

Fourth Grade Writing 2011-2012

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Course Description

In writing, we work toward refining and raising the quality of basic skills taught in the primary level. The fourth grade writing curriculum includes narrative, fiction, expository, informational, and poetic writing. Through the teaching of conventional writing skills, children learn to communicate ideas effectively, both verbally and in written form. The writing process is taught as a tool that children will use throughout their life. The study of vocabulary, spelling, mechanics, and conventions is embedded within the writing process. Students are guided to discover the generalizations (rules) of word meaning, spelling, mechanics, and conventions and apply what they learn to their writing.

Benchmarks

Engage in writing lessons

Generate ideas appropriate to genre

Determine audience and purpose for writing tasks

Apply resources to support the writing process

Grasps and applies new grammar, usage and spelling concepts

Preparation for Class/Course Materials

Selections will be made from the following materials when applicable to skill development and topics for development of writing. Students will use some of these materials as resources for their writing.

- * Teacher's College Writing Curriculum
- * Creating Six-Trait Revisers and Editorials
- * Houghton Mifflin English
- * Poetry Matters
- * Guiding Readers and Writers
- * American Heritage Student

Dictionary

- * Writer's Express
- * American Heritage Student

Thesaurus

- * Building Vocabulary from Word Roots
- * Words Their Way-Word Study for

Phonics, Vocabulary, and Spelling Instruction

Methods of Instruction

- * Modeling
- * Using of direct instruction in large groups, small groups, and with individuals
- * Regular conferencing with students regarding their writing
- * Providing audience situations for sharing student work and experiences

Assessments

There will be continuous evaluation including student/teacher conferences, teacher observations, and daily work. Particular attention will be given to developing the student's skills in self-evaluation. Holistic scoring will be employed in evaluating student work in

composition skills, content, organization, grammar, and mechanics. Work in progress will be kept in a writing journal and final copies in a student file. Observations, test scores, and personal evaluations will determine appropriate individual programs for children. No formal grades will be given in this class.

Projected Course Schedule

Writing class meets for 50 minutes a day four days a week and for 40 minutes on Friday.