

<p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p>Grade 4</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 4</p>	<p>Lexia Strategies for Older Students™ Activity</p>

Strand A: Reading	
Standard 1: The student uses the reading process effectively	
<i>Benchmark LA.A.1.2.1: The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.</i>	
1. uses text features to predict content and monitor comprehension (for example, glossary, headings, side-headings, sub-headings; paragraphs; print variations such as italics, bold face, underlines).	
2. uses prior knowledge integrated with text features to generate questions and make predictions about content of text.	
<i>Benchmark LA.A.1.2.2: The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.</i>	
1. extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).	<p>Level 3 Activities Add it Quick Link</p> <p>Level 4 Activities Detect and File Syllable Puzzler</p> <p>Level 5 Activities Anglo Saxon Affixes Latin Affixes Special Accent Structure Meaning Structure Greek Combining Forms</p>
<i>Benchmark LA.A.1.2.3: The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.</i>	

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<p>1. uses a variety of strategies to determine meaning and increase vocabulary (for example, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).</p>	<p>Level 5 Activities Meaning Structures Greek Combining Forms</p>
<p>2. develops vocabulary by reading independently.</p>	
<p>3. develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.</p>	
<p>4. uses resources and references such as dictionary, thesaurus, and context to build word meanings.</p>	
<p><i>Benchmark LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.</i></p>	
<p>1. uses a variety of strategies to monitor reading in fourth-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues).</p>	
<p>Standard 2: The student constructs meaning from a wide range of texts.</p>	
<p><i>Benchmark LA.A.2.2.1: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.</i></p>	
<p>1. understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).</p>	

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<i>Benchmark LA.A.2.2.2: The student identifies the author’s purpose in a simple text.</i>	
1. identifies and discusses the author’s purpose in text.	
<i>Benchmark LA.A.2.2.3: The student recognizes when a text is primarily intended to persuade.</i>	
1. recognizes text that is written primarily to persuade.	
2. distinguishes between informational and persuasive texts.	
<i>Benchmark LA.A.2.2.4: The student identifies specific personal preferences relative to fiction and nonfiction reading.</i>	
1. uses knowledge of author’s styles, themes, and genres to choose own reading.	
<i>Benchmark LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.</i>	
1. reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).	
<i>Benchmark LA.A.2.2.6: The student recognizes the difference between fact and opinion presented in a text.</i>	
1. identifies examples of fact, fiction, or opinion in text.	
<i>Benchmark LA.A.2.2.7: The student recognizes the use of comparison and contrast in a text.</i>	
1. understands a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).	
2. recognizes comparison or contrast in a text and understands how it impacts the meaning of a text.	

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<p><i>Benchmark LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects.</i></p>	
<p>1. uses a variety of reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos).</p>	
<p>2. uses a systematic research process (including but not limited to selects a topic, formulates questions, narrows the focus of a topic, develops a plan for gathering information).</p>	

<p>Strand B: Writing</p>	
<p>Standard 1: The student uses writing processes effectively.</p>	
<p><i>Benchmark LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.</i></p>	
<p>1. uses a variety of strategies to prepare for writing (for example, brainstorming, making lists, mapping ideas, grouping related ideas, keeping a notebook of ideas, observing surroundings, answering questions posed by others).</p>	
<p>2. establishes a purpose for writing (including but not limited to explaining, informing, telling a story, making a request).</p>	
<p><i>Benchmark LA.B.1.2.2: The student drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.</i></p>	

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<p>1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).</p>	
<p>2. uses an organizational pattern appropriate to purpose and audience.</p>	
<p>3. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).</p>	
<p>4. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.</p>	
<p>5. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, choosing effective words, sequencing events; using specific details to clarify meaning).</p>	
<p>6. uses varied sentence structures.</p>	
<p>7. generally follows the conventions of punctuation, capitalization, and spelling appropriate at fourth-grade or higher level [see benchmark LA.B.1.2.3 for specifics].</p>	
<p>8. revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.</p>	

Benchmark LA.B.1.2.3: The student produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instruction.

