word choice

NONE

3 – Organizing words by category

NONE

Literary Texts (LT)

Initial Understanding of Literary Texts (LT:1)

1 – Identify/describe characters, setting, plot

Dust Bowls and Failed Levees

Let's Even Things Out

Water Concentration

What's the Solution

2 – Summarize key ideas/plot

Dust Bowls and Failed Levees

Easy Street

Let's Even Things Out

Piece It Together

Poetic Precipitation

Water Crossings

What's the Solution

3 – Generating questions before, during, and after reading

Water Crossings

4 – Distinguishing type of text

NONE

Literary Texts (LT) (cont)

Initial Understanding of Literary Texts (LT:1)

- 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
NONE

- 2 – Characteristics of characters

Water Concentration

Water Crossings

- 3 – Making inferences

NONE

- 4 – Identifying narrator

NONE

- 5 – Identifying message/theme

Dust Bowls and Failed Levees

Easy Street

- 6. Identifying cause/effect, motive (possible, inferred)

Easy Street

What's the Solution?

- 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

Generates a Personal Response (LT:4)

- 1 – Relating text to personal experiences

Adventures in Density

Easy Street

Imagine!

Piece It Together

- 2 – Provide details to support conclusion

Piece It Together

What's the Solution?

Informational Texts (IT)

Initial Understanding of Informational Texts (IT:1)

- 1 – Obtaining information from text features

Water: Read All About It!

Water Crossings

What's Happening?

Wish Book

Where Are the Frogs?

- 2 – Answer questions with explicitly stated information from text

Wet Vacation

Wish Book

- 3 – Organizing information to show understanding

Wet Vacation

What's Happening?

- 4 – Generating questions before, during, and after reading

Nature Rules!

- 5 – Distinguishing type of text

NONE

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

- 1 – Connecting information in texts

Wet-Work Shuffle

What's Happening?

- 2 – Synthesizing information in texts

NONE

- 3 – Drawing inferences or conclusions

Poison Pump

Super Sleuths

What's Happening?

- 4 – Distinguishing facts in texts

Nature Rules!

- 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

Reading Strategies (RS) (cont.)

Strategies for Monitoring and Adjusting Reading (RS:1)

- 2 – Pictures, syntax, repetitive language to predict upcoming words
NONE

Reading Comprehension Strategies (RS:2)

- 1 – Using comprehension strategies
 - Great Water Journeys**
 - Water: Read All About It!**
 - Water Concentration**
 - Water Crossings**
 - Wet Vacation**

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
 - Adventures in Density**
 - Dilemma Derby**
 - Dust Bowls and Failed Levees**
 - Easy Street**
 - Great Water Journeys**
 - Hot Water**
 - Imagine!**
 - Piece It Together**
 - Poison Pump**
 - Raining Cats and Dogs**
 - Super Bowl Surge**
 - Super Sleuths**
 - Water Address**
 - Water Crossings**
 - Wet-Work Shuffle**
 - What’s Happening?**
 - What’s the Solution?**
 - Wish Book**

Reading for Research Across Content Areas (B:3)

- 1 – Identifying sources of information
 - Aftermath**
 - CEO (The)**
 - Dust Bowls and Failed Levees**
 - Every Drop Counts**
 - Hot Water**
 - Nature Rules!**
 - Poison Pump**
 - Sum of the Parts**
 - Super Bowl Surge**
 - Super Sleuths**
 - Water: Read All About It**
 - Water Address**
 - Water Celebration**
 - Water Concentration**
 - Water Court**

Breadth of Reading (B) (cont.)

Reading for Research Across Content Areas (B:3)

1 – Identifying sources of information

Water Models

Wet Vacation

2 – Evaluating information/sources

Aftermath

CEO (The)

3 – Gathering information

Aftermath

CEO (The)

Dust Bowls and Failed

Levees

Every Drop Counts

Great Water Journey

Hot Water

Nature Rules!

Poison Pump

Sum of the Parts

Super Bowl Surge

Super Sleuths

Water: Read All About It

Water Address

Water Celebration

Water Concentration

Water Court

Water Models

Wet Vacation

Wet-Work Shuffle

4 – Using evidence to support conclusions

Aftermath

CEO (The)

Great Water Journey

Hot Water

Nature Rules!

Super Bowl Surge

Super Sleuths

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
Water: Read All About It!
- 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

Nature Rules!
Water: Read All About It
Water Write
Wet Vacation

Writing Extensively (HW:2)

- 1 – Writing with frequency, (in and out of school and during summer)
NONE
- 2 – Sharing thoughts, observations and impressions

Aqua Notes	Poetic Precipitation
CEO (The)	Stream Sense
Dust Bowls and Failed	Sum of the Parts
Levees	Thunderstorm (The)
Every Drop Counts	Water Address
Imagine!	Water Bill of Rights
Incredible Journey (The)	Water Write
Nature Rules!	

