

Correlation of

**Project WET  
K-12**

**Curriculum & Activity Guide**

to

**English-Language Arts  
Content Standards for California Public  
Schools**



# KINDERGARTEN

## **WRITING**

### **1.0 Writing Strategies**

Students write words and brief sentences that are legible.

#### *Organization and Focus*

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

#### **Project WET Curriculum & Activity Guide**

Stream Sense, p. 191

The Thunderstorm, p. 196

Water Write, p. 457

## **LISTENING AND SPEAKING**

### **1.0. Listening and Speaking Strategies**

Students listen and respond to oral communication. They speak in clear and coherent sentences.

#### *Comprehension*

- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

#### **Project WET Curriculum & Activity Guide**

A House of Seasons, p. 155

# GRADE ONE

## **WRITING**

### **1.0 Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### *Organization and Focus*

1.1 Select a focus when writing.

#### **Project WET Curriculum & Activity Guide**

The Thunderstorm, p. 196

1.2 Use descriptive words when writing.

#### **Project WET Curriculum & Activity Guide**

The Thunderstorm, p. 196

### **2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade one outlined in Writing Standard 1.0, students:*

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

#### **Project WET Curriculum & Activity Guide**

The Thunderstorm, p. 196

Water Write, p. 457

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

#### **Project WET Curriculum & Activity Guide**

A House of Seasons, p. 155

## **LISTENING AND SPEAKING**

### **1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### *Organization and Delivery of Oral Communication*

1.5 Use descriptive words when speaking about people, places, things, and events.

**Project WET Curriculum & Activity Guide**

A House of Seasons, p. 155

Stream Sense, p. 191

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

*Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:*

2.1 Recite poems, rhymes, songs, and stories.

**Project WET Curriculum & Activity Guide**

A House of Seasons, p. 155

# GRADE TWO

## **WRITING**

### **1.0 Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### *Organization and Focus*

1.1 Group related ideas and maintain a consistent focus.

#### **Project WET Curriculum & Activity Guide**

Water Write, p. 457

### **2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade two outlined in Writing Standard 1.0, students:*

2.1 Write brief narratives based on their experiences:

#### **Project WET Curriculum & Activity Guide**

A House of Seasons, p. 155

The Thunderstorm, p. 196

Water Write, p. 457

## **LISTENING AND SPEAKING**

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

*Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:*

2.1 Recount experiences or present stories:

#### **Project WET Curriculum & Activity Guide**

A House of Seasons, p. 155

# GRADE THREE

## **READING**

### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Vocabulary and Concept Development

1.6 Use sentence and word context to find the meaning of unknown words.

#### **Project WET Curriculum & Activity Guide**

Water Crossings, p. 421

### **2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

#### **Project WET Curriculum & Activity Guide**

Water Address, p. 122

Piece It Together, p. 174

2.3 Demonstrate comprehension by identifying answers in the text.

#### **Project WET Curriculum & Activity Guide**

Salt Marsh Players, p. 99

Piece It Together, p. 174

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

#### **Project WET Curriculum & Activity Guide**

Water Address, p. 122

2.6 Extract appropriate and significant information from the text, including problems and solutions.

**Project WET Curriculum & Activity Guide**

Piece It Together, p. 174

Water Celebration, p. 446

**3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

**Structural Features of Literature**

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

**Project WET Curriculum & Activity Guide**

Poetic Precipitation, p. 182

**Narrative Analysis of Grade-Level-Appropriate Text**

3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

**Project WET Curriculum & Activity Guide**

Water Concentration, p. 407

3.4 Determine the underlying theme or author's message in fiction and nonfiction text.

**Project WET Curriculum & Activity Guide**

Poetic Precipitation, p. 182

**WRITING**

**1.0 Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

**Organization and Focus**

1.1 Create a single paragraph

**Project WET Curriculum & Activity Guide**

Capture, Store, and Release, p. 133

Imagine!, p. 157

The Incredible Journey, p. 161

Water Concentration, p. 407

Water Crossings, p. 421

Water Celebration, p. 446

Water Write, p. 457

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade three outlined in Writing Standard 1.0, students:*

### **2.1 Write narratives:**

#### **Project WET Curriculum & Activity Guide**

Salt Marsh Players, p. 99  
The Incredible Journey, p. 161  
The Thunderstorm, p. 196  
Water Concentration, p. 407  
Water Crossings, p. 421  
Water Write, p. 457

