

## Fourth Grade Language Arts Syllabus First Quarter - 2011-2012

### Grammar: (Monday)

**Process:** *Language Arts Today* textbook

Unit 1: Types of sentences; subjects & predicates; run-ons & punctuating

Unit 3: Nouns: singular & plural, common, proper, possessive, abbreviations, compound words  
*Caught Ya'* sentences 2 times per week

**Product:** Test at completion of each unit

*Caught 'Ya* sentences turned in after each set of three sentences.

Homework quizzes on each grammar assignment to check completion and comprehension of homework and to encourage organizational skills

**Assessment:** (30% of L. A. grade)

Based on grammar tests and HW quizzes (50%), and *Caught 'Ya* sentences (50%)

### Composition Skills (Tuesday through Thursday)

**Process:** Enter *Creative Communications* essay-writing contest (minimum of 3 drafts)

Story modeling: model writing after familiar stories, which will we will read in class.

*(The Chalk Doll, Frederick)*

Enter October *Cricket* story-writing contest (minimum of 3 drafts)

Descriptive writing following outdoor activity

Creative thinking via class brainstorming of ideas, creating lists, and developing webs to plan compositions

Writing lessons on basic composition skills. These will be practiced in that week's story as targeted skills and will go along with the grammar skills currently being taught.

Sharing writing via peer editing, writers' circles, and author's chair

Develop composition skills via the use of writing centers

Weekly journal writing.

**Product:** Students save all writing in personal portfolio to be stored in the classroom. Revised, polished pieces to be entered in competitions.

**Assessment:** (50% of L. A. grade)

Based on: timely completion or revision of each writing story or essay (generally due Friday)

Student application of writing lessons on applied targeted skills to current week's piece

Student cooperation in revising competition pieces according to written comments

### Spelling: (Half of Friday and 5-15 minute blocks Mon~Thurs. for skill building)

**Process:** Units 1-4 in the Rebecca Sitton *Spelling Sourcebook* series

**Product/Assessment:** (20% of L. A. grade)

Cross-curricular, 100% correct spelling and usage of established priority words

Performance on Word Test and Skill Test given about every 2 weeks

Performance on Sentence Dictation test for spellers who need more challenge

Bonus points for students who master “Words to Learn” list words (WTL list)  
Improvement each semester on the Achievement Battery of Tests

**Cursive Handwriting:**

**Process:** Use several short blocks of time per week to teach skills according to the sequence established in Zaner-Bloser handwriting book

**Product:** Approximately one-fourth of handwriting book completed

**Assessment:** (Effort grade)

Based on effort to follow cursive model, neatness in all assignments, and timely completion of assigned pages

*Please note:* Cursive handwriting is expected of all fourth graders on all assignments. The only exception is incoming fourth graders who have not yet become proficient in cursive.

## Fourth Grade Language Arts Syllabus Second Quarter - 2011-2012

### Grammar: (Monday)

**Process:** *Language Arts Today* textbook

Unit 5: Action verbs: main, helping, tenses, irregular, subject-verb agreement, commas, prefixes

Unit 7: Linking verbs: present and past tenses, contractions, quotation marks, suffixes

*Caught 'Ya* sentences 2 times per week

**Product:** Test at completion of each unit

*Caught 'Ya* sentences turned in after each set of three sentences.

Homework quizzes on each grammar assignment to check completion and comprehension of homework and to encourage organizational skills

**Assessment:** (30% of L. A. grade)

Based on grammar tests and HW quizzes (50%), and *Caught 'Ya* sentences (50%)

### Writing and Thinking Skills (Tuesday through Thursday)

**Process:** Friendly letter to a veteran for Veterans' Day--application of lesson on composing a well-written thank you letter

Enter *Pasta Tales* essay-writing contest

Model writing after familiar stories, which we will read in class. (*Amelia Bedelia*, *Alexander and the Wind-Up Mouse*)

Creative thinking via class brainstorming of ideas, creating lists, and developing webs to plan compositions

Writing lessons on basic composition skills. These will be practiced in that week's story as targeted skills and will go along with the grammar skills currently being taught.

Sharing writing via peer editing, writers' circles and author's chair

Develop composition skills via the use of writing centers

Weekly journal writing.

**Product:** Students add writing to their personal portfolios, which are stored in the classroom

Revised, polished pieces to be entered in competition.

**Assessment:** (50% of L. A. grade)

Based on timely completion or revision of each story or essay (generally due Friday)

Student application of writing lessons on applied targeted skills to current week's piece

Student cooperation in revising competition piece according to written comments

### Spelling: (Half of Friday and 5-15 minute blocks Mon~Thurs. for skill building)

**Process:** Units 5-7 in the Rebecca Sitton *Spelling Sourcebook* series

**Product/Assessment:** (20% of L. A. grade)

Cross-curricular, 100% correct spelling and usage of established priority words

Performance on Word Test and Skill Test given about every 2 weeks  
Performance on Sentence Dictation test for spellers who need more challenge  
Bonus points for students who master “Words to Learn” list words (WTL list)  
Improvement each semester on the Achievement Battery of Tests

**Cursive Handwriting:**

**Process:** Use several short blocks of time per week to teach skills according to the sequence established in Zaner-Bloser handwriting book

**Product:** Complete first half of handwriting book

**Assessment:** (Effort grade)

Based on effort to follow cursive model and on neatness in all assignments

**Fourth Grade Language Arts Syllabus  
Third Quarter - 2011-2012**

**Grammar:** (Monday)

**Process:** *Language Arts Today* textbook

Unit 9: Adjectives, comparisons, articles, proper adjectives, synonyms, and antonyms

