



**Correlation of Common Core Standards for English Language Arts & Literacy in  
History/Social Studies, Science, and Technical Subjects with Aquatic WILD Activities**

| <b>Anchor Standards for Reading</b>  | <b>Aquatic WILD Activities</b><br><i>(<b>Bold</b> activity names have a strong correlation to the standard.)</i><br><i>(For this correlation, literature = works of fiction; Informational Text = works of nonfiction)</i> |  |  |   |
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| <b>Key Ideas and Details:</b>  | <b>Grades K-2</b>  | <b>Grades 3-5</b>  | <b>Grades 6-8</b>  | <b>Grades 9-12</b>  |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |  | Reading Standard for Informational Text #1 (RI 1):<br><b>Aquatic Times</b><br><b>Fishy Who's Who</b><br>Got Water?<br>Sockeye Scents-Extension | Reading Standard for Literature #1 (RL 1):<br>Something's Fishy Here<br><b>Urban Waterway Checkup</b><br><br>Reading Standard for Informational Text #1 (RI 1):<br>Aquatic Times<br><b>Dam Design</b><br>Facts and Falsehoods<br><b>Fishy Who's Who</b><br>Where Does Water Run? | Reading Standard for Informational Text #1 (RI 1):<br>Aquatic Times<br>Dam Design<br>Facts and Falsehoods<br>Living Research<br>Where Does Water Run? |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |  | Reading Standard for Literature #2 (RL 2):<br><br>Reading Standard for Informational Text #2 (RI 2):<br>Aquatic Times                          | Reading Standard for Literature #2 (RL 2):<br>Something's Fishy Here<br>Urban Waterway Checkup<br><br>Reading Standard for Informational Text #2 (RI 2):<br>Aquatic Times<br>Dam Design  | Reading Standard for Informational Text #2 (RI 2):<br>Aquatic Times<br>Dam Design<br>Living Research  |

| <b>Key Ideas and Details:</b>   | <b>Grades K-2</b> | <b>Grades 3-5</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
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| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.   |                   |   | Reading Standard for Literature #3 (RL 3):<br>Something's Fishy Here   | Reading Standard for Informational Text #3 (RI 3):<br>Living Research                                      |
| <b>Craft and Structure:</b>   | <b>Grades K-2</b> | <b>Grades 3-5</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |                   | Reading Standard for Informational Text #4 (RI 4):<br>Blue Ribbon Niche<br>Designing a Habitat<br>Fishy Who's Who Got Water?<br>Mermaids and Manatees<br>Sockeye Scents-Extension | Reading Standard for Literature #4 (RL 4):<br>Something's Fishy Here<br>Urban Waterway Checkup<br><br>Reading Standard for Informational Text #4 (RI 4):<br><b>Facts and Falsehoods</b><br>Fishy Who's Who<br>Mermaids and Manatees<br>Where Does Water Run? | Reading Standard for Informational Text #4 (RI 4):<br><b>Facts and Falsehoods</b><br>Where Does Water Run? |
| <b>Craft and Structure:</b>   | <b>Grades K-2</b> | <b>Grades 3-5</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |                   | Reading Standard for Informational Text #5 (RI 5):<br>Aquatic Times   | Reading Standard for Informational Text #5 (RI 5):<br>Facts and Falsehoods   | Reading Standard for Informational Text #5 (RI 5):<br>Facts and Falsehoods                                 |

| <b>Craft and Structure:</b>   | <b>Grades K-2</b> | <b>Grades 3-5</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>  |
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| 6. Assess how point of view or purpose shapes the content and style of a text.  |                   | Reading Standard for Informational Text #6 (RI 6):<br>Fishy Who's Who   | Reading Standard for Informational Text #6 (RI 6):<br><b>Facts and Falsehoods</b><br>Fishy Who's Who   | Reading Standard for Informational Text #6 (RI 6):<br>Conservation Messaging<br><b>Facts and Falsehoods</b>     |
| <b>Integration of Knowledge and Ideas:</b>  | <b>Grades K-2</b> | <b>Grades 3-5</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>  |
| 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                   |                   | Reading Standard for Informational Text #7 (RI 7):<br>Aquatic Times<br>Fishy Who's Who<br>Got Water?<br>Mermaids and Manatees<br>Sockeye Scents-Extension | Reading Standard for Informational Text #7 (RI 7):<br>Aquatic Times<br>Conservation Messaging<br>Fishy Who's Who<br>Mermaids and Manatees<br>Where Does Water Run? | Reading Standard for Informational Text #7 (RI 7):<br>Aquatic Times<br>Living Research<br>Where Does Water Run? |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |                   |   | Reading Standard for Informational Text #8 (RI 8):<br><b>Facts and Falsehoods</b>  | Reading Standard for Informational Text #8 (RI 8):<br><b>Facts and Falsehoods</b>                               |