### **2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.**

#### **Project WET Curriculum & Activity Guide**

Water Address, p. 122  
Capture, Store, and Release, p. 133  
Imagine!, p. 157  
The Incredible Journey, p. 161  
Poetic Precipitation, p. 182  
The Thunderstorm, p. 196  
Water Concentration, p. 407  
Water Crossings, p. 421  
Water Celebration, p. 446

## **LISTENING AND SPEAKING**

### **1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### **Comprehension**

### **1.1 Retell, paraphrase, and explain what has been said by a speaker.**

#### **Project WET Curriculum & Activity Guide**

Imagine!, p. 157

### **1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.**

#### **Project WET Curriculum & Activity Guide**

Imagine!, p. 157

# GRADE FOUR

## **READING**

### **2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

#### Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

##### **Project WET Curriculum & Activity Guide**

Poetic Precipitation, p. 182

Water Celebration, p. 446

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

##### **Project WET Curriculum & Activity Guide**

Water Address, p. 122

Piece It Together, p. 174

### **3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

#### Narrative Analysis of Grade-Level-Appropriate Text

3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

##### **Project WET Curriculum & Activity Guide**

Water Concentration, p. 407

## **WRITING**

### **1.0 Writing Strategies**

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### Organization and Focus

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

#### **Project WET Curriculum & Activity Guide**

Water Celebration, p. 446

Water Write, p. 457

- 1.2 Create multiple-paragraph compositions.

#### **Project WET Curriculum & Activity Guide**

Imagine!, p. 157

The Incredible Journey, p. 161

Water Concentration, p. 407

Water Crossings, p. 421

- 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

#### **Project WET Curriculum & Activity Guide**

Imagine!, p. 157

The Incredible Journey, p. 161

### Research and Technology

- 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

#### **Project WET Curriculum & Activity Guide**

Water Celebration, p. 446

- 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

#### **Project WET Curriculum & Activity Guide**

Water Celebration, p. 446

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade four outlined in Writing Standard 1.0, students:*

- 2.1 Write narratives.

#### **Project WET Curriculum & Activity Guide**

Salt Marsh Players, p. 99

Imagine!, p. 157

The Incredible Journey, p. 161

Poetic Precipitation, p. 182

The Thunderstorm, p. 196

Water Concentration, p. 407

(continued)

Water Crossings, p. 421  
Water Write, p. 457

2.2 Write responses to literature.

**Project WET Curriculum & Activity Guide**

Water Write, p. 457

2.3 Write information reports.

**Project WET Curriculum & Activity Guide**

Water Celebration, p. 446

## **LISTENING AND SPEAKING**

### **1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### *Comprehension*

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

**Project WET Curriculum & Activity Guide**

Imagine!, p. 157

1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

**Project WET Curriculum & Activity Guide**

Imagine!, p. 157

# GRADE FIVE

## **READING**

### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### *Vocabulary and Concept Development*

1.5 Understand and explain the figurative and metaphorical use of words in context.

#### **Project WET Curriculum & Activity Guide**

Raining Cats and Dogs, p. 435

### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

#### *Structural Features of Informational Materials*

2.2 Analyze text that is organized in sequential or chronological order.

#### **Project WET Curriculum & Activity Guide**

Water Address, p. 122

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

#### **Project WET Curriculum & Activity Guide**

Poetic Precipitation, p. 182

Water Celebration, p. 446

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

#### **Project WET Curriculum & Activity Guide**

Poetic Precipitation, p. 182

### **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The

selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

**Project WET Curriculum & Activity Guide**

Poetic Precipitation, p. 182

**WRITING**

**1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create multiple-paragraph narrative compositions.

**Project WET Curriculum & Activity Guide**

The Incredible Journey, p. 161

Water Concentration, p. 407

Water Crossings, p. 421

Water Write, p. 457

1.2 Create multiple-paragraph expository compositions.

**Project WET Curriculum & Activity Guide**

Imagine!, p. 157

The Incredible Journey, p. 161

Water Celebration, p. 446

**2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade five outlined in Writing Standard 1.0, students:*

2.1 Write narratives.

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Salt Marsh Players, p. 99

The Thunderstorm, p. 196

Water Concentration, p. 407

Water Crossings, p. 421

Water Write, p. 457

2.2 Write responses to literature.

**Project WET Curriculum & Activity Guide**  
Water Write, p. 457

2.3 Write research reports about important ideas, issues, or events.

**Project WET Curriculum & Activity Guide**  
Water Celebration, p. 446

## **LISTENING AND SPEAKING**

### **1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### **Comprehension**

1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

**Project WET Curriculum & Activity Guide**  
Imagine!, p. 157

# GRADE SIX

## **READING**

### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### *Vocabulary and Concept Development*

