

Acknowledgements

This handbook is a project of New Hampshire Project Learning Tree, a private non-profit organization committed to the environmental education of our youth. The handbook is dedicated to the hundreds of school teachers and administrators who are responding to the state's move to standards-based education. Yours is not an easy job; we hope this handbook helps to lighten the load.

We would like to hear from our readers about how you have used the handbook and whether you find it accurate and clear. You can reach NH Project Learning Tree at

54 Portsmouth St., Concord, NH 03301
Phone: 603-226-0160 or 800-677-1499.
Fax: 603-228-0423.
Email: info@nhplt.org.
Website: <http://www.nhplt.org>

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The complete Project Learning Tree Activity Guides can be obtained by attending a Project Learning Tree workshop. For more information, please visit the organization's web site, www.nhplt.org.

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

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HOW TO USE THIS HANDBOOK

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

- **PART I lists each PLT activity in the *PreK-8 Activity Guide* and *Energy & Society Kit* followed by the standards from the NH English Language Arts Frameworks (K-12) with which it is aligned.**

Use Part I if you have a particular PLT 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 PLT's "Topic Index" to select several potential activities to supplement your unit. To determine which state standards correlate with these activities, find the number and 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 PLT activity is indicated by activity number and name and is followed by the strand, stem and indicator for each framework that is correlated to that activity.

The domains are abbreviated as follows:

R –Reading

WO – Written and Oral Communications

- **PART II lists individual state curriculum standards from the NH English Language Arts Frameworks (K-12), followed by the PLT 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 PLT guide to determine the one most suitable for your particular situation.

All domains (i.e. Reading), strands (i.e. Literacy Texts, LT) stems (i.e. Initial Understanding of Literacy Texts, LT:1) and indicators (i.e. Identify/describe characters, setting, plot, changes in characters over time, LT:1.1) are listed. Following each standard, the PLT activities aligned with that standard are identified by number and name.

- **Part III is a chart that lists each PLT activity in the *PreK-8 Activity Guide* and *Energy & Society Kit* and the NH English Language Arts Frameworks with which each activity is aligned.**

Note: Throughout this handbook, the domains are abbreviated as follows:

R –Reading

WO – Written and Oral Communications

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 Curriculum Frameworks, approved in June 2006, address content and skills, and are divided into grade level expectations (GLE) K-8 and grade span expectations (GSE) 9-10 and 11-12.

The NH K-12 English Language Arts Curriculum 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 Appendices).
- **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 Appendix 1 and Appendix 2). These summaries were used for the correlating.
- Because literacy is a discipline that can be taught across subject areas, **ALL** PLT activities were considered for correlations regardless of the specific subjects listed in the sidebar of each activity.
- For each activity, the “Doing the Activity” (including the Variation and Enrichment 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 PLT-trained elementary, middle, and high school teachers. Reviewers' most common finding was that PLT activities lend themselves to modification, and in so doing, would meet many more standards than indicated. NHPLT chose, however, to correlate based on a strict interpretation of the activities, as they are written.