| <b>Integration of Knowledge and Ideas:</b>   | <b>Grades K-2</b> | <b>Grades 3-5</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>                                 |
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| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |                   | Reading Standard for Informational Text #9 (RI 9):<br><b>Aquatic Times</b><br><b>Blue Ribbon Niche</b><br><b>Designing a Habitat</b><br><b>Fishy Who's Who</b><br>Got Water?<br>Mermaids and Manatees<br>Sockeye Scents-Extension | Reading Standard for Informational Text #9 (RI 9):<br>Aquatic Times<br>Dam Design<br><b>Facts and Falsehoods</b><br><b>Fishy Who's Who</b> | Reading Standard for Informational Text #9 (RI 9): |
| <b>Range of Reading and Level of Text Complexity:</b>  | <b>Grades K-2</b> | <b>Grades 3-5</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>                                 |
| 10. Read and comprehend complex literary and informational texts independently and proficiently.   |                   |   |  |  |

| <b>Anchor Standards for Writing</b>   | <b>Aquatic WILD Activities</b><br><i>(<b>Bold</b> activity names have a strong correlation to the standard.)</i> |   |  |   |
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| <b>Text Types and Purposes:</b>   | <b>Grades K-2</b>  | <b>Grades 3-5</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>  |
| 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |  | Writing Standard #1<br>(W 1):<br>Aquatic Times  | Writing Standard #1<br>(W 1):<br>Aquatic Times   | Writing Standard #1<br>(W 1):<br>Aquatic Times  |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Writing Standard #2<br>(W 2):<br>Aqua Words<br>Water Safari  | Writing Standard #2<br>(W 2):<br>Aqua Words<br>Aquatic Times<br>Edge of Home-Evaluation #1<br><b>Fishy Who's Who</b><br>Got Water?<br>Mermaids and Manatees<br>Sockeye Scents-Extension | Writing Standard #2<br>(W 2):<br>Aquatic Times<br>Conservation Messaging<br><b>Dam Design</b><br>Edge of Home-Evaluation #1<br><b>Facts &amp; Falsehoods-Optional</b><br><b>Fishy Who's Who</b><br><b>Gone Fishing</b><br>Mermaids & Manatees<br>Puddle Wonders!<br><b>Something's Fishy Here-STEM</b><br>Urban Waterway Checkup<br>Watershed-Evaluations<br>Where Does Water Run?<br>Working for Wildlife-Extensions and STEM | Writing Standard #2<br>(W 2):<br>Aquatic Times<br>Conservation Messaging<br><b>Dam Design</b><br>Facts & Falsehoods-Optional<br><b>Gone Fishing</b><br><b>Living Research</b><br>Watershed-Evaluations<br>Where Does Water Run?<br>Working for Wildlife-Extensions and STEM |

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| 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |                                  | <p>Writing Standard #3 (W 3):<br/>         Aquatic Times<br/>         Edge of Home-Evaluation#2<br/> <b>Fishy Who's Who</b>-Evaluation<br/> <b>Mermaids and Manatees</b>-Extension<br/>         Riparian Retreat-Extension<br/>         Sockeye Scents-Extension<br/>         Water Wings</p>        | <p>Writing Standard #3 (W 3):<br/>         Aquatic Times<br/>         Conservation Messaging<br/>         Edge of Home-Evaluation #2<br/> <b>Fishy Who's Who</b>-Evaluation<br/> <b>Mermaids &amp; Manatees</b>-Extension<br/>         Something's Fishy Here-Optional<br/>         Water Wings</p>  | <p>Writing Standard #3 (W 3):<br/>         Aquatic Times<br/>         Conservation Messaging<br/> <b>Living Research</b></p>  |
| <b>Production and Distribution of Writing:</b>   | <b>Grades K-2</b>                | <b>Grades 3-5</b>  | <b>Grades 6-8</b>  | <b>Grades 9-12</b>  |
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                    | This standard begins in grade 3. | <p>Writing Standard #4 (W 4):<br/> <b>Aqua Words</b><br/> <b>Aquatic Times</b><br/> <b>Edge of Home-Evaluations</b><br/> <b>Fishy Who's Who Got Water?</b><br/> <b>Mermaids and Manatees</b><br/> <b>Riparian Retreat</b>-Extension<br/> <b>Sockeye Scents</b>-Extension<br/> <b>Water Wings</b></p> | <p>Writing Standard #4 (W 4):<br/> <b>Aquatic Times</b><br/> <b>Conservation Messaging</b><br/> <b>Dam Design</b><br/>         Edge of Home-Evaluations<br/> <b>Facts &amp; Falsehoods</b>-Optional<br/> <b>Fishy Who's Who Gone Fishing</b><br/> <b>Mermaids and Manatees Puddle Wonders!</b><br/>         Something's Fishy Here-Optional and STEM<br/>         Urban Waterway Checkup<br/>         Watershed-Evaluations<br/> <b>Water Wings</b><br/> <b>Where Does Water Run?</b><br/>         Working for Wildlife-Extension and STEM</p> | <p>Writing Standard #4 (W 4):<br/> <b>Aquatic Times</b><br/> <b>Conservation Messaging</b><br/> <b>Dam Design</b><br/> <b>Facts &amp; Falsehoods</b>-Optional<br/> <b>Gone Fishing</b><br/> <b>Living Research</b><br/>         Watershed-Evaluations<br/> <b>Where Does Water Run?</b><br/>         Working for Wildlife-Extensions and STEM</p> |

