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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

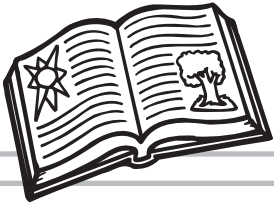


# Stressed or Unstressed?

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, though;  
Hē will nōt sēe mē stōpping hēre  
Tō watch hīs wōods fill up wīth snōw.  
M̄y littlē horsē m̄st think it's quēer  
Tō stōp without a farmhousē nēar  
Bētweēn 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,  
But 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

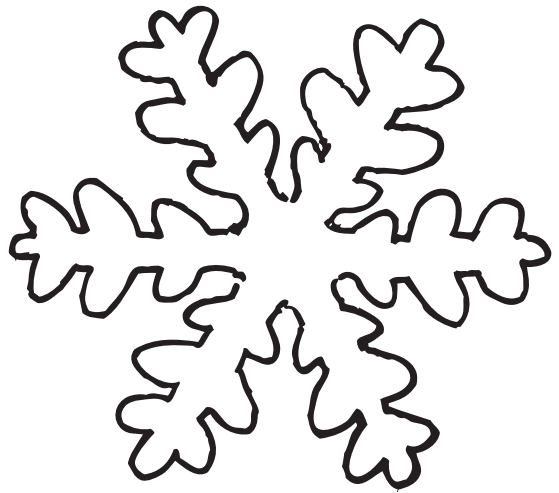
love

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!