Habits of Writing (HW) (cont.)

Writing Extensively (HW:2)

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

**Incredible Journey (The)
Water: Read All About It**

- 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

**Aftermath
CEO (The)
Great Water Journeys
Imagine!
Salt Marsh Players
Water Address**

**Water Celebration
Water Concentration
Water Crossings
Wet-Work Shuffle
What’s Happening?
What’s the Solution?**

- 2 – Summarizing ideas

**Aftermath
Imagine!
Water Address
Water Concentration**

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

**Adventures in Density
Aftermath
Great Water Journeys
Imagine!
Water Address
Wet-Work Shuffle
What’s the Solution?**

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

Water Concentration

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

Aftermath

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

Aftermath

Reading Connection (RC) (cont.)

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

- 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)

Water Concentration

Water Crossings

Water Write

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

Dust Bowls and Failed Levees

Water Crossings

- 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

Dust Bowls and Failed Levees

Water Concentration

- 6 – Providing a sense of closure

NONE

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

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

Water Write

- 2 – Using dialogue to advance plot/story line

NONE

- 3 – Developing characters through description, dialogue and actions

Dust Bowls and Failed Levees

Water Crossings

- 4 – Using voice appropriate to purpose

Water Concentration

Expressive Writing (EW) (cont.)

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

5 – Maintaining a focus

Dust Bowls and Failed Levees

Water Concentration

6 – Selecting and elaborating important ideas and excluding extraneous details

Dust Bowls and Failed Levees

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

NONE

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

Poetic Precipitation

Water Crossings

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

NONE

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 an 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)

Aftermath

CEO (The)

Every Drop Counts

Great Water Journeys

Incredible Journey (The)

Nature Rules!

Poison Pump

Salt Marsh Players

Sum of the Parts

Super Bowl Surge

Water: Read All About It

Water Address

Water Bill of Rights

Wet Vacation

What’s Happening?

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

NONE

- 3 – Using transition words appropriate to organization of text

NONE

- 4 – Writing a conclusion

NONE

- 5 – Providing references

NONE

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

- 1 – Establishing a topic

Nature Rules!

Water: Read All About It

Water Bill of Rights

What’s Happening?

- 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

NONE

Informational Writing (IW) (cont.)

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

1 – Including facts and details relevant to focused idea

Aftermath

CEO (The)

Every Drop Counts

Great Water Journeys

Incredible Journey (The)

Nature Rules!

Poison Pump

Salt Marsh Players

Sum of the Parts

Super Bowl Surge

Water: Read All About It

Water Address

Water Bill of Rights

Wet Vacation

What’s Happening?

Where Are the Frogs?

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

Where Are the Frogs?

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

2 – Capitalizing

NONE

3 – Using commas correctly

NONE

4 – Using punctuation to enhance meaning

NONE

5 – Correctly spelling grade-appropriate words

NONE

Oral Communications

Interactive Listening (OC:1)

1 – Following verbal instructions to perform certain tasks, answer questions or solve problems

Great Water Journeys

Imagine!

Poison Pump

Salt Marsh Players

Sum of the Parts

Thunderstorm (The)

Water: Read All About It!

Water Address

Where Are the Frogs?

Oral Communications (cont.)

Interactive Listening (OC:1)

2 – Summarizing, paraphrasing, Questioning, or contributing to information presented

Aqua Notes

Dilemma Derby

Imagine!

Poetic Precipitation

Poison Pump

Raining Cats and Dogs

Water Court

Water Crossings

Wet Vacation

Where Are the Frogs?

3 – Identifying essential elements, interpreting or evaluating the message

Aqua Notes

Dilemma Derby

Hot Water

Poison Pump

Raining Cats and Dogs

Sum of the Parts

Water Address

Where Are the Frogs?

4 – Group participation and respecting group dynamics

Hot Water

Salt Marsh Players

Water Court

5 – Reaching consensus to solve problems, make decisions or achieve a goal

Water Bill of Rights

Make Oral Presentation (OC:2)

1 – Demonstrating skills in discussing and interviewing

Aftermath

CEO (The)

Dilemma Derby

Great Water Journeys

Hot Water

Nature Rules!

Super Bowl Surge

Water: Read All About It!

Water Bill of Rights

Water Celebration

Water Concentration

Water Court

Water Crossings

Water Models

Wet Vacation

Wet-Work Shuffle

What's Happening?

Where Are the Frogs?

2 – Using verbal and nonverbal skills in maintaining a focus

Great Water Journeys

Water: Read All About It!