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| <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>       | <p>Writing Standard #5<br/>(W 5):<br/>Aqua Words</p>             | <p>Writing Standard #5<br/>(W 5):<br/>Aqua Words<br/>Aquatic Times<br/>Edge of Home-Evaluations<br/><b>Fishy Who's Who</b><br/>Got Water?<br/>Mermaids and Manatees<br/>Riparian Retreat-Extension<br/>Sockeye Scents-Extension<br/>Water Wings</p> | <p>Writing Standard #5<br/>(W 5):<br/>Aquatic Times<br/>Conservation Messaging<br/><b>Dam Design</b><br/>Edge of Home-Evaluations<br/>Facts &amp; Falsehoods-Optional<br/><b>Fishy Who's Who</b><br/>Gone Fishing<br/>Mermaids and Manatees<br/>Puddle Wonders!<br/>Something's Fishy Here-Optional and STEM<br/>Urban Waterway Checkup<br/>Watershed-Evaluations<br/>Water Wings<br/>Where Does Water Run?<br/>Working for Wildlife-Extension and STEM</p> | <p>Writing Standard #5<br/>(W 5):<br/>Aquatic Times<br/>Conservation Messaging<br/>Dam Design<br/>Facts &amp; Falsehoods-Optional<br/>Gone Fishing<br/><b>Living Research</b><br/>Watershed-Evaluations<br/>Where Does Water Run?<br/>Working for Wildlife-Extensions and STEM</p> |
| <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> | <p>Writing Standard #6<br/>(W 6):<br/><b>Aqua Words-STEM</b></p> | <p>Writing Standard #6<br/>(W 6):<br/><b>Aqua Words-STEM</b><br/><b>Aquatic Times</b></p>   | <p>Writing Standard #6<br/>(W 6):<br/>Aquatic Times<br/>Conservation Messaging<br/>Dam Design<br/>Facts &amp; Falsehoods-Optional<br/><b>Puddle Wonders!</b></p>  | <p>Writing Standard #6<br/>(W 6):<br/>Aquatic Times<br/>Conservation Messaging<br/>Dam Design<br/>Facts &amp; Falsehoods-Optional<br/>Living Research</p>  |

| <b>Research to Build and Present Knowledge:</b>  | <b>Grades K-2</b>   | <b>Grades 3-5</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
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| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                             |   | <p>Writing Standard #7 (W 7):</p> <p><b>Aquatic Times</b><br/>           Blue Ribbon Niche<br/>           Designing a Habitat<br/> <b>Fishy Who's Who</b><br/> <b>Got Water?</b><br/>           Mermaids and Manatees<br/>           Sockeye Scents-Extension</p> | <p>Writing Standard #7 (W 7):</p> <p>Aquatic Times<br/>           Blue Ribbon Niche<br/>           Conservation Messaging<br/> <b>Dam Design</b><br/>           Designing a Habitat<br/>           Facts &amp; Falsehoods-Optional<br/> <b>Fishy Who's Who</b><br/>           Gone Fishing<br/>           Mermaids and Manatees<br/>           Puddle Wonders!<br/>           Something's Fishy Here-STEM<br/>           Urban Waterway Checkup<br/> <b>Where Does Water Run?</b><br/>           Working for Wildlife-STEM</p> | <p>Writing Standard #7 (W 7):</p> <p>Aquatic Times<br/>           Conservation Messaging<br/> <b>Dam Design</b><br/>           Facts &amp; Falsehoods-Optional<br/>           Gone Fishing<br/> <b>Living Research</b><br/>           Where Does Water Run?<br/>           Working for Wildlife-STEM</p> |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | <p>Writing Standard #8 (W 8):</p> <p>Aqua Words<br/>           Water Safari</p> | <p>Writing Standard #8 (W 8):</p> <p>Aqua Words<br/> <b>Aquatic Times</b><br/>           Edge of Home<br/> <b>Fishy Who's Who</b><br/>           Got Water?<br/>           Sockeye Scents-Extension</p>   | <p>Writing Standard #8 (W 8):</p> <p>Aquatic Times<br/> <b>Dam Design</b><br/>           Facts &amp; Falsehoods-Optional<br/> <b>Fishy Who's Who</b><br/>           Something's Fishy Here-STEM</p>  | <p>Writing Standard #8 (W 8):</p> <p>Aquatic Times<br/> <b>Dam Design</b><br/>           Facts &amp; Falsehoods-Optional<br/>           Living Research<br/>           Working for Wildlife-STEM</p>   |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.   | <p>This standard begins in grade 4.</p>   | <p>Writing Standard #9 (W 9):</p> <p>Aquatic Times<br/>           Fishy Who's Who</p>   | <p>Writing Standard #9 (W 9):</p> <p>Aquatic Times<br/>           Dam Design<br/>           Facts &amp; Falsehoods-Optional<br/>           Fishy Who's Who<br/>           Urban Waterway Checkup</p>   | <p>Writing Standard #9 (W 9):</p> <p>Aquatic Times<br/>           Dam Design<br/>           Facts &amp; Falsehoods<br/>           Living Research</p>  |



