



English Language Arts and Reading, Grade 4 (ELAR) 4A Syllabus

Course Name

ELAR 4A

English Language Arts and Reading, Grade 4 – Semester A

Course Information

ELAR 4A is the first semester of this two-semester course.

This course allows you the opportunity to read stories from a wide variety of genres. Examining stories of different genres will provide you with opportunities to analyze the author's purpose, identify point-of-view, and recognize figurative language in order to better understand unfamiliar texts. Additionally, you will build your vocabulary and synthesize topic knowledge to learn that great authors use these tools to write about what they know. You will learn to think critically as you explore the selected texts and apply these skills to your own writing. As you grow more comfortable with your writing, you will likely find that all great stories are created by using the foundational skills you will learn here, as well as tapping into your own experiences, observations, and identities.

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at TTU K-12.

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Course Objectives

After completing this course, students should be able to:

1. use knowledge of phonics, context clues, and roots/affixes to determine the meaning of unknown words to ensure comprehension of texts read independently;
2. recognize genre-specific characteristics in literary texts and poetry while analyzing author's use of figurative language, point of view, and author's purpose;
3. deepen comprehension of assigned texts and texts read independently by asking and answering questions, monitoring and clarifying, and retelling through oral and written responses and text annotation; and
4. generate ideas, plan, draft, revise, edit, and publish narrative texts based on feedback from peers and teachers.

ELAR 6 addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](https://www.tea.texas.gov/essential-knowledge-and-skills) website.

Textbook and Materials

Textbook(s)

The required **digital** textbook for this course is:

- *Texas Into Reading! Digital Learning Student Resource Package, Grade 4*, one-year subscription. (2020). Houghton Mifflin Harcourt. ISBN 978-0-358-03230-4.

This book is available only in a one-volume edition. It is used for ELAR 4A and 4B.

This digital textbook can only be purchased through the TTU K-12 partner bookstore, MBS (see the [TTU K-12 website](https://mbs.ttu.edu/) for a link to MBS). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days. There are clear instructions on Blackboard for logging into the online textbook as needed on a day-to-day basis.

The **print** textbook is optional:

- Print: *Into Reading! Grade 4* (Vol. 1). (2020). Houghton Mifflin Harcourt. ISBN 978-0-544-45656-3.

Materials

- composition or spiral notebook
- dry erase board and markers
- scissors

- pencils
- crayons

Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from Adobe.com)
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)

Technical Skill Requirements

Be comfortable with the following:

- accessing online learning materials via Blackboard and HMH site
- using a word processor
- Internet search engines and browsers
- uploading assignments into Blackboard website (there will be instructions for uploading assignments)
- creating PDFs (see **Requirements for Creating PDFs** on the course Syllabus page)

Course Organization

This course consists of five Learning Modules of instruction. Each Learning Module contains the following:

- Learning Objectives and Curriculum Standards
- Daily lessons that consist of accessing online books, videos, worksheets, etc.
- Independent Reading
- Module Assessment

Assignments

The lesson assignments will cover reading comprehension, vocabulary, grammar, and writing such as story quizzes, worksheets, discussion board prompts, as well as writing assignments. Some lessons will include essays and illustrations. Well researched and thorough work is expected on the short-answer questions, writing assignments, and projects, including correct spelling and complete sentences. The writing assignments and projects will be explained in detail later.

Each assignment has been given an appropriate point value. You can see these point values within the assignment or in My Grades.

- Do each lesson thoroughly and follow directions carefully.
- Always check your work before sending it to be graded. Check for spelling and grammar errors. Remember, computer spell-check does not find all the errors.
- Do your work neatly.
- Be creative with your art and written projects. Use your creativity to enhance your work, not distract from it.

Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

Module	Weeks	Topic
Module 1	Weeks 1-3	What Makes Us Who We Are
Module 2	Weeks 4-6	Come to Your Senses
Module 3	Weeks 7-9	Rise to the Occasion
Module 4	Weeks 10-12	Heroic Feats
Module 5	Weeks 13-15	Art Everywhere

Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (*) indicate that these are summative assessments for the course.

Module	Week	Assignments
1	1-3	Checkpoint 1 (non-graded) 1.1 Word Study Notebook 1.1 Reading Discussion: The Story of You Flora and Ulysses: "The Illuminated Adventures" story quiz Week 1 - Reader's Notebook 1.1 Writing: Plan Your Narrative Grammar 1.1 - Simple and Complete Subjects and Predicates Grammar 1.1 - Compound Subjects and Predicates Grammar 1.1 - Subject-Verb Agreement 1.1 Decoding - Short and Long A Week 2 - Word Study Notebook 1.2 Reading Discussion: Yes! We Are Latinos 1.2 Reading Discussion: The Year of the Rat 1.2 Discussion: Personal Narrative 1.2 Writing: Personal Narrative draft Grammar 1.2 - Declarative and Interrogative Sentences Grammar 1.2 - Imperative and Exclamatory Sentences

