

**Optimum Resource Inc.'s MiddleWare Software**

Michigan Standards - Fourth Grade Language Arts	Vocabulary Development	Punctuation Rules	Reading Comprehension Series - Geography	Spelling Rules	Typing Workshop
<b>Meaning and Communication</b>	✓		✓	✓	
Use speaking, listening, viewing, reading & writing					
in such a way that each enhances the other (use					
video with examples of flashback to illustrate how					
authors might use this device)					
read fluently, speak confidently, & listen & interact			✓		
appropriately in situations, -cooperative groups, presenting					
reports, & interviewing family and friends					
distinguish between verbal & nonverbal communication, &	✓		✓		
identify & practice elements of effective listening & speaking					

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employ multiple strategies to construct meaning	✓		✓		
through reading or viewing text (retelling, predicting,					
generating questions, mapping, examining picture cues,					
analyzing word structure, reading & discussing with peers,					
organizing, using context & structural cues)					
use a variety of models & strategies to construct meaning					
composing text					
write about their reactions/response to a visual or written				✓	
text & compare their responses to those of others					
<b>Language</b>	✓		✓	✓	
describe language patterns used in contexts within their					
own environment (school, neighborhood, sports)					

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describe how the patterns & features of English vary over	✓			✓	
time & from place to place & their impact on meaning (dialect					
inflected endings, & spelling)					
identify unfamiliar words & use contextual strategies - as	✓				
definitional phrases, pictures, prior knowledge of the subject,					
as well reference materials to understand their meaning					
explore how words normally considered synonyms can	✓		✓	✓	
carry different connotations when used in texts					
begin to recognize how words & phrases relate to their			✓		
origin - surnames, mom vs mum					
investigate how dialect & language expression can be used					
for emotional impact in oral & written text					

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<b>Diversity and Cultures</b>			✓		
understand the concept of culture, & describe how it relates			✓		
to diversity using examples from personal experience,					
literature, & other oral, visual, & written texts					
describe various stereotypes reflected in & addressed			✓		
through literature & other texts, - stereotypes associated					
with gender, race, culture, age, class, religion, &					
handicapping condition					
discuss basic human experiences depicted in literature &					
other texts that transcend individual cultural settings					
using literature & other texts from multiple cultures, identify &					
discuss how positive & negative portrayals contribute &/or					
detract from one's identity					

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explore and respond meaningfully to classic & contemporary			✓		
literature & other texts from any cultures that have been					
recognized for their quality &/or literary merit					
<b>Voice</b>			✓		
practice using elements of effective communication to					
enhance their relationships in their school & communities					
experiment with the various voices they use when they speak			✓		
& write for different purposes & audiences					
explore through multimedia, authors' power to persuade,			✓		
inform entertain, enlighten or move audiences through voice					
identify the style & characteristics of individual authors or					
illustrators & how they shape text & influence their audiences'					
expectations					

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reveal personal voice by explaining growth in learning &					
accomplishment through their selection of materials for their					
portfolio					
<b>Self-Regulation and Reflection</b>	✓	✓	✓	✓	✓
use a combination of strategies when encountering	✓				
unfamiliar text while making meaning - using context, word					
analysis, sentence structures, reference materials					
monitor their progress & use a variety of strategies to				✓	
overcome difficulties when constructing & conveying					
meaning -using text aids, scanning, skimming, & peer editing					
apply new learning by forming questions & setting learning					
goals that will aid in self-regulation & reflection on their					
developing literacy					

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discover their strengths & preferences in planning,		✓	✓	✓	✓
drafting, revising, & editing with peers texts in a					
variety of specific purposes - informational text requiring					
different forms of organization					
<b>Genre and Craft Different of Language</b>	✓		✓	✓	✓
identify & use writing mechanics that enhance & clarify	✓			✓	✓
understanding, - quotation marks, commas, semicolons					
grammatical constructions, & conventional spellings					
identify & use elements of fundamental characteristics of					
multiple genre & media (poetry, drama, historical fiction,					
mystery, fantasy, & films - & story grammar - theme, plot,					
conflict, characterization - to convey ideas & feelings					

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describe & use elements of informative texts, - captions for			✓		
illustrations, graphs, charts, chapter headings, & organizational					
frameworks for specialized reference texts - atlases,					
encyclopedias, indexes					
compare & contrast various media & genre, - creative					
writing, personal essays, journals, &k speeches to identify					
similarities & differences in form, content, & purpose					
identify & use aspects of writer's craft - style, dialogue					
characterization, metaphors, similes, point of view, & logic					
to formulate & express their ideas					
identify & explore the options in text characteristics & style					
open to creators of text, & discuss the decisions they make					
resolving conflicts, engaging reader interest, building suspense					
and developing characters					

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<b>Depth of Understanding</b>					
explore & reflect on universal themes & enduring issues					
from oral, visual, & written texts exploration & discovery					
forming personal relationships					
draw parallels & contrasts among key ideas, concepts,					
& varied perspectives found in multiple texts					
use conclusions based on their understanding of differing					
views presented in text to support a position					
<b>Ideas in Action</b>			✓		
research how change agents in their local community					
& in their viewing, listening, & reading					
have acted to alter the lives of people in their community,					
their nation, & the world					

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synthesize information about a situation gained from			✓		
observation &/or text, create new insight, discuss issues of					
responsibility, & experiment with ways to inform others					
create text to inform others about school/community issues					
and problems					
<b>Inquiry and Research</b>			✓		✓
identify general questions individually or collaboratively, from			✓		
writing, reading, viewing, & discussing text about important					
issues that affect them or topics about which they are curious, & use					
discussion to narrow questions for further research					

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identify the kinds of resources that are most useful & most			✓		
readily available for the particular questions or topic they					
wish to investigate - knowledge people, field trips, table					
of contents, index, glossaries, icons/heading, hypertext,					
storage addresses, CD R/laser disk, electronic mail, & library					
catalogue databases					
individually or collaboratively, organize & analyze information to			✓		✓
draw conclusions based on their investigations of an issue or					
problem					
individually or collaboratively, develop & present a short			✓		
presentation to communicate conclusions based on their					
investigation of an issue or problems using multiple media -					
charts, posters, transparencies, and audio tape, video &					
diagrams					

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Academic criteria of own & other's texts				✓	
identify qualities of effective communication for different				✓	
purposes & compare to their own oral, written, & visual text					
to formulate personal standards					
collaboratively discuss & develop standards based on					
exemplary works from classroom authors & apply them to					
their own & peers' texts					
supply a rationale for communication choices based on					
appropriateness for purpose & context					
make choices in reading & writing based on aesthetic					
qualities & supply a rationale for the selection					