

Third 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

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: Recognizing and writing complete sentences

Paragraph composition unit: basic, example, process, reason, descriptive, and persuasive

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

(*Alexander and the Terrible, Horrible, No Good, Very Bad Day*, *Berlioz the Bear*)

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

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 story or type of paragraph (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, complete handwriting assignments on time, and neatness in all assignments

Please note: For the first semester only, to encourage third grade students to use cursive writing in all subjects, their homework effort grade will be one point higher if the assignment is done neatly in cursive. In this way, work done in manuscript will not be penalized. Rather, the extra point is designed to serve as an incentive to use cursive until it becomes a habit.

Third 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, 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 writing thank you notes)

Enter *Pasta Tales* essay-writing contest

Model writing after familiar stories, which we will read in class. (*Where the Wild Things Are, Parents in the Pigpen, Pigs in the Tub*)

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 narrative piece (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, complete handwriting assignments on time, and neatness in all assignments

Third Grade Language Arts Syllabus
Third Quarter - 2011-2012

Grammar: (Monday)

Process: *Language Arts Today* textbook

Unit 9: Adjectives: comparing, articles; commas in a series, synonyms, antonyms

Unit 11: Pronouns: subject, object, possessive, contractions; homophones

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: Enter February *Creative Communications* contest

Begin writing and illustrating an autobiography. This will be “published” as a book to be displayed at the spring open house.

Enter March *Cricket* story-writing contest.

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.

Polished entry sent to *Cricket* and *Creative Communications* competitions

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.)

Based on effort to follow cursive model, complete handwriting assignments on time, and neatness in all assignments. Focus on legibility while improving cursive letter formation

Double effort grade for contest piece

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

Grammar: (Monday)

Process: *Language Arts Today* textbook

Unit 13: Adverbs that tell how, when, or where; using commas, 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 (about 3 weeks).

Story-writing using professional authors as models (*When I Was Young in the Mountains*, *Frog and Toad Together*, and *June 29, 1999*)

Story Starters Video: "*Double Dare*." Write an ending to a story using a story web to brainstorm ideas.

Writing a news 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: Revised and illustrated autobiography “published” in book form

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 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