1.2 Identify and interpret figurative language and words with multiple meanings.

#### **Project WET Curriculum & Activity Guide**

Raining Cats and Dogs, p. 435

### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

#### *Structural Features of Informational Materials*

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

#### **Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

AfterMath, p. 289

Water: Read All About It!, p. 400

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

#### **Project WET Curriculum & Activity Guide**

Adventures in Density, p. 25

Water Address, p. 122

Nature Rules!, p. 262

Easy Street, p. 382

Water: Read All About It!, p. 400

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

*Expository Critique*

2.7 Make reasonable assertions about a text through accurate, supporting citations.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

**3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

*Narrative Analysis of Grade-Level-Appropriate Text*

3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

**Project WET Curriculum & Activity Guide**

Poetic Precipitation, p. 182

**WRITING**

**1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

*Organization and Focus*

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

**Project WET Curriculum & Activity Guide**

Branching Out!, p. 129

The Incredible Journey, p. 161

Poetic Precipitation, p. 182

Wet Vacation, p. 206

Nature Rules!, p. 262

1.2 Create multiple-paragraph expository compositions.

**Project WET Curriculum & Activity Guide**

Branching Out!, p. 129  
The Incredible Journey, p. 161  
Nature Rules!, p. 262  
Water: Read All About It!, p. 400  
Water Write, p. 457

- 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

**Research and Technology**

- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

**Evaluation and Revision**

- 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262  
Water: Read All About It!, p. 400

**2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade six outlined in Writing Standard 1.0, students:*

- 2.1 Write narratives.

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Water Crossings, p. 421  
Water Write, p. 457

- 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution).

**Project WET Curriculum & Activity Guide**

Branching Out!, p. 129  
The Incredible Journey, p. 161  
Nature Rules!, p. 262  
Water: Read All About It!, p. 400

2.3 Write research reports.

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Water: Read All About It!, p. 400

2.4 Write responses to literature.

**Project WET Curriculum & Activity Guide**

Water Write, p. 457

2.5 Write persuasive compositions.

**Project WET Curriculum & Activity Guide**

Wet Vacation, p. 206

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### *Sentence Structure*

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

#### *Grammar*

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

#### *Punctuation*

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

#### *Capitalization*

1.4 Use correct capitalization.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

#### *Spelling*

1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

## **LISTENING AND SPEAKING**

### **1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### *Organization and Delivery of Oral Communication*

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

**Project WET Curriculum & Activity Guide**  
AfterMath, p. 289

- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

**Project WET Curriculum & Activity Guide**  
AfterMath, p. 289

- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

**Project WET Curriculum & Activity Guide**  
AfterMath, p. 289

# GRADE SEVEN

## **READING**

### **1.0. Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### *Vocabulary and Concept Development*

1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.

#### **Project WET Curriculum & Activity Guide**

Raining Cats and Dogs, p. 435

### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

#### *Structural Features of Informational Materials*

2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

#### **Project WET Curriculum & Activity Guide**

Wet Vacation, p. 206

Nature Rules!, p. 262

AfterMath, p. 289

Water: Read All About It!, p. 400

2.2 Locate information by using a variety of consumer, workplace, and public documents.

#### **Project WET Curriculum & Activity Guide**

Wet Vacation, p. 206

Water: Read All About It!, p. 400

2.3 Analyze text that uses the cause-and-effect organizational pattern.

#### **Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

**Project WET Curriculum & Activity Guide**

Easy Street, p. 382

Expository Critique

2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

**3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

**Project WET Curriculum & Activity Guide**

Adventures in Density, p. 25

**WRITING**

**1.0. Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

**Project WET Curriculum & Activity Guide**

The Incredible Journey, p. 161

Nature Rules!, p. 262

Water: Read All About It!, p. 400

Water Write, p. 457

1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

**Project WET Curriculum & Activity Guide**

The Incredible Journey, p. 161

Water: Read All About It!, p. 400

- 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

**Project WET Curriculum & Activity Guide**

The Incredible Journey, p. 161  
Water: Read All About It!, p. 400

*Research and Technology*

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262  
Water: Read All About It!, p. 400

- 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

*Evaluation and Revision*

- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262  
Water: Read All About It!, p. 400

**2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:*

- 2.1 Write fictional or autobiographical narratives.