Unit 11: Pronouns: subject, object, possessive; using I and me, pronoun contractions, homophones, homographs

*Caught 'Ya* sentences 2 times per week to develop grammar, proof-reading, and organizational skills

**Product:** Test at completion of each unit

*Caught 'Ya* sentences turned in after completion of each 3-sentence block

Weekly Homework Quizzes to check completion and comprehension of grammar homework and to encourage organizational skills

**Assessment:** (30% of L. A. grade)

Based on grammar tests & HW quizzes (50%) and *Caught 'Ya* sentences (50%)

**Composition Skills** (3 days per week—Tuesday through Thursday)

**Process:** Paragraph construction: Learning to write descriptive and persuasive paragraphs (2 weeks)

Story writing by modeling the work of a professional author: (*Outside Over There*)

Begin writing and illustrating a story with several chapters or revise and embellish a story from the student's portfolio. This will be "published" as a book to be displayed at the spring open house.

Enter March *Cricket* story-writing contest (minimum of 3 drafts)

Apply skills learned in *Caught 'Ya* to edit stories and enhance the vocabulary words used in them.

Creative thinking via class brainstorming of ideas, creating lists, and developing webs to plan compositions

Writing lessons on basic composition skills. These will be practiced in that week's story as targeted skills and will go along with the grammar skills currently being taught.

Sharing writing via peer editing, writers' circles and author's chair

Develop composition skills via the use of writing centers

Weekly journal writing.

**Product:** Students continue to save writing in a personal portfolio that is stored in the classroom.

Revised and illustrated story "published" in book form

Polished entry sent to *Cricket* competition

**Assessment:** (50% of L. A. grade)

Based on timely completion or revision of each writing assignment

Student application of writing lessons on applied targeted skills to current week's piece

Attention to detail in revising writing according to teacher's written comments

**Spelling:** (Half of Friday and 5-15 minute blocks Mon-Thurs. for skill building)

**Process:** Units 8-10 in the Rebecca Sitton *Spelling Sourcebook* series

**Product/Assessment:** (20% of L. A. grade)

Cross-curricular, 100% correct spelling and usage of established priority words

Performance on Word Test and Skill Test given about every 2 weeks

Performance on Sentence Dictation test for spellers who need more challenge

Bonus points for students who master “Words to Learn” list words (WTL list)

### **Cursive Handwriting:**

**Process:** Use several short blocks of time per week to teach skills according to the sequence established in the Zaner-Bloser handwriting book.

**Product:** Complete  $\frac{3}{4}$  of handwriting book. Neat, legible entry written for the *Zaner-Bloser* handwriting contest

**Assessment:** (Effort grade given weekly throughout quarter.)

Focus on neatness and legibility while improving cursive letter formation

Double effort grade for contest piece

**Fourth Grade Language Arts Syllabus  
Fourth Quarter - 2011-2012**

**Grammar:** (Monday)

**Process:** *Language Arts Today* textbook

Unit 13: Adverbs: comparing, use of good and well, negatives, punctuating titles, borrowed words

Review of all grammar units covered this year

Iowa Test of Basic Skills—test review and practice of all skills the week before

*Caught 'Ya* sentences 2 times per week to develop grammar, proof-reading, and organizational skills

**Product:** Test at completion of each grammar unit; cumulative grammar final at end of year covering all odd-numbered units in grammar book.

*Caught 'Ya* sentences turned in after completion of each 3-sentence block.

Homework Quizzes weekly to check completion and comprehension of grammar homework and to encourage organizational skills

**Assessment:** (30% of L. A. grade)

Based on grammar tests & HW quizzes (50%), and *Caught 'Ya* sentences (50%)

**Composition Skills** (3 days per week—Tuesday through Thursday)

**Process:** Complete keepsake book for spring open house. Plan and create cover design, story layout, and illustrations

Story-writing using professional authors as models (*Fables*)

Writing a new article

Students continue to apply skills learned in *Caught 'Ya* to edit their stories and enhance the vocabulary words used in them.

Creative thinking via class brainstorming of ideas, creating lists, and developing webs to plan compositions

Writing lessons on basic composition skills. These will be practiced in that week's story as targeted skills and will go along with the grammar skills currently being taught.

Sharing writing via peer editing, writers' circles and author's chair

Develop composition skills via the use of writing centers

Weekly journal writing.

**Product:** Illustrated keepsake book

Students will complete personal writing portfolios that will be sent home for your summer reading enjoyment.

**Assessment:** (50% of L. A. grade)

Based on timely completion or revision of each writing assignment

Student application of writing lessons on applied targeted skills to current week's piece

Attention to detail in revising writing according to teacher's written comments

**Spelling:** (Half of Friday and 5-15 minute blocks Mon-Thurs. for skill building)

**Process:** Units 11-13 in the Rebecca Sitton *Spelling Sourcebook* series

**Product/Assessment:** (20% of L. A. grade)

Cross-curricular, 100% correct spelling and usage of established priority words

Performance on Word Test and Skill Test given about every two weeks

Performance on Sentence Dictation test for spellers who need more challenge

Bonus points for students who master “Words to Learn” list words (WTL list)

Performance on the final spelling Achievement test given at the end of the year

### **Cursive Handwriting:**

**Process:** Use several short blocks of time each week to further develop handwriting skills.

**Product:** Completion of handwriting book

**Assessment:** (Effort grade given several times per quarter.)

Focus on neatness and legibility while improving cursive letter formation