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<p>1. uses a variety of strategies (for example, base words and common spelling patterns) and resources (for example, dictionaries and thesauruses) to spell words.</p>	<p>Level 5 Activities Anglo Saxon Affixes Latin Affixes Meaning Structures</p>
<p>2. uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks).</p>	
<p>3. uses conventions of capitalization (including but not limited to proper nouns, titles, first word of a direct quotation).</p>	
<p>4. uses various parts of speech correctly in writing (including but not limited to subject and verb agreement, noun and verb forms, demonstrative pronouns, coordinating conjunctions).</p>	
<p>5. uses correct paragraph indentation.</p>	
<p>6. uses appropriate page format for different genre.</p>	
<p>7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).</p>	
<p>Standard 2: The student writes to communicate ideas and information effectively.</p>	
<p><i>Benchmark LA.B.2.2.1: The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.</i></p>	
<p>1. writes notes, comments, and observations that reflect comprehension of fourth-grade or higher level content and experiences from a variety of media.</p>	

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<p><i>Benchmark LA.B.2.2.2: The student organizes information using alphabetical and numerical systems.</i></p>	
<p>1. uses alphabetical and numerical systems (for example, outlining to organize information).</p>	
<p><i>Benchmark LA.B.2.2.3: The student writes for a variety of occasions, audiences, and purposes.</i></p>	
<p>1. writes for a variety of occasions, audience, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).</p>	
<p><i>Benchmark LA.B.2.2.4: The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.</i></p>	
<p>1. uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).</p>	
<p><i>Benchmark LA.B.2.2.5: The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.</i></p>	
<p>1. creates a central focus through the use of suspense, humor, creativity, or fantasy.</p>	
<p>2. exhibits a consistent awareness of topic with little or not irrelevant information.</p>	
<p>3. develops a story line that is easily followed.</p>	
<p>4. chooses specific detail and precise word choice to support the story line.</p>	
<p>5. creates a logical organizational pattern appropriate to narrative writing (including a beginning, middle, end).</p>	
<p>6. uses transitions to move the narrative story forward in time.</p>	

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7. creates a sense of story completeness.	
8. attempts to use a variety of sentence structures to support the story.	
<i>Benchmark LA.B.2.2.6: The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.</i>	
1. attempts to establish a clear focus with little or not irrelevant or repetitious information.	
2. develops supporting ideas by presenting facts and information that relate to the focus.	
3. develops anecdotes or examples to support and elaborate upon reasons.	
4. generally presents facts, examples, and definitions objectively.	
5. creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end).	
6. uses appropriate expository transitions to relate ideas within and between paragraphs.	
7. uses a variety of sentence structures to present ideas.	
Strand C: Listening, Viewing, and Speaking	
Standard 1: The student uses listening strategies effectively.	
<i>Benchmark LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.</i>	
1. understands information presented orally (for example, key points, details, different interpretations).	

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<p>2. uses listening strategies in noninteractive settings (for example, assemblies, visual media, formal presentations).</p>	
<p><i>Benchmark LA.C.1.2.2: The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.</i></p>	
<p>1. knows personal listening preferences (for example, chapter books/novels, poetry, stories about diverse groups and cultures, nonfiction, drama, informational speeches).</p>	
<p><i>Benchmark LA.C.1.2.3: The student carries on an extended conversation with a group of friends.</i></p>	
<p>1. interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).</p>	
<p><i>Benchmark LA.C.1.2.4: The student listens attentively to the speaker, including making eye contact and facing the speaker.</i></p>	
<p>1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).</p>	
<p><i>Benchmark LA.C.1.2.5: The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.</i></p>	
<p>1. uses strategies to respond to speakers (for example, asking questions, making contributions, summarizing, reflecting on ideas).</p>	
<p>Standard 2: The student uses viewing strategies effectively.</p>	
<p><i>Benchmark LA.C.2.2.1: The student determines main concept and supporting details in a nonprint media message.</i></p>	
<p>1. understands the main concept and supporting details in nonprint media messages.</p>	

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<p><i>Benchmark LA.C.2.2.2: The student recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.</i></p>	
<p>1. discusses and reacts to nonverbal cues used in a variety of media, (for example, motion pictures, television, advertisements, works of art).</p>	
<p>Standard 3: The student uses speaking strategies effectively.</p>	
<p><i>Benchmark LA.C.3.2.1: The student speaks clearly at an understandable rate and uses appropriate volume.</i></p>	
<p>1. uses strategies to speak clearly, (for example, rate, volume, tone, projection).</p>	
<p><i>Benchmark LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.</i></p>	
<p>1. asks questions and makes comments and observations (for example, clarifies understanding of content, processes, and experiences; seeks the ideas and opinions of others; supports own opinions).</p>	
<p><i>Benchmark LA.C.3.2.3: The student speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.</i></p>	
<p>1. prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to group discussions, informational or dramatic presentations).</p>	
<p><i>Benchmark LA.C.3.2.4: The student uses eye contact and gestures that engage the audience.</i></p>	
<p>1. uses eye contact and gestures that engage the audience.</p>	
<p><i>Benchmark LA.C.3.2.5: The student participates as a contributor and occasionally acts as a leader in a group discussion.</i></p>	

