English Language Arts Grade 4
Syllabus and Course Outline
September 2015- June 2016

Instructor:
Contact Information:
Office Hours: To be announced

We have recently adopted and are working to implement the Common Core State Standards (CCSS), which are a set of learning expectations for college and career success that were developed by American education experts.

Over the next few years you will notice some changes to teaching and testing in our school that will directly impact your child. It is important that you know about these changes and the resources available to help you support your child. We look forward to sharing more information on CCSS in the months and years ahead as we implement these new learning standards.

I. Course Description
Fourth grade students read longer words and use roots, prefixes, and suffixes to determine the meanings of unknown words. They use details and examples in the text to determine the main idea and describe a character, setting, or event. Students produce writing that is developed, focused, organized, and edited. They group related ideas in paragraphs and sections, and provide a conclusion. Fourth grade students know when to use formal English, and when informal English is appropriate.

II. Course Objectives

Reading
- Use details and examples in the text to determine the main idea and describe a character, setting, or event. Understand narrative elements of a story.
- Use first person (e.g., I said) and third person (e.g., She said) narrative styles
- Read and understand literature and different genres.
- Use reading and comprehension strategies effectively.
- Identify character traits and motivations.
- Analyzing and using compare and contrast techniques efficiently as well as cause and effect.
- Evaluate the story theme and authors’ purpose of writing the story. Identify different genres.
- Learn, define, explain then create figurative language in text.
- Distinguish facts versus opinions.

Reading: Foundational Skills
- Use grade-level phonics and word analysis skills.
  - Roots, prefixes, and suffixes.
- Read words with multiple syllables.
- Read with accuracy and understanding.
- Context clues understanding and usage along with different synonyms and antonyms.

Writing
- Write opinion pieces that include a conclusion related to the opinion
- Write informative pieces that group related ideas in paragraphs and sections, and provide a conclusion
• Write narratives that introduce a narrator and characters; write about what the characters say, feel, and think; use sensory details
  - Sight, sound, scent
• Produce writing that is developed, focused, organized, and edited
• Write a short research piece.

Speaking and Listening
• Participate in discussions, carrying out assigned roles
• Paraphrase portions of information presented aloud
• Plan and deliver a presentation based on a personal experience
• Speak clearly, in complete sentences, and at an appropriate pace

Language
• Use correct grammar
• Use complete sentences
• Correctly use frequently confused words
  - To, two, too
• There, their, they’re
• Use correct capitalization, punctuation, and spelling
• Spell grade-level words correctly
• Know when to use formal English and when informal English is appropriate

III. Course Requirements
A. Daily attendance
B. In class participation
C. Timely completion and handing in of all class and homework assignments, projects, tests, and quizzes
D. All required books and materials brought into class on time / daily

IV. Course Grading
50% Tests and Quizzes:
This grade is broken down as 25% from quizzes and 25% from tests. You will have at least one quiz per week. Both unannounced and announced quizzes will be given. You will have at least one week notice before tests. Test grades may include projects, papers, and presentations. You have until the next office hour to make up tests and quizzes missed during excused absences. You may not make up tests and quizzes missed during unexcused absences.

20% Class Participation:
This grade will come from the following:
• 5% from binder/portfolio weekly check.
• 5% from journal entry.
• 5% active participation in class.
• 5% warm-ups
This grade depends on the students’ completion of warm up at the beginning of each lesson.

20% Homework:
This grade is broken down as 20% from homework related to course material. Daily homework will be graded on both completion and correctness. In order to receive credit, you must turn in assignments on their due date. If homework is ONE DAY late, unexcused, 50% of your final grade on the homework will be deducted. However, if homework is later than one day, unexcused, it WILL NOT BE ACCEPTED FOR CREDIT. If you have an excused absence, you have one day to turn in the work for full credit.