Water Concentration

What's Happening?

3 – Telling stories with smooth transition, supporting details and coherent conclusion

Nature Rules!

Oral Communications (cont.)

Make Oral Presentation (OC:2)

4 – Providing effective and appropriate feedback

Hot Water

What's Happening?

5 – Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

Great Water Journeys

Nature Rules!

What's Happening?

6 – Using tools of technology to enhance message

What's Happening?

**Charts Correlating
Project WET Guide
with
NH K-12 English
Language Arts
Curriculum Frameworks**

Reading Indicators for ELA Correlations (R)*

WET Activity	Vocabulary	Literary Texts								Informational Texts								Reading Structures	Breadth of Reading				
	1.1	1.1	1.2	1.3	2.2	2.5	2.6	4.1	4.2	1.1	1.2	1.3	1.4	2.1	2.3	2.4	2.5	2.2	2.2	3.1	3.2	3.3	3.4
Adventures in Density								●											●				
AfterMath																				●	●	●	●
A-Maze-Ing Water																							
Aqua Bodies																							
Aqua Notes																							
Back to the Future																							
Branching Out!																							
Capture, Store, & Release																							
CEO (The)																				●	●	●	●
Choices and Preferences																							
Cold Cash in the Icebox																							
Color Me a Watershed																							
Common Water																							
Dilemma Derby																			●				
Drop in the Bucket (A)																							
Dust Bowls & Failed Levees		●	●			●													●	●		●	
Easy Street			●			●	●	●											●				
Energetic Water																							
Every Drop Counts																				●		●	
Get the GW Picture																							
Geyser Guts																							
Grave Mistake (A)																							
Great Stony Brook (The)																							
Great Water Journeys																		●	●			●	●
H2Olympics																							
Hangin' Together																							
Hot Water																			●	●		●	●
House of Seasons (A)																							
Humpty Dumpty																							
Imagine!								●											●				

* See end of document for summary of indicators. Only the strand/ content clusters that had a correlation were listed on the charts.

A Handbook Linking Project WET Activity Guide to New Hampshire's Curriculum Frameworks

WET Activity	Vocabulary	Literary Texts								Informational Texts								Reading Structures	Breadth of Reading				
	1.1	1.1	1.2	1.3	2.2	2.5	2.6	4.1	4.2	1.1	1.2	1.3	1.4	2.1	2.3	2.4	2.5	2.2	2.2	3.1	3.2	3.3	3.4
Incredible Journey																							
Irrigation Interpretation																							
Is There Water on Zork?																							
Just Passing Through																							
Let's Even Things Out		●	●																				
The Life Box																							
Life in the Fast Lane																							
Long Haul (The)																							
Macroinvertebrate Mayhem																							
Molecules in Motion																							
Money Down the Drain																							
Nature Rules!												●			●				●		●	●	
No Bellyachers																							
Old Water																							
Pass the Jug																							
People of the Bog																							
Perspectives																							
Piece It Together			●					●	●										●				
Poetic Precipitation																							
Poison Pump															●				●	●		●	
Price is Right (The)																							
Pucker Effect (The)																							
Raining Cats and Dogs																							
Rainstick (The)																			●				
Rainy-Day Hike																							
Reaching Your Limits																							
Salt Marsh Players					●												●		●				
Sparkling Water																							
Stream Sense																							
Sum of the Parts																				●		●	
Super Bowl Surge																			●	●		●	●
Super Sleuths																	●		●	●		●	●
Thirsty Plants																							

* See end of document for summary of indicators. Only the strand/ content clusters that had a correlation were listed on the charts.

A Handbook Linking Project WET Activity Guide to New Hampshire's Curriculum Frameworks

WET Activity	Vocabulary	Literary Texts								Informational Texts								Reading Structures	Breadth of Reading					
	1.1	1.1	1.2	1.3	2.2	2.5	2.6	4.1	4.2	1.1	1.2	1.3	1.4	2.1	2.3	2.4	2.5	2.1	2.2	3.1	3.2	3.3	3.4	
Thunderstorm (The)																								
Water: Read All About It										●								●		●		●		
Water Address																			●	●		●		
Water Bill of Rights																								
Water Celebration																				●		●		
Water Concentration		●			●													●		●		●		
Water Court																				●		●		
Water Crossings	●		●	●	●					●								●	●					
Water in Motion																								
Water Match																								
Water Messages in Stone																								
Water Meter																								
Water Models																				●		●		
Water Works																								
Water Write																								
Wet Vacation										●		●						●		●		●		
Wet-Work Shuffle														●					●			●		
Wetland Soils in Color										●					●									
What's Happening?										●		●		●					●					
What's the Solution?		●	●				●		●										●					
Where Are the Frogs?										●														
Whose Problem Is It?																								
Wish Book										●	●								●					

* See end of document for summary of indicators. Only the strand/ content clusters that had a correlation were listed on the charts.

