



## E-Lit Correlations – Project WILD Aquatic- Grades 3-5

### **Alice in Waterland** (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 7.F.1 – Examine how technology affects the way people live, work, and play.
- 8.A.1 – Understand and apply the basic concept of sustainability to...human communities.

### **Aquatic Roots** (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

### **Blue-Ribbon Niche** (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

### **Designing a Habitat** (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

### **Dragonfly Pond** (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently.

- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.
- 7.B.1 – Explain the decision making process used to...solve a community problem.

### **Edge of Home** (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

### **Fashion a Fish** (Grades K-4)

Grades PK-2

- 3.A.1; 4.A.1 – Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.

### **Fishy Who's Who** (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

### **Hooks and Ladders** (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

### **How Wet Is Our Planet?** (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.A.1; 5.B.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.

- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth’s natural resources are used.

**Kelp Help** (Grades 5-8)

Grades 3-5

- 1.A.1; 5.B.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

**Marsh Munchers** (Grades K-4)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 3.A.1; 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.

**Micro Odyssey** (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.

**Migration Headache** (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

**Net Gain, Net Effect** (Grades 5-8)

Grades 3-5

- 1.A.1 - Recognize and explain how renewable and nonrenewable resources are used by humans in Maryland to meet basic needs
- 1.A.1; 1.B.3; 5.A.1 – Recognize and describe that people in Maryland depend on, change and are affected by the environment.
- 1.A.1; 1.B.3; 5.A.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences and tradeoffs.
- 1.B.3 - Recognize and describe that consequences may occur when Earth’s natural resources are used.

- 4.C.1 – Analyze why and how people adapt to and modify their natural environment and the impact of those modifications.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.
- 5.B.1 – Explain that people must make choices because resources are limited relative to unlimited wants for goods.

### **Plastic Jellyfish** (Grades K-4)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

### **Pond Succession** (Grades 5-8)

Grades 3-5

- 2.A.1 – Describe ways that the following processes contribute to changes always occurring on the Earth’s surface – weathering, erosion, deposition
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

### **Puddle Wonders** (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

### **Riparian Retreat** (Grades 5-8)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.2 – Explain ways that individuals and groups of individuals interact with each other and their environment.

### **Silt: A Dirty Word** (Grades 3-4)

Grades 3-5

- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1 - Explain ways that individuals and groups of organisms interact with each other and their environment.
- 2.A.1 - Describe ways that the following processes contribute to changes in the Earth’s surface – erosion, deposition

- 4.B.1 - Explain the idea that in any particular environment, some kinds of animals survive well, some less well, and some cannot survive at all.

### **Sockeye Scents** (Grades 3-4)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

### **Something's Fishy Here!** (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include reviewing appropriate print resources, observing what is happening somewhere...
- 1.A.1; 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 1.A.1; 1.B.3; 5.A.2; 7.A.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and describe that people...depend on, change, and are affected by the environment.
- 1.A.1 – Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood...
- 1.A.2; 1.A.3 – Identify a problem/situation that requires further study.

### **To Dam or Not to Dam** (Grades 5-8)

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.3 – Identify and describe that an environmental issue affects individual people and groups of people differently.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.
- 7.B.1 – Explain the decision making process used to...solve a community problem.

### **Turtle Hurdles** (Grades 5-8)

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

### **Water Canaries (Grades 5-8)**

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

### **Water Plant Art (Grades K-4)**

Grades 3-5

- 3.C.1; 4.B.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.
- 4.B.1; 4.E.1 – Explain the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all.

### **Water We Eating? (Grades K-4)**

Grades 3-5

- 1.A.1; 5.B.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 4.A.1 – Recognize food as the source of materials that all living things need to grow and survive.

### **Water Wings (Grades 5-8)**

Grades 3-5

- 3.A.1; 4.A.1 – Recognize that materials continue to exist even though they change from one form to another.

### **Watered Down History (Grades 5-8)**

Grades 3-5

- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 2.A.1; 2.B.1 – Cite and describe the processes that cause rapid or slow changes in Earth's surface.
- 2.A.1 – Describe ways that the following processes contribute to changes always occurring on the Earth's surface – weathering, erosion, deposition
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

### **Water's Going On? (Grades 5-8)**

Grades 3-5

- 1.A.1; 1.A.2 – Gather and question data from many different forms of scientific investigations...

- 1.A.1; 5.B.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 - Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.5 – Use data...to interpret findings to form conclusions.
- 8.A.1 – Understand and apply the basic concept of sustainability to...human communities.
- 1.B.1 – Use recommendation(s) to develop and implement an environmental action plan.

### **Watershed** (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.3; 1.A.4 – Gather and question data from many different forms of scientific investigations which include observing what things are like and doing experiments.
- 2.A.1 – Describe ways that the following processes contribute to changes always occurring to the Earth’s surface – weathering, erosion, deposition.
- 2.B.1 – Cite and describe the processes that cause rapid or slow changes in Earth’s surface.
- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.

### **Wetland Metaphors** (Grades 5-8)

Grades 3-5

- 2.B.2; 4.D.1 – Examine and modify models and discuss their limitations.

### **What’s in the Air?** (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.A.1; 5.A.2; 6.B.1; 7.D.1; 8.B.1; 8.C.1; 8.D.1; 8.E.1 – Recognize and explain that decisions influencing the use of natural resources may have benefits, drawbacks, unexpected consequences, and tradeoffs.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth’s natural resources are used.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.
- 3.B.2 – Cite evidence to explain the relationship between the hydrosphere and atmosphere.

### **What’s in the Water** (Grades 5-8)

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.A.1; 3.C.1; 4.B.1; 4.C.1; 4.D.1 – Explain ways that individuals and groups of organisms interact with each other and their environment.

- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.A.1; 7.B.1 – Explain why and how people adapt to and modify the natural environment and the impact of these modifications.

### **Where Does Water Run? (Grades 5-8)**

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which include...observing what things are like and doing experiments.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.A.5 – Use data...to interpret findings to form conclusions.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.

### **Where Have All the Salmon Gone? (Grades 5-8)**

Grades 3-5

- 1.A.1; 1.A.2; 1.A.4 - Gather and question data from many different forms of scientific investigations, which includes reviewing appropriate print resources....
- 1.A.1; 5.B.1; 7.D.1; 8.A.1; 8.B.1; 8.C.1 – Recognize and explain how renewable and nonrenewable natural resources are used by humans to meet basic needs.
- 1.A.1; 6.C.1 – Explain how the growth of communities and suburbs have had consequences on the environment.
- 1.B.2; 1.B.3; 5.A.1; 6.B.1; 7.E.1 – Recognize and describe that consequences may occur when Earth’s natural resources are used.
- 4.C.1; 5.A.1; 5.A.2; 7.A.1; 7.B.1 – Describe how people adapt to, modify, and impact the natural environment.
- 7.F.1 – Examine how technology affects the way people live, work, and play