| <b>Range of Writing:</b>   | <b>Grades K-2</b>                       | <b>Grades 3-5</b>   | <b>Grades 6-8</b>   | <b>Grades 9-12</b>   |
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| <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> | <p>This standard begins in grade 3.</p> | <p>Writing Standard #10 (W 10):<br/> Aqua Words<br/> Aquatic Times<br/> Edge of Home-Evaluations<br/> Fishy Who's Who<br/> Got Water?<br/> Mermaids and Manatees<br/> Riparian Retreat-Extension<br/> Sockeye Scents-Extension<br/> Water Wings</p> | <p>Writing Standard #10 (W 10):<br/> Aquatic Times<br/> Conservation Messaging<br/> Dam Design<br/> Edge of Home-Evaluations<br/> Facts &amp; Falsehoods-Optional<br/> Fishy Who's Who<br/> Gone Fishing<br/> Mermaids and Manatees<br/> Puddle Wonders!<br/> Something's Fishy Here-Optional and STEM<br/> Urban Waterway Checkup<br/> Watershed-Evaluations<br/> Water Wings<br/> Where Does Water Run?<br/> Working for Wildlife-Extensions and STEM</p> | <p>Writing Standard #10 (W 10):<br/> Aquatic Times<br/> Conservation Messaging<br/> Dam Design<br/> Facts &amp; Falsehoods-Optional<br/> Gone Fishing<br/> Living Research<br/> Watershed-Evaluations<br/> Where Does Water Run?<br/> Working for Wildlife-Extensions and STEM</p> |

| <b>Anchor Standards for Speaking and Listening</b>  | <b>Aquatic WILD Activities</b><br><i>(<b>Bold</b> activity names have a strong correlation to the standard.)</i> |  |  |  |
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| <b>Comprehension and Collaboration:</b>   | <b>Grades K-2</b>  | <b>Grades 3-5</b>  | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
| 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | Speaking & Listening Standard #1 (SL 1):<br><b>Aqua Words</b><br><b>Water Safari</b>                             | Speaking & Listening Standard #1 (SL 1):<br><b>Aqua Words</b><br>Aquatic Times<br><b>Blue Ribbon Niche</b><br>Designing a Habitat<br>Edge of Home<br>Fishy Who's Who<br><b>Got Water?</b><br>Mermaids and Manatees<br>Riparian Retreat<br>Sockeye Scents<br><b>Wetland Metaphors</b> | Speaking & Listening Standard #1 (SL 1):<br>Aquatic Times<br><b>Blue Ribbon Niche</b><br>Conservation Messaging<br>Dam Design<br>Designing a Habitat<br>Edge of Home<br><b>Facts and Falsehoods</b><br>Fishy Who's Who<br>Gone Fishing<br>Mermaids and Manatees<br><b>Puddle Wonders!</b><br><b>Something's Fishy Here</b><br>Urban Waterway Checkup<br>Whale of a Tail<br><b>Where Does Water Run?</b><br><b>Working for Wildlife</b> | Speaking & Listening Standard #1 (SL 1):<br>Aquatic Times<br>Conservation Messaging<br>Dam Design<br><b>Facts and Falsehoods</b><br>Gone Fishing<br>Living Research<br><b>Where Does Water Run?</b><br><b>Working for Wildlife</b> |
| 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   | Speaking & Listening Standard #2 (SL 2):<br><b>Aqua Words</b><br><b>Water Safari</b>                             | Speaking & Listening Standard #2 (SL 2):<br>Aqua Words<br>Aquatic Times<br>Blue Ribbon Niche<br>Designing a Habitat<br>Fishy Who's Who<br>Got Water?<br>Mermaids and Manatees<br>Riparian Retreat  | Speaking & Listening Standard #2 (SL 2):<br>Aquatic Times<br>Blue Ribbon Niche<br>Conservation Messaging<br>Dam Design<br>Designing a Habitat<br>Facts and Falsehoods<br>Fishy Who's Who<br>Mermaids and Manatees<br>Puddle Wonders!<br>Urban Waterway Checkup<br>Whale of a Tail<br>Where Does Water Run?   | Speaking & Listening Standard #2 (SL 2):<br>Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Facts and Falsehoods<br>Living Research<br>Where Does Water Run?  |