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<p>1. uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).</p>	
<p><i>Benchmark LA.C.3.2.6: The student organizes a speech using a basic beginning, middle, and ending.</i></p>	
<p>1. presents a speech in an organized manner (including but not limited to organizing and sequencing details, information, and directions).</p>	
<p>Strand D: Language</p>	
<p>Standard 1: The student understands the nature of language.</p>	
<p><i>Benchmark LA.D.1.2.1: The student understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.</i></p>	
<p>1. uses elements of grammar in speech (including but not limited present, past, and future verb tenses; subject-verb agreement; pronouns as subjects).</p>	
<p>2. uses sentence variety in speech.</p>	
<p><i>Benchmark LA.D.1.2.2: The student understands that language formality varies according to situations and audiences.</i></p>	
<p>1. varies language according to situation, audience, and purpose (for example, appropriate tone, content, vocabulary).</p>	
<p>Standard 2: The student understands the power of language.</p>	
<p><i>Benchmark LA.D.2.2.1: The student understands that word choices can shape reactions; perceptions, and beliefs.</i></p>	
<p>1. uses appropriate words to shape reactions, perceptions, and beliefs (for example, synonyms, antonyms, figurative language).</p>	

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<i>Benchmark LA.D.2.2.2: The student identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.</i>	
1. understands similes, metaphors, analogies, and alliteration.	
<i>Benchmark LA.D.2.2.3: The student recognizes different techniques used in media messages and their purposes.</i>	
1. uses a technique employed in media messages to achieve a specific purpose.	
<i>Benchmark LA.D.2.2.4: The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.</i>	
1. uses appropriate available technologies to enhance communication.	
<i>Benchmark LA.D.2.2.5: The student understands that a variety of messages can be conveyed through mass media.</i>	
1. interprets messages conveyed through mass media.	
Strand E: Literature	
Standard 1: The student understands the common features of a variety of literary forms.	
<i>Benchmark LA.E.1.2.1: The student identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.</i>	
1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, biography, historical fiction, chapter books).	
2. understands the distinguishing features of nonfiction texts (for example, biography, reference materials, magazines, newspapers).	
3. reads a variety of literary and informational texts (for example, fiction, drama, poetry, biography, historical fiction, reference materials, chapter books, magazines, newspapers).	

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<p><i>Benchmark LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story.</i></p>	
<p>1. understands the development of plot in a fourth grade level or higher story.</p>	
<p>2. understands how conflicts are resolved in a story, including problem solution or resolution.</p>	
<p>3. makes inferences and draws conclusions regarding story elements of a fourth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).</p>	
<p><i>Benchmark LA.E.1.2.3: The student knows the similarities and differences among the characters, settings, and events presented in various texts.</i></p>	
<p>1. knows the similarities and differences of characters presented within and across fourth grade or higher level selections.</p>	
<p>2. knows the similarities and differences of settings presented within and across fourth grade or higher level selections.</p>	
<p>3. knows the similarities and differences of events presented within and across fourth grade or higher level selections.</p>	
<p><i>Benchmark LA.E.1.2.4: The student knows that the attitudes and values that exist in a time period affect the works that are written during that time period.</i></p>	
<p>1. knows that the attitudes and values that exist in a time period affect stories and informational articles written during that time period.</p>	
<p><i>Benchmark LA.E.1.2.5: The student identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.</i></p>	

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<p>1. identifies and uses literary terminology appropriate to fourth grade or higher level (including but not limited to theme, simile, alliteration, metaphor).</p>	
<p>Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.</p>	
<p><i>Benchmark LA.E.2.2.1: The student recognizes cause-and-effect relationships in literary texts.</i></p>	
<p>1. identifies cause-and-effect relationships in literary texts.</p>	
<p><i>Benchmark LA.E.2.2.2: The student recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary and story structure, such as patterns, used in children’s texts.</i></p>	
<p>1. recognizes the uses of language found in children’s literature (for example, sensory words, rhymes, and choice of vocabulary).</p>	
<p>2. understands the effects of text structure used in children’s literature (for example, rhyme schemes in poetry and story patterns).</p>	
<p><i>Benchmark LA.E.2.2.3: The student responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.</i></p>	
<p>1. responds to literature by explaining how the motives of the characters compare with those of own life.</p>	
<p>2. responds to literature by explaining how the causes of events compare with those of own life.</p>	
<p><i>Benchmark LA.E.2.2.4: The student identifies the major theme in a story or nonfiction text.</i></p>	
<p>1. understands the major theme in a story.</p>	
<p>2. understands the major information in a nonfiction text.</p>	

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<p><i>Benchmark LA.E.2.2.5: The student forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.</i></p>	
<p>1. forms ideas about what has been read in a literary text and uses specific information from the text to support these ideas.</p>	