

# WET Correlations: LANGUAGE ARTS GRADE 4

<b>Content Standard 1: LANGUAGE</b>	
<b>Learning Expectations</b>	<b>Project WET Correlations</b>
<p><b>GLE 0401.1.1</b> Demonstrate knowledge of Standard English usage, mechanics, and spelling.</p> <p><b>GLE 0401.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p> <p><b>GLE 0401.1.3</b> Demonstrate knowledge of Standard English sentence structure.</p>	

<b>Content Standard 2: COMMUNICATION</b>	
<b>Learning Expectations</b>	<b>Project WET Correlations</b>
<p><b>GLE 0401.2.1</b> Continue to develop oral language skills necessary for communication.</p>	
<p><b>GLE 0401.2.2</b> Continue to develop listening skills necessary for communication.</p>	<p><b>Imagine! (157)</b> - Students listen to a script that describes a “Water Cycle Journey”.</p>

## Content Standard 3: WRITING

Learning Expectations	Project WET Correlations
<p><b>GLE 0401.3.1</b> Write for a variety of purposes and to a variety of audiences.</p>	<p><b>The Incredible Journey (161)</b> - Students use their “water travel records” to write stories. <b>Water Bill of Rights (403)</b> - Students draft their own Water Bill of Rights.</p>
<p><b>GLE 0401.3.2</b> Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content).</p> <p><b>GLE 0401.3.3</b> Know and apply the steps of the writing process: prewriting, drafting, revising, editing, and publishing.</p>	

## Content Standard 4: RESEARCH

Learning Expectations	Project WET Correlations
<p><b>GLE 0401.4.1</b> Conduct research to access and present information.</p>	
<p><b>GLE 0401.4.2</b> Collect, organize, and determine the reliability of researched information.</p> <p><b>GLE 0401.4.3</b> Present research results in a written report.</p>	<p><b>Old Water (171)</b> - Students research ancient events involving water. <b>Water Address (122)</b> - As a “Wrap Up” activity, students research the adaptations of aquatic organisms and make Clue Cards.</p>

## Content Standard 5: LOGIC

Learning Expectations	Project WET Correlations
<p><b>GLE 0401.5.1</b> Continue to develop logic skills to facilitate learning and to enhance thoughtful reasoning.</p>	
<p><b>GLE 0401.5.2</b> Use logic to make inferences and draw conclusions in a variety of oral and written contexts.</p>	<p><b>Back to the Future (293)</b> - Students listen to and decide among 4 proposals for expansion along a river.</p>
<p><b>GLE 0401.5.3</b> Apply logic skills to classroom situations and to selections read.</p>	<p><b>Common Water (232)</b> – Students consider how to change a simulation to ensure clean water for all users.  <b>Irrigation Interpretation (254)</b> - Students read a mini-mystery.  <b>Piece It Together (174)</b> - Students read short stories about 4 children and guess where each child lives.  <b>Poison Pump (93)</b> - Using a map, victim info, and clue cards, students determine the source of an epidemic.  <b>Salt Marsh Players (99)</b> - Students read “role cards” to role-play salt marsh organisms.</p>

## Content Standard 6: INFORMATIONAL TEXT

Learning Expectations	Project WET Correlations
<p><b>GLE 0401.6.1</b> Apply skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies).</p>	<p><b>Easy Street (382)</b> - Students read and discuss two short stories about life before “running water”.</p>
<p><b>GLE 0401.6.2</b> Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>	

## Content Standard 7: MEDIA

Learning Expectations	Project WET Correlations
<p><b>GLE 0401.7.1</b> Recognize that media can be a source of information and entertainment.</p> <p><b>GLE 0401.7.2</b> Use media to publish and present information.</p>	

## Content Standard 8: LITERATURE

Learning Expectations	Project WET Correlations
<p><b>GLE 0401.8.1</b> Use active comprehension strategies to derive meaning while reading and check for understanding after reading.</p>	<p><b>Raining Cats and Dogs (435)</b> - Students compare literal and figurative interpretations of water sayings.</p> <p><b>Water Concentration (407)</b> - Students read a story about a family's first experience with indoor plumbing.</p> <p><b>Water Crossings (421)</b> - Students read a book excerpt on crossing the Yellowstone River.</p>
<p><b>GLE 0401.8.2</b> Experience various literary genres, including fiction/nonfiction, poetry, drama, short stories, folk tales, and myths.</p> <p><b>GLE 0401.8.3</b> Know and understand the basic characteristics of the genres studied.</p> <p><b>GLE 0401.8.4</b> Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).</p>	<p><b>Poetic Precipitation (182)</b> - Students create poems about some type of precipitation.</p>