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

WET Activity	SL	Habits of Writing			Reading Connection					Expressive Writing									Informational Writing				Oral Communications											
	1.4	1	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.1	1.2	1.5	2.1	2.3	2.4	2.5	2.6	3.1	1.1	2.1	3.1	3.2	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6	
Adventures in Density							●																											
AfterMath					●	●	●	●	●										●		●								●					
A-Maze-Ing Water																																		
Aqua Bodies																																		
Aqua Notes			●																						●	●								
Back to the Future																																		
Branching Out!																																		
Capture, Store, & Release																																		
CEO (The)			●		●														●		●								●					
Choices and Preferences																																		
Cold Cash in the Icebox																																		
Color Me a Watershed																																		
Common Water																																		
Dilemma Derby																								●	●				●					
Drop in the Bucket (A)																								●	●									
Dust Bowls & Failed Levees			●								●	●		●		●	●														●			
Easy Street																																		
Energetic Water																																		
Every Drop Counts			●																●		●													
Get the GW Picture																																		
Geyser Guts																																		
Grave Mistake (A)																																		

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A Handbook Linking Project WET Activity Guide to New Hampshire's Curriculum Frameworks

WET Activity	SL	Habits of Writing			Reading Connection					Expressive Writing									Informational Writing				Oral Communications													
	1.4	1	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.1	1.2	1.5	2.1	2.3	2.4	2.5	2.6	3.1	1.1	2.1	3.1	3.2	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6			
Great Stony Brook (The)																																				
Great Water Journeys					●		●											●		●	●								●	●			●			
H2Olympics																																				
Hangin' Together																																				
Hot Water																																				
House of Seasons (A)																																				
Humpty Dumpty																																				
Imagine!			●		●	●	●																●	●												
Incredible Journey			●	●																●		●														
Irrigation Interpretation																																				
Is There Water on Zork?																																				
Just Passing Through																																				
Let's Even Things Out																																				
The Life Box																																				
Life in the Fast Lane																																				
Long Haul (The)																																				
Macroinvertebrate Mayhem																																				
Molecules in Motion																																				
Money Down the Drain																																				
Nature Rules!		●	●																	●	●	●							●		●			●		
No Bellyachers																																				
Old Water																																				
Pass the Jug																																				
People of the Bog																																				
Perspectives																																				

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WET Activity	SL	Habits of Writing			Reading Connection					Expressive Writing									Informational Writing				Oral Communications															
	1.4	1	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.1	1.2	1.5	2.1	2.3	2.4	2.5	2.6	3.1	1.1	2.1	3.1	3.2	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6					
Piece It Together																																						
Poetic Precipitation			●															●							●													
Poison Pump																			●			●	●	●	●													
Price is Right (The)																																						
Pucker Effect (The)																																						
Raining Cats and Dogs																									●	●												
Rainstick (The)																																						
Rainy-Day Hike																																						
Reaching Your Limits																																						
Salt Marsh Players					●														●		●		●			●												
Sparkling Water																																				●		●
Stream Sense			●																																			
Sum of the Parts			●																																			
Super Bowl Surge																																						
Super Sleuths																																						
Thirsty Plants																																						
Thunderstorm (The)			●																					●														
Water: Read All About It	●	●		●																				●	●	●		●									●	
Water Address			●		●	●	●																	●		●												
Water Bill of Rights			●																					●	●	●		●	●									
Water Celebration					●																															●	●	
Water Concentration					●	●				●		●			●	●																						
Water Court																																						
Water Crossings					●					●	●			●				●						●	●		●										●	
Water in Motion																																						

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WET Activity	SL	Habits of Writing			Reading Connection					Expressive Writing									Informational Writing				Oral Communications												
	1.4	1	2.2	2.3	1.1	1.2	1.3	2.2	2.3	1.1	1.2	1.5	2.1	2.3	2.4	2.5	2.6	3.1	1.1	2.1	3.1	3.2	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6		
Water Match																																			
Water Messages in Stone																																			
Water Meter																																			
Water Models																																			
Water Works																																			
Water Write		●	●							●			●																						
Wet Vacation		●																	●		●			●				●							
Wet-Work Shuffle					●			●											●		●			●											
Wetland Soils in Color																																			
What's Happening?					●														●	●	●								●		●	●	●		
What's the Solution?					●			●																											
Where Are the Frogs?																					●	●	●	●	●			●							
Whose Problem Is It?																																			
Wish Book																																			

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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

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)

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

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