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# Standards

Each lesson in *Activities for Fluency*, Grades 3–4, meets one or more of the following standards, which are used with permission from McREL (Copyright 2007, McREL, Mid-continent Research for Education and Learning. Telephone: 303/337-0990. Website: [www.mcrel.org](http://www.mcrel.org) .)

| Language Arts Standards  | Page Number   |
|--|---|
| Uses strategies to write for a variety of purposes   | 13, 52, 68, 82, 99, 107, 131, 134   |
| Writes expository compositions   | 14  |
| Writes narrative accounts  | 38  |
| Writes autobiographical compositions   | 29  |
| Writes in response to literature   | 81, 89, 113   |
| Writes personal letters  | 110   |
| Uses grammatical and mechanical conventions in written compositions  | 74, 83, 84, 85, 98, 121, 122  |
| Use a variety of context clues to decode unknown words   | 9, 10, 11, 12, 17, 18-21, 22, 33, 41, 49, 50, 55-60, 65-67, 91-94, 97, 100-101, 105, 114, 116, 123, 129, 130  |
| Understands level-appropriate reading vocabulary   | 9, 17, 25, 26, 33, 41, 49, 50, 28, 51, 73, 78, 86, 106, 125, 132, 133   |
| Monitors own reading strategies and makes modifications as needed. Adjusts speed of reading to suit purpose and difficulty of the material | 8, 15, 16, 23, 24, 31, 32, 39, 40, 47, 48, 55, 56, 63, 64, 71, 72, 79, 80, 87, 88, 95, 96, 103, 104, 111, 112, 119, 120, 127, 128, 135, 136, 137          |
| Uses reading skills and strategies to understand a variety of literary passages and texts.   | 8, 15, 16, 23, 24, 30, 31, 32, 39, 40, 47, 48, 55, 56, 63, 64, 71, 72, 79, 80, 87, 88, 95, 96, 103, 104, 111, 112, 115, 119, 120, 127, 128, 135, 136, 137 |
| Understands the ways in which language is used in literary texts   | 35-37, 42-46,   |
| Knows the defining characteristics of a variety of informational texts   | 8, 16, 25, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120, 128, 136  |
| Understands structural patterns or organization in informational texts   | 90, 124   |
| Makes basic oral presentations to class  | 70, 118   |
| Uses a variety of verbal communication skills  | 53, 54, 69, 76, 102, 108, 117, 126, 109   |



# Stressed or Unstressed?

Syllables are either stressed or unstressed. This gives spoken language its rhythm. You can tell which syllables are stressed and unstressed by clapping as you sing or recite a song.

**Directions:** Study “Stopping by Woods on a Snowy Evening” below. Stressed syllables have a ˘ over them. Unstressed syllables have a – over them. Recite the poem. Clap along, clapping loudly with stressed syllables, and very softly with unstressed syllables.

Whōse wōods thēse arē ˘ I think ˘ I know.  
Hīs housē ˘ is in thē villāge, thōugh;  
Hē will nōt sēe mē stōpping hēre  
Tō watch hīs wōods fill up wīth snōw.  
M̄y littlē horsē m̄ust think it's quēer  
Tō stop wīthout a farmhousē nēar  
Bētween thē wōods and frōzēn lakē  
Thē darkest ēvening of thē year.  
Hē givēs hīs harnēs bells a shakē  
Tō ask if thērē is somē mīstakē.  
Thē only othēr sound's thē sweep  
Of ēasy wind and downy flakē.  
Thē wōods arē lovēly, dark, and dēep,  
B̄ut I havē promīsēs tō kēep,  
And milēs tō go bēforē I slēep,  
And milēs tō go bēforē I slēep.



# Stressed Syllables

**Directions:** Study the words below. First, they appear complete. Then, they are broken up into syllables. Circle the **stressed** syllables. The first one has been done for you.

1. mistake

mis

take

2. little

lit

tle

3. village

vil

lage

4. stopping

stop

ping

5. promises

pro

mi

ses

6. downy

down

y

7. lovely

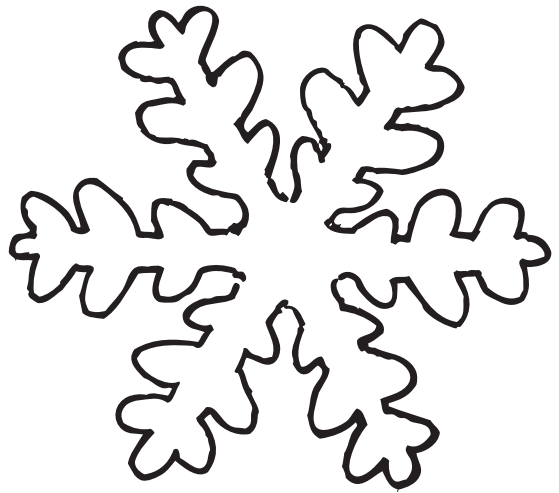
love

ly

8. before

be

fore





# Word Relay

**Directions:** Count off so that you have two teams. Choose team names. On a chalk or dry-erase board, draw two large boxes. Write each team's name over one box.

Ask students to form two lines. Choose someone to be the reader. This person will read aloud from a word list.

After the reader says the first word, the first student on each team will run up to the board and attempt to write the word correctly in that team's box. (If both students write the word incorrectly, the second student on each team comes up to the board to try and write the word.)

The first student to write the word correctly earns a point for his/her team. Repeat with the next student in each line, and a new vocabulary word, until all words have been used.

Congratulate and reward both teams for playing well and learning new words to increase their fluency!

