

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 4*

*W2 - Quiz*

## Important Concepts of Grade 4 Language Arts

|                     |                             |
|---------------------|-----------------------------|
| W1 - Lesson 1 ..... | Serving One's Master        |
| W1 - Lesson 2 ..... | Water Jobs for Water Dogs   |
| W1 - Lesson 3 ..... | Nibbles and Bits            |
| W1 - Lesson 4 ..... | Wishful Thinking            |
| W1 - Lesson 5 ..... | Polishing Your Story        |
| W1 - Quiz           |                             |
| W2 - Lesson 1 ..... | Jet at the Airport          |
| W2 - Lesson 2 ..... | Dog Days of Summer          |
| W2 - Lesson 3 ..... | The Phenomenal Patsy Ann    |
| W2 - Lesson 4 ..... | Local Fame                  |
| W2 - Lesson 5 ..... | What Dog in What Manger?    |
| W2 - Quiz           |                             |
| W3 - Lesson 1 ..... | To the Rescue               |
| W3 - Lesson 2 ..... | Can Dogs Lead Double Lives? |
| W3 - Lesson 3 ..... | Independence - What a Gift! |
| W3 - Lesson 4 ..... | Happy Endings               |
| W3 - Lesson 5 ..... | Historically Speaking       |
| W3 - Quiz           |                             |

## Materials Required

### Textbooks:

1. *Dogs on the Job!*  
*True Stories of Phenomenal Dogs*

Language Arts Grade 4  
Version 5  
Preview/Review W2 - Quiz

Publisher: Alberta Distance Learning Centre  
Author: Sharon Espeseth  
In-House Teacher: Brian Key and Lena Szybunka

Project Coordinator: Dennis McCarthy  
Preview/Review Publishing Coordinating Team: Nina Johnson,  
Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

### ALL RIGHTS RESERVED

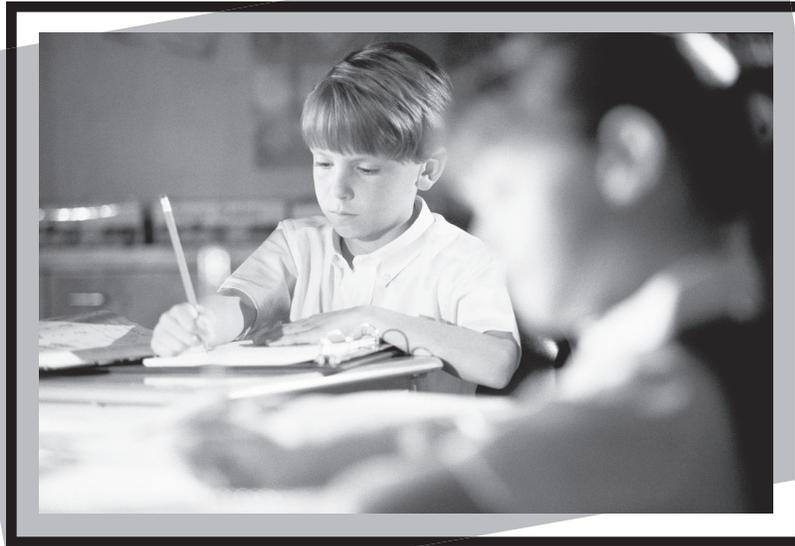
Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**

# Preview/ Review Concepts for Grade Four Language Arts



*W2 - Quiz*



## W2 - Quiz