Module	Week	Assignments
		Grammar 1.2 - Negatives 1.2 Decoding - Short e and Long e Week 3 - Word Study Notebook 1.3 Reading Presentation - Kitoto the Mighty Kitoto the Mighty Week 3 - Reader's Notebook *1.3 Writing: Personal Narrative Final Draft 1.3 Writing: Reflection Grammar 1.3 - Quotation Marks with Direct Speech 1.3 Decoding - Short and Long i Fluency Recording Journal Module 1 - Independent Reading Discussion *Module 1 - Research Plan Discussion
2	4-6	Week 4 - Word Study Notebook 2.4 Reading Discussion: The Science Behind Sight 2.4 Writing: Brainstorming Grammar 2.4 - Sentence Fragments Grammar 2.4 - Run-on Sentences Grammar 2.4 - Writing Complete Sentences 2.4 Decoding: Short and Long O Fluency Recording Journal Week 5 - Word Study Notebook 2.5 Reading Discussion: Blind Ambition (non-graded) Animal Senses & Blind Ambition story quiz Week 5 - Reader's Notebook 2.5 Writing: Rough draft Prewriting - My Goals (non-graded) Grammar 2.5 - Capitalization Grammar 2.5 - Capitalizing Titles Grammar 2.5 - Capitalizing Languages, Names, and Nationalities 2.5 Decoding - Words with Syllable Division Patterns: VCCV, VCV, VV Week 6 - Word Study Notebook The Game of Silence story quiz Week 6 - Reader's Notebook *2.6 Writing - Final Draft Grammar 2.6 - Action verbs Grammar 2.6 - Main verbs and helping verbs Grammar 2.6 - Linking verbs 2.6 Decoding - Words with Vowel Sounds /u/, /yoo/, and /oo/ Module 2 - Independent Reading Discussion Module 2 Exam Module 2 Exam Essay

Module	Week	Assignments
3	7-9	3.7 Reading Discussion: Rent Party Jazz Rent Party Jazz - Thank You Notes 3.7 Writing: Brainstorming Your Opinion Essay 3.7 Grammar - More Verbs: Past, Present, and Future Tenses; Helping Verbs and Past Participles; and Consistent Use of Tenses 3.7 Decoding: Words with Vowel Sounds /ōō/ and /ōō/ 3.8 Reading Discussion: The Galveston Hurricane 3.8 Writing: Opinion Essay draft Grammar 3.8 - Progressive Verb Tenses 3.8 Decoding: Vowel Sounds /ou/ and /o/ Module 3: Word Study Notebook 3.9 Reading Discussion: My Diary from Here to There *3.9 Writing: Opinion Essay - Final Draft Grammar 3.9 - Compound Sentences 3.9 Decoding vowel sounds + /r/ Fluency Recording Journal Module 3 - Independent Reading Discussion Checkpoint 2 (non-graded)
		*Midterm Exam
4	10-12	4.10 Reading: Write a Feature Story 4.10 Reading Discussion: Prince Charming Misplaces His Bride 4.10 Writing: Brainstorming Documents 4.10 Grammar: Subject and Object Pronouns 4.10 Decoding: More Vowel + /r/ Sounds 4.11 Reading Discussion: Perseus and the Fall of Medusa Module 4, Week 11: Story rough draft Module 4, Week 11: Grammar Worksheets 4.11 Decoding: Regular and Irregular Nouns Module 4, Week 12: Word Study Notebook 4.12 Reading Discussion: The Battle of the Alamo *4.12 Writing: Final Draft 4.12 Grammar: Possessive Pronouns 4.12 Decoding: Recognizing Root Words Fluency Recording Journal Module 4 - Independent Reading Discussion Module 4 Exam Module 4 Exam Essay
5	13-15	5.13 Reading: Book Review 5.13 Writing: Expository Essay Plan 5.13 Grammar: Modal Auxiliaries 5.13 Decoding: Recognize Root Words in Multisyllabic words

Module	Week	Assignments
		5.14 Reading Discussion: How Can Photos Take Us Back in Time? and Let's Dance Around the World 5.14 Writing: Expository Essay draft 5.14 Grammar: Participles 5.14 Decoding - Final Long E in Multisyllabic Words 5.15 Word Study Notebook 5.15 Reading Discussion: The Art of Poetry *5.15 Writing: Final Expository Essay 5.15 Grammar: Irregular Verbs 5.15 Decoding: Recognize Root Words in Multisyllabic words Fluency Recording Journal Module 5 - Independent Reading Discussion Checkpoint 3 (Non-graded)
		*Final Exam

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher. Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist students in applying and demonstrating the lesson concepts, as well as identifying areas in which students need additional review. Students may use all the lesson's learning activities to assist them as they complete the graded assignments.

Summative Assessments

Summative assessments are those that allow students to demonstrate mastery of the course objectives. For summative assessments, students will NOT be allowed to use the learning materials. These are opportunities for students to show what they have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- Coursework Total: formative assessments, Modules 1-5 **(50% of Course Grade)**
- Summative Assessments **(50% of Course Grade)**
 - 1.3 Writing: Personal Narrative
 - Module 1 - Research Plan
 - 2.6 Writing - Final Draft
 - 3.9 Writing: Opinion Essay - Final Draft
 - Midterm Exam (proctored)
 - Publish Your Story
 - 5.15 Writing: Final Expository Essay
 - Final Exam
- A passing course grade is 70 or higher.

Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for Online Discussion Netiquette. Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

Technical Difficulties

Getting Help

For student assistance with Blackboard, visit TTU K-12 Support.

Computer Problems

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

Server Problems

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

Lost or Corrupted Files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.