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| 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.   | Speaking & Listening Standard #3 (SL 3):<br><b>Water Safari</b> | Speaking & Listening Standard #3 (SL 3):<br>Blue Ribbon Niche<br>Designing a Habitat   | Speaking & Listening Standard #3 (SL 3):<br>Dam Design<br>Facts & Falsehoods-Optional   | Speaking & Listening Standard #3 (SL 3):<br>Dam Design<br>Facts & Falsehoods-Optional  |
| <b>Presentation of Knowledge and Ideas:</b>   | <b>Grades K-2</b>   | <b>Grades 3-5</b>  | <b>Grades 6-8</b>   | <b>Grades 9-12</b>   |
| 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | Speaking & Listening Standard #4 (SL 4):<br>Water Safari        | Speaking & Listening Standard #4 (SL 4):<br><b>Blue Ribbon Niche</b><br><b>Designing a Habitat</b><br>Got Water?<br><b>Riparian Retreat</b><br>Sockeye Scents-Extension<br>Wetland Metaphors | Speaking & Listening Standard #4 (SL 4):<br><b>Blue Ribbon Niche</b><br><b>Conservation Messaging</b><br><b>Dam Design</b><br><b>Designing a Habitat</b><br><b>Facts &amp; Falsehoods-Optional</b><br><b>Puddle Wonders!</b><br><b>Something's Fishy Here</b><br>Whale of a Tail<br>Where Does Water Run? | Speaking & Listening Standard #4 (SL 4):<br>Conservation Messaging<br><b>Dam Design</b><br><b>Facts &amp; Falsehoods-Optional</b><br><b>Living Research</b><br>Where Does Water Run? |
| 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   | Speaking & Listening Standard #5 (SL 5):<br>Water Safari        | Speaking & Listening Standard #5 (SL 5):<br>Designing a Habitat<br>Got Water?<br>Sockeye Scents-Extension  | Speaking & Listening Standard #5 (SL 5):<br><b>Conservation Messaging</b><br><b>Dam Design</b><br><b>Designing a Habitat</b><br>Facts & Falsehoods-Optional<br><b>Puddle Wonders!</b><br>Whale of a Tail  | Speaking & Listening Standard #5 (SL 5):<br><b>Conservation Messaging</b><br>Dam Design<br>Facts & Falsehoods-Optional<br>Living Research-Optional                                   |

| Presentation of Knowledge and Ideas:   | Grades K-2   | Grades 3-5   | Grades 6-8  | Grades 9-12   |
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| 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | Speaking & Listening Standard #6 (SL 6):<br>Aqua Words<br>Water Safari | Speaking & Listening Standard #6 (SL 6):<br>Aquatic Times<br>Blue Ribbon Niche<br>Designing a Habitat<br>Fishy Who's Who<br>Got Water?<br>Mermaids and Manatees<br>Riparian Retreat<br>Sockeye Scents<br>Wetland Metaphors | Speaking & Listening Standard #6 (SL 6):<br>Aquatic Times<br>Blue Ribbon Niche<br>Conservation Messaging<br>Dam Design<br>Designing a Habitat<br>Facts & Falsehoods-Optional<br>Fishy Who's Who<br>Mermaids and Manatees<br><b>Puddle Wonders!</b><br>Something's Fishy Here<br>Whale of a Tail<br>Where Does Water Run?<br><b>Working for Wildlife</b> | Speaking & Listening Standard #6 (SL 6):<br>Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Facts & Falsehoods-Optional<br>Living Research<br>Where Does Water Run?<br><b>Working for Wildlife</b> |