**Project WET Curriculum & Activity Guide**

The Incredible Journey, p. 161  
Water Crossings, p. 421  
Water Write, p. 457

- 2.2 Write responses to literature.

**Project WET Curriculum & Activity Guide**

Water Write, p. 457

- 2.3 Write research reports.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

2.4 Write persuasive compositions.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

2.5 Write summaries of reading materials.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to the grade level.

#### *Sentence Structure*

1.1 Place modifiers properly and use the active voice.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

#### *Grammar*

1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

1.3 Identify all parts of speech and types and structure of sentences.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

#### *Punctuation*

1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

#### *Capitalization*

1.6 Use correct capitalization.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Spelling

- 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

**LISTENING AND SPEAKING**

**1.0. Listening and Speaking Strategies**

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Organization and Delivery of Oral Communication

- 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

**Project WET Curriculum & Activity Guide**

AfterMath, p. 289

- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

**Project WET Curriculum & Activity Guide**

AfterMath, p. 289

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

*Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:*

- 2.3 Deliver research presentations.

**Project WET Curriculum & Activity Guide**

AfterMath, p. 289

# GRADE EIGHT

## **READING**

### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### *Vocabulary and Concept Development*

1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.

#### **Project WET Curriculum & Activity Guide**

Raining Cats and Dogs, p. 435

### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

#### *Structural Features of Informational Materials*

2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

#### **Project WET Curriculum & Activity Guide**

Wet Vacation, p. 206

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

#### **Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

#### **Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

Expository Critique

- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Water: Read All About It!, p. 400

**3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

**Project WET Curriculum & Activity Guide**

Easy Street, p. 382

- 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

**Project WET Curriculum & Activity Guide**

Easy Street, p. 382

- 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

**Project WET Curriculum & Activity Guide**

Adventures in Density, p. 25

**WRITING**

**1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

**Project WET Curriculum & Activity Guide**

The Incredible Journey, p. 161

Nature Rules!, p. 262

Water: Read All About It!, p. 400

Water Crossings, p. 421

Water Write, p. 457

- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Water: Read All About It!, p. 400

Water Crossings, p. 421

- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Water: Read All About It!, p. 400

**Research and Technology**

- 1.5 Achieve an effective balance between researched information and original ideas.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

**Evaluation and Revision**

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

**Project WET Curriculum & Activity Guide**

Wet Vacation, p. 206

Nature Rules!, p. 262

Water: Read All About It!, p. 400

**2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:*

- 2.1 Write biographies, autobiographies, short stories, or narratives.

**Project WET Curriculum & Activity Guide**

The Incredible Journey, p. 161

Water Crossings, p. 421

Water Write, p. 457

- 2.2 Write responses to literature.

**Project WET Curriculum & Activity Guide**

Water Write, p. 457

- 2.3 Write research reports.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Water: Read All About It!, p. 400

- 2.4 Write persuasive compositions.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

- 2.5 Write documents related to career development, including simple business letters and job applications.

**Project WET Curriculum Activity Guide**

Water: Read All About It!, p. 400

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### *Sentence Structure*

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

#### *Grammar*

- 1.4 Edit written manuscripts to ensure that correct grammar is used.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

#### *Punctuation and Capitalization*

- 1.5 Use correct punctuation and capitalization.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Spelling

1.6 Use correct spelling conventions.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

# GRADES NINE AND TEN

## **READING**

### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

#### *Structural Features of Informational Materials*

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

#### **Project WET Curriculum & Activity Guide**

Wet Vacation, p. 206

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

2.3 Generate relevant questions about readings on issues that can be researched.

#### **Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

The CEO, p. 300

Water: Read All About It!, p. 400

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

#### **Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

Hot Water, p. 388

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

#### **Project WET Curriculum & Activity Guide**

Hot Water, p. 388

#### *Expository Critique*

2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

#### **Project WET Curriculum & Activity Guide**

Wet Vacation, p. 206

- 2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

**Project WET Curriculum & Activity Guide**

Wet Vacation, p. 206

Hot Water, p. 388

Water: Read All About It!, p. 400

**3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine through Twelve* illustrate the quality and complexity of the materials to be read by students.

