

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

New York State Standards - Fourth Grade - Language Arts	Vocabulary Development	Punctuation Rules	Reading Comprehension Series - Geography	Spelling Rules	Typing Workshop
<b>Listening &amp; reading to acquire information &amp;</b>	✓		✓		
<b>understanding</b>					
gather & interpret information from children's reference books			✓		
magazines, textbooks, electronic bulletin boards, audio					
& media presentations, oral interviews, & from such forms					
as charts, graphs, maps, & diagrams					
select information appropriate to the purpose of their			✓		
investigation & relate ideas from one text to another					
select & use strategies they have been taught for note taking,			✓		
organizing, & categorizing information					
ask specific questions to clarify & extend meaning					
make appropriate & effective use of strategies to construct	✓		✓		
meaning from print, such as prior knowledge about a					
subject, structural & context clues, & an understanding of					
letter-sound relationships to decode difficult words					
support inferences about information & ideas with reference to	✓		✓		
text features, such as vocabulary and organization					
patterns					

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Speaking and writing to acquire and transmit	✓	✓	✓	✓	✓
information					
present information clearly in a variety of oral & written forms			✓	✓	✓
such as summaries, paraphrases, brief reports, stories,					
poster, & charts					
select a focus, organization, & point of view for oral and			✓		
written presentations					
use a few traditional structures for conveying information such					
as chronological order, cause & effect, & similarity &					
difference					
use details, examples, anecdotes, or personal experiences to			✓		
explain or clarify information					
include relevant information & exclude extraneous material			✓		
use the process of pre-writing, drafting, revising, &	✓		✓		
proofreading to produce well-constructed informational					
texts					
observe basic writing conventions, such as correct spelling,	✓	✓	✓	✓	✓
punctuation, & capitalization, as well as sentence &					
paragraph structures appropriate to written forms					

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<b>Listening and reading for literary responses &amp;</b>	✓		✓		
<b>expression</b>					
reading a variety of literature of different genres: picture books;			✓		
poems; articles & stories from children's magazines; fables					
myths & legends; songs, plays & media productions, &					
works of fiction & nonfiction's intended for young readers					
recognize some features that distinguish the genres and use					
those features to aid comprehension					
understand the literary elements of setting, character, plot,					
theme, & point of view & compare those features to aid					
comprehension					
understand the literary elements of setting, character, plot,					
theme, & point of view & compare those features to other					
works and to their own lives					
use inference & deduction to understand the text					
read aloud accurately & fluently, using phonic & context cues	✓				
to determine pronunciation & meaning					
evaluate literary merit					

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<b>Speaking and writing for literary response</b>	✓	✓		✓	✓
present personal responses to literature that make reference	✓				
to the plot, characters, ideas, vocabulary, & text structure					
explain the meaning of literary works with some attention to					
meanings beyond the literal level					
create their own stories poems, & songs using the elements					
of the literature they have read & appropriate vocabulary					
observe the conventions of grammar & usage, spelling, &	✓	✓		✓	✓
punctuation					
<b>Listening and reading to analyze and evaluate</b>			✓		
<b>experiences, ideas, information, and issues</b>			✓		
read & form opinions about a variety of literary & informational			✓		
texts & presentations, as well as persuasive texts such					
as advertisements, commercials, & letters to the editor					

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make decisions about the quality & dependability of texts &			✓		
experiences based on some criteria, such as the					
attractiveness of the illustrations & appeal of the					
characters in a picture book, or the logic & believability of the					
claims made in an advertisement					
recognize that the criteria that one uses to analyze &					
evaluate anything depend on one's point of view &					
purpose for the analysis					
evaluate their own strategies for reading & listening critically					
such as recognizing bias or false claims, & understanding					
the difference between fact & opinion) & adjust those					
strategies to understand the experience more fully					
<b>Speaking and writing for critical analysis and evaluation</b>	✓	✓	✓	✓	✓
express opinions (orally or written reviews, letters to the			✓		
editor, essays, or persuasive speeches) about events,					
books, issues, & experiences, supporting their opinions					
with some evidence					

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<b>New York State Standards - Fourth Grade - Language Arts</b>					
present arguments for certain views or actions with reference to specific criteria that support the argument			✓		
monitor & adjust their own oral & written presentations to meet criteria for competent performance (appropriate vocabulary, mechanics, neatness, organization, content effective delivery, diction, posture, poise, eye contact)	✓			✓	
use effective vocabulary & follow the rules of grammar, usage spelling, & punctuation in persuasive writing	✓	✓		✓	✓
<b>Language for Social Interaction - Listening and Speaking</b>					
listen attentively & recognize when it is appropriate for them to speak					
take turns speaking & respond to others' ideas in conversations on familiar topics					
recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, & one-on-one conversations					

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<b>Read &amp; Writing for Social Interaction</b>	✓	✓			
exchange friends notes, cards, & letters with friends, relatives					
& pen pals to keep in touch & to commemorate special		✓			
occasions					
adjust their vocabulary & style to take into account the nature					
of the relationship & the knowledge & interests of the	✓				
person receiving the message					
read & discuss published letters, diaries, & journals to learn					
the conventions of social writing					