| <b>Anchor Standards for Language</b>  | <b>Aquatic WILD Activities</b><br><i>(<b>Bold</b> activity names have a strong correlation to the standard.)</i> |  |  |  |
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| <b>Conventions of Standard English:</b>   | <b>Grades K-2</b>  | <b>Grades 3-5</b>  | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Language Standard #1<br>(L 1):<br><b>Aqua Words</b><br>Water Safari  | Language Standard #1<br>(L 1):<br><b>Aqua Words</b><br>Aquatic Times<br>Blue Ribbon Niche<br>Designing a Habitat<br>Edge of Home<br>Fishy Who's Who<br>Got Water?<br>Mermaids and Manatees<br>Riparian Retreat<br>Sockeye Scents<br>Water Wings<br>Wetland Metaphors | Language Standard #1<br>(L 1):<br>Aquatic Times<br>Blue Ribbon Niche<br>Dam Design<br>Designing a Habitat<br>Edge of Home<br>Facts and Falsehoods<br>Fishy Who's Who<br>Gone Fishing<br>Mermaids and Manatees<br>Puddle Wonders!<br>Something's Fishy Here<br>Urban Waterway Checkup<br>Watershed<br>Water Wings<br>Whale of a Tail<br>Where Does Water Run?<br>Working for Wildlife | Language Standard #1<br>(L 1):<br>Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Facts and Falsehoods<br>Gone Fishing<br>Living Research<br>Watershed<br>Where Does Water Run?<br>Working for Wildlife |

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| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Language Standard #2 (L 2):<br/><b>Aqua Words</b></p> | <p>Language Standard #2 (L 2):<br/><b>Aqua Words</b><br/>Aquatic Times<br/>Edge of Home<br/>Fishy Who's Who<br/>Got Water?<br/>Mermaids and Manatees<br/>Riparian Retreat-Extension<br/>Sockeye Scents-Extension<br/>Water Wings</p> | <p>Language Standard #2 (L 2):<br/>Aquatic Times<br/>Conservation Messaging<br/>Dam Design<br/>Edge of Home<br/>Facts &amp; Falsehoods-Optional<br/>Fishy Who's Who<br/>Gone Fishing<br/>Mermaids and Manatees<br/>Puddle Wonders!<br/>Something's Fishy Here-Optional and STEM<br/>Urban Waterway Checkup<br/>Watershed-Evaluations<br/>Water Wings<br/>Where Does Water Run?<br/>Working for Wildlife-Extension and STEM</p> | <p>Language Standard #2 (L 2):<br/>Aquatic Times<br/>Conservation Messaging<br/>Dam Design<br/>Facts &amp; Falsehoods-Optional<br/>Gone Fishing<br/>Living Research<br/>Watershed-Evaluations<br/>Where Does Water Run?<br/>Working for Wildlife-Extension and STEM</p> |
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| <b>Knowledge of Language:</b>  | <b>Grades K-2</b>   | <b>Grades 3-5</b>   | <b>Grades 6-8</b>   | <b>Grades 9-12</b>   |
|--|---|---|---|--|
| 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning of style, and to comprehend more fully when reading or listening.         | Language Standard #3 (L 3):(begins in grade 2)<br><b>Aqua Words</b><br>Water Safari | Language Standard #3 (L 3):<br><b>Aqua Words</b><br>Aquatic Times<br>Blue Ribbon Niche<br>Designing a Habitat<br>Edge of Home<br>Fishy Who's Who<br>Got Water?<br>Mermaids and Manatees<br>Riparian Retreat<br>Sockeye Scents<br>Water Wings<br>Wetland Metaphors | Language Standard #3 (L 3):<br>Aquatic Times<br>Blue Ribbon Niche<br>Conservation Messaging<br>Dam Design<br>Designing a Habitat<br>Edge of Home<br>Facts and Falsehoods<br>Fishy Who's Who<br>Gone Fishing<br>Mermaids and Manatees<br>Puddle Wonders!<br>Something's Fishy Here<br>Urban Waterway Checkup<br>Watershed<br>Water Wings<br>Whale of a Tail<br>Where Does Water Run?<br>Working for Wildlife | Language Standard #3 (L 3):<br>Conservation Messaging<br>Dam Design<br>Facts & Falsehoods<br>Gone Fishing<br>Living Research<br>Watershed<br>Where Does Water Run?<br>Working for Wildlife |
| <b>Vocabulary Acquisition and Use:</b>   | <b>Grades K-2</b>   | <b>Grades 3-5</b>   | <b>Grades 6-8</b>   | <b>Grades 9-12</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. |   |   | Language Standard #3 (L 3):<br>Where Does Water Run?  | Language Standard #3 (L 3):<br>Where Does Water Run?   |