**Literary Criticism**

- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

**WRITING**

**1.0 Writing Strategies**

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

**Organization and Focus**

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Dust Bowls and Failed Levees, p. 303

Water: Read All About It!, p. 400

Water Write, p. 457

- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262  
Dust Bowls and Failed Levees, p. 303  
Water: Read All About It!, p. 400

*Research and Technology*

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262  
The CEO, p. 300  
Dust Bowls and Failed Levees, p. 303  
Super Bowl Surge, p. 353  
Water: Read All About It!, p. 400

- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303  
Water: Read All About It!, p. 400

- 1.8 Design and publish documents by using advanced publishing software and graphic programs.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

*Evaluation and Revision*

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

**2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and

description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:*

2.1 Write biographical or autobiographical narratives or short stories.

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

Water Crossings, p. 421

Water Write, p. 457

2.2 Write responses to literature.

**Project WET Curriculum & Activity Guide**

Water Write, p. 457

2.3 Write expository compositions, including analytical essays and research reports.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

The CEO, p. 300

Water: Read All About It!, p. 400

2.4 Write persuasive compositions.

**Project WET Curriculum & Activity Guide**

Water: Read All About It!, p. 400

2.5 Write business letters.

**Project WET Curriculum & Activity Guide**

The CEO, p. 300

Water: Read All About It!, p. 400

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

#### *Grammar and Mechanics of Writing*

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Hot Water, p. 388

**Manuscript Form**

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

**LISTENING AND SPEAKING**

**1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

**Comprehension**

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

**Project WET Curriculum & Activity Guide**

The CEO, p. 300

Super Bowl Surge, p. 353

Hot Water, p. 388

**Organization and Delivery of Oral Communication**

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

**Project WET Curriculum & Activity Guide**

Super Bowl Surge, p. 353

Hot Water, p. 388

- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

**Project WET Curriculum & Activity Guide**

Hot Water, p. 388

- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

**Project WET Curriculum & Activity Guide**

Hot Water, p. 388

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

*Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:*

- 2.3 Apply appropriate interviewing techniques.

**Project WET Curriculum & Activity Guide**

The CEO, p. 300

Super Bowl Surge, p. 353

Wet-Work Shuffle, p. 360

Water: Read All About It!, p. 400

- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects).

**Project WET Curriculum & Activity Guide**

Super Bowl Surge, p. 353

Hot Water, p. 388

# GRADES ELEVEN AND TWELVE

## **READING**

### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

##### **Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

Hot Water, p. 388

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

##### **Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

Hot Water, p. 388

#### Expository Critique

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

##### **Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

### **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Readings in Literature, Grades Nine through Twelve* illustrate the quality and complexity of the materials to be read by students.

#### Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

##### **Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

- 3.7 Analyze recognized works of world literature from a variety of authors.

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

## **WRITING**

### **1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

#### *Organization and Focus*

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

Water Write, p. 457

- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

Water: Read All About It!, p. 400

#### *Research and Technology*

- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Dust Bowls and Failed Levees, p. 303

Water: Read All About It!, p. 400

### **2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

*Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:*

2.1 Write fictional, autobiographical, or biographical narratives.

**Project WET Curriculum & Activity Guide**

Dust Bowls and Failed Levees, p. 303

Water Crossings, p. 421

Water Write, p. 457

2.2 Write responses to literature.

**Project WET Curriculum & Activity Guide**

Water Write, p. 457

2.4 Write historical investigation reports.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Water: Read All About It!, p. 400

2.5 Write job applications and resumés.

**Project WET Curriculum & Activity Guide**

Wet-Work Shuffle, p. 360

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Water: Read All About It!, p. 400

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Water: Read All About It!, p. 400

1.3 Reflect appropriate manuscript requirements in writing.

**Project WET Curriculum & Activity Guide**

Nature Rules!, p. 262

Water: Read All About It!, p. 400

## **LISTENING AND SPEAKING**

### **1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

#### *Comprehension*

1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

#### **Project WET Curriculum & Activity Guide**

The CEO, p. 300

#### *Organization and Delivery of Oral Communication*

1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

#### **Project WET Curriculum & Activity Guide**

Hot Water, p. 388

1.8 Use effective and interesting language.

#### **Project WET Curriculum & Activity Guide**

Hot Water, p. 388

#### *Analysis and Evaluation of Oral and Media Communications*

1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

#### **Project WET Curriculum & Activity Guide**

Hot Water, p. 388

1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

#### **Project WET Curriculum & Activity Guide**

Hot Water, p. 388