10% Behavior:
Students will be assessed on their attentiveness in class, their level of following classroom instructions, and their overall general behavior to the instructor and fellow students.
## VI. Course Outline

### Term 1

#### Reading
- “The Hot and Cold Summer” – Realistic Fiction
- “Danitra Brown Leaves Town” Narrative Poetry
- “On the Banks of Plum Creek” Historical Fiction
- Novel “Charlotte’s Web”

#### Grammar
- Declarative and Interrogative Sentences
- Subjects and Predicates and Sentence Fragments
- Simple and Compound Sentences
- Imperative and Exclamatory Sentences; Interjections
- Complete and Simple Subjects and Predicates
- Prepositional phrases

#### Writing
- Develop students’ ability to write an informative paragraph - Focus on: Organization
- Develop students’ ability to write an informative paragraph - Focus on: Conventions.
- Develop students’ ability to write an persuasive/opinion paragraph - Focus on: Ideas
- Develop students’ ability to write an opinion paragraph - Focus on: linking words and phrases

#### Spelling
- To correctly spell words with short vowels and vowel digraphs
- To correctly spell words with variant vowels and vowel diphthongs
- To correctly spell words with inflections –ed and –ing

#### Vocabulary
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

#### Speaking and Listening
- Engage effectively in a range of collaborative discussions
- To Identify the reasons and evidence a speaker provides to support particular points
- To Paraphrase portions of a text read aloud or information presented
- To create a vivid image while retelling a story that was read via an audio device.

### Term 2

#### Reading
- “Mimicry and Camouflage” Expository nonfiction
- “The Stranger” – Fantasy
- “So You Want to Be an Inventor” Narrative Non Fiction
- Novel “Charlotte’s Web”

#### Grammar
- Common and Proper Nouns
- Possessive nouns
- Adjectives and Articles
- Singular and Plural Nouns
- Pronoun and Antecedents
- Comparing with Adjectives

#### Writing
- Develop students’ ability to write an informative paragraph - Focus on: Organization
- Develop students’ ability to write an informative paragraph - Focus on: Conventions.
Spelling
- Read and spell words with consonant -le
- Read and spell words with suffixes –ant, -ent, -eer,-ist,- ian

Vocabulary
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

Speaking and Listening
- To create a vivid image while retelling a story that was read via an audio device.
- To identify the reasons and evidence a speaker provides to support particular points

Reading
- “Juan Verdades: The Man Who Couldn’t Tell a Lie,” Folktale
- “Mangrove Wilderness Dolphins” Magazine Article

Grammar
- Main and Helping Verbs, Modal Auxiliaries
- Action and Linking Verbs
- Past and Future Tense Verbs

Writing
- Develop students’ ability to write a Narrative paragraph - Focus on: Word Choice

Spelling
- To correctly spell words with the prefixes re-, un, non-
- To correctly spell words ending with /el/

Vocabulary
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening
- To enhance the listening skills and accordingly the ability to answer comprehension questions
- To create school map for an oral and visual presentation.

Term 3

Reading
- “My Diary from Here to There” Realistic Fiction
- Novel “Around the World in 80 Days”

Grammar
- Present Tense Verbs & Subject-Verb Agreement
- Progressive Tenses

Writing
- Develop students’ ability to write a Narrative paragraph - Focus on: Sentence Fluency

Spelling
- To correctly spell words that end with the /en/
- To correctly spell words ending with /er/

Vocabulary
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrase

Speaking and Listening
- To engage effectively in a range of collaborative discussions

Term 4

Reading
- “Discovering the Atocha” Informational Narrative
- Novel “Around the World in 80 Days”
- “Dragons and Dinosaurs” Expository nonfiction
- “The Bunyan’s” Tall Tale
Grammar
- Adverbs
- Contractions and Possessive Pronouns
- Punctuation – Capitalization, commas and quotation marks.
- Irregular Verbs
- Relative Pronouns and Relative Adverbs

Writing
- Conduct short research projects that build knowledge about a topic.

Spelling
- To correctly spell words Parts over-, under-, sub-
- To correctly spell word with Silent Letters
- To correctly spell words Parts in-, out-, down-up-
- To correctly spell words with Greek and Latin Parts

Vocabulary
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrase
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases

Speaking and Listening
- To enhance the listening skills and accordingly the ability to answer comprehension questions
- Engage effectively in a range of collaborative discussions
- To Listen attentively and respond appropriately to oral communication; to speak in complete sentences.

** Term 4 project: Research.**

Please sign below after carefully reading the syllabus and term plan with your parent/guardian.

I have read and understood the syllabus, course plan and term plan for grade 4 English Language class.

**Student:**

Student Signature: _____________________________________________________

Student Phone: ________________________________________________________

**Parent:**

Parent/Guardian Signature: _____________________________________________

Parent/Guardian Phone: ________________________________________________

Parent E-Mail Address: _________________________________________________