| Vocabulary Acquisition and Use:  | Grades K-2                                       | Grades 3-5   | Grades 6-8  | Grades 9-12  |
|--|--|--|---|--|
| 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | Language Standard #5 (L 5):<br><b>Aqua Words</b> | Language Standard #5 (L 5):<br>Aqua Words  |   |  |
| 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |  | Language Standard #6 (L 6):<br>Aquatic Times<br>Blue Ribbon Niche<br>Designing a Habitat<br>Edge of Home<br>Fishy Who's Who<br>Got Water?<br>Mermaids and Manatees<br>Riparian Retreat<br>Sockeye Scents<br>Water Wings<br>Wetland Metaphors | Language Standard #6 (L 6):<br>Aquatic Times<br>Blue Ribbon Niche<br>Conservation Messaging<br>Dam Design<br>Designing a Habitat<br>Edge of Home<br>Facts and Falsehoods<br>Fishy Who's Who<br>Gone Fishing<br>Mermaids and Manatees<br>Puddle Wonders!<br>Something's Fishy Here<br>Urban Waterway Checkup<br>Watershed<br>Water Wings<br>Whale of a Tail<br>Where Does Water Run?<br>Working for Wildlife | Language Standard #6 (L 6):<br>Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Facts and Falsehoods<br>Gone Fishing<br>Living Research<br>Watershed<br><b>Where Does Water Run?</b><br>Working for Wildlife |



| <b>Standards for Literacy in History/Social Studies, Science, and Technical Subjects<br/>Grades 6-8 and 9-12</b>   |   |  |
|--|---|--|
| <b>Reading Standards for Literacy in<br/>History/Social Studies (RH)</b>   | <b>Aquatic WILD Activities</b><br><i>(Bold activity names have a strong correlation to the standard.)</i> |  |
| <b>Key Ideas and Details</b>   | <b>Grades 6-8</b>   | <b>Grades 9-12</b>   |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | Aquatic Times<br>Dam Design<br>Facts and Falsehoods<br>Fishy Who's Who                                    | Aquatic Times<br>Dam Design<br>Facts and Falsehoods<br>Living Research |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key and supporting details and ideas.  | Aquatic Times<br>Dam Design   | Aquatic Times<br>Dam Design<br>Living Research                         |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.  |   |  |
| <b>Craft and Structure</b>   | <b>Grades 6-8</b>   | <b>Grades 9-12</b>   |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.         |   |  |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.      |   |  |

| <b>Craft and Structure</b>  | <b>Grades 6-8</b>  | <b>Grades 9-12</b>                                    |
|---|--|---|
| 6. Assess how point of view or purpose shapes the content and style of a text.  | Facts and Falsehoods<br>Fishy Who's Who                                      | Facts and Falsehoods                                  |
| <b>Integration of Knowledge and Ideas</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>                                    |
| 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                   | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Designing a Habitat | Aquatic Times<br>Conservation Messaging<br>Dam Design |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Facts and Falsehoods   | Facts and Falsehoods                                  |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                            | Aquatic Times<br>Dam Design<br>Designing a Habitat<br>Fishy Who's Who        | Aquatic Times<br>Dam Design<br>Living Research        |
| <b>Range of Reading and Level of Text Complexity</b>  | <b>Grades 6-8</b>  | <b>Grades 9-12</b>                                    |
| 10. Read and comprehend complex literary and informational texts independently and proficiently.  |  |   |

| <b>Reading Standards for Literacy in Science and Technical Subjects: Grades 6-8 (RST)</b>   | <b>Aquatic WILD Activities</b><br><i>(Bold activity names have a strong correlation to the standard.)</i> |  |
|---|---|--|
| <b>Key Ideas and Details</b>  | <b>Grades 6-8</b>   | <b>Grades 9-12</b>   |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  | Aquatic Times<br>Dam Design<br>Facts and Falsehoods<br>Fishy Who's Who<br>Where Does Water Run?           | Aquatic Times<br>Dam Design<br>Facts and Falsehoods<br>Where Does Water Run? |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key and supporting details and ideas.   | Aquatic Times<br>Dam Design   | Aquatic Times<br>Dam Design  |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.<br>(Specific Standard: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.) | <b>Gone Fishing</b><br><b>Puddle Wonders!</b><br><b>Where Does Water Run?</b>                             | <b>Gone Fishing</b><br><b>Where Does Water Run?</b>                          |
| <b>Craft and Structure</b>  | <b>Grades 6-8</b>   | <b>Grades 9-12</b>   |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  | <b>Where Does Water Run?</b>  | <b>Where Does Water Run?</b>   |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.   |   |  |

|   |  |  |
|---|--|--|
| 6. Assess how point of view or purpose shapes the content and style of a text.  | Facts and Falsehoods<br>Fishy Who's Who  | Facts and Falsehoods   |
| <b>Integration of Knowledge and Ideas</b>   | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
| 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                   | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Designing a Habitat<br>Puddle Wonders!<br>Where Does Water Run? | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Where Does Water Run? |
| 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Facts and Falsehoods   | Facts and Falsehoods   |
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                            | Aquatic Times<br>Dam Design<br>Designing a Habitat<br>Fishy Who's Who  | Aquatic Times<br>Dam Design  |
| <b>Range of Reading and Level of Text Complexity</b>  | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
| 10. Read and comprehend complex literary and informational texts independently and proficiently.  |  |  |

| <b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: Grades 6-8 (WHST)</b>   | <b>Aquatic WILD Activities</b><br><i>(Bold activity names have a strong correlation to the standard.)</i>   |  |
|---|---|--|
| <b>Key Ideas and Details</b>  | <b>Grades 6-8</b>   | <b>Grades 9-12</b>   |
| 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.  | Aquatic Times   | Aquatic Times  |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Edge of Home-Evaluation #1<br>Facts and Falsehoods-Optional<br>Fishy Who's Who<br><b>Gone Fishing</b><br>Mermaids and Manatees<br><b>Puddle Wonders!</b><br>Watershed-Evaluations<br><b>Where Does Water Run?</b><br>Working for Wildlife-Extension & STEM | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Facts and Falsehoods-Optional<br><b>Gone Fishing</b><br>Living Research<br>Watershed-Evaluations<br><b>Where Does Water Run?</b><br>Working for Wildlife-Extension & STEM |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences                                  | This standard is not applicable as a separate requirement.  | This standard is not applicable as a separate requirement.   |

| <b>Craft and Structure</b>  | <b>Grades 6-8</b>   | <b>Grades 9-12</b>  |
|---|---|---|
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | <b>Aquatic Times</b><br><b>Conservation Messaging</b><br><b>Dam Design</b><br>Edge of Home<br><b>Facts and Falsehoods-Optional</b><br><b>Fishy Who's Who</b><br><b>Gone Fishing</b><br><b>Mermaids and Manatees</b><br><b>Puddle Wonders!</b><br>Watershed-Evaluations<br><b>Where Does Water Run?</b><br>Working for Wildlife-Extension & STEM | <b>Aquatic Times</b><br><b>Conservation Messaging</b><br><b>Dam Design</b><br><b>Facts and Falsehoods-Optional</b><br><b>Gone Fishing</b><br><b>Living Research</b><br>Watershed-Evaluations<br><b>Where Does Water Run?</b><br>Working for Wildlife-Extension & STEM |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Edge of Home-Evaluations<br>Facts and Falsehoods-Optional<br>Fishy Who's Who<br>Gone Fishing<br>Mermaids and Manatees<br>Puddle Wonders!<br>Watershed-Evaluations<br>Where Does Water Run?<br>Working for Wildlife-Extension & STEM  | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Facts and Falsehoods-Optional<br>Gone Fishing<br>Living Research<br>Watershed-Evaluations<br>Where Does Water Run?<br>Working for Wildlife-Extension & STEM  |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                  | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Facts and Falsehoods-Optional<br><b>Puddle Wonders!</b>  | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Facts and Falsehoods-Optional<br>Living Research   |

| <b>Integration of Knowledge and Ideas</b>  | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
|--|--|--|
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                             | <b>Aquatic Times</b><br>Blue Ribbon Niche<br>Conservation Messaging<br><b>Dam Design</b><br>Designing a Habitat<br>Facts and Falsehoods-Optional<br>Fishy Who's Who<br>Mermaids and Manatees<br>Puddle Wonders!<br><b>Where Does Water Run?</b><br>Working for Wildlife-STEM | Aquatic Times<br>Conservation Messaging<br><b>Dam Design</b><br>Facts and Falsehoods-Optional<br><b>Living Research</b><br><b>Where Does Water Run?</b><br>Working for Wildlife-STEM |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | Aquatic Times<br><b>Dam Design</b><br>Facts and Falsehoods-Optional<br>Fishy Who's Who   | Aquatic Times<br><b>Dam Design</b><br>Facts and Falsehoods-Optional<br><b>Living Research</b>  |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.   | Aquatic Times<br><b>Dam Design</b><br>Facts and Falsehoods<br>Fishy Who's Who<br>Mermaids and Manatees   | Aquatic Times<br><b>Dam Design</b><br>Facts and Falsehoods<br><b>Living Research</b>   |

| <b>Range of Reading and Level of Text Complexity</b>  | <b>Grades 6-8</b>  | <b>Grades 9-12</b>   |
|---|--|--|
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Edge of Home-Evaluations<br>Facts and Falsehoods-Optional<br>Fishy Who's Who<br>Mermaids and Manatees<br>Puddle Wonders!<br>Watershed-Evaluations<br>Where Does Water Run?<br>Working for Wildlife-Extension & STEM | Aquatic Times<br>Conservation Messaging<br>Dam Design<br>Facts and Falsehoods-Optional<br>Gone Fishing<br>Living Research<br>Watershed-Evaluations<br>Where Does Water Run?<br>Working for Wildlife-Extension & STEM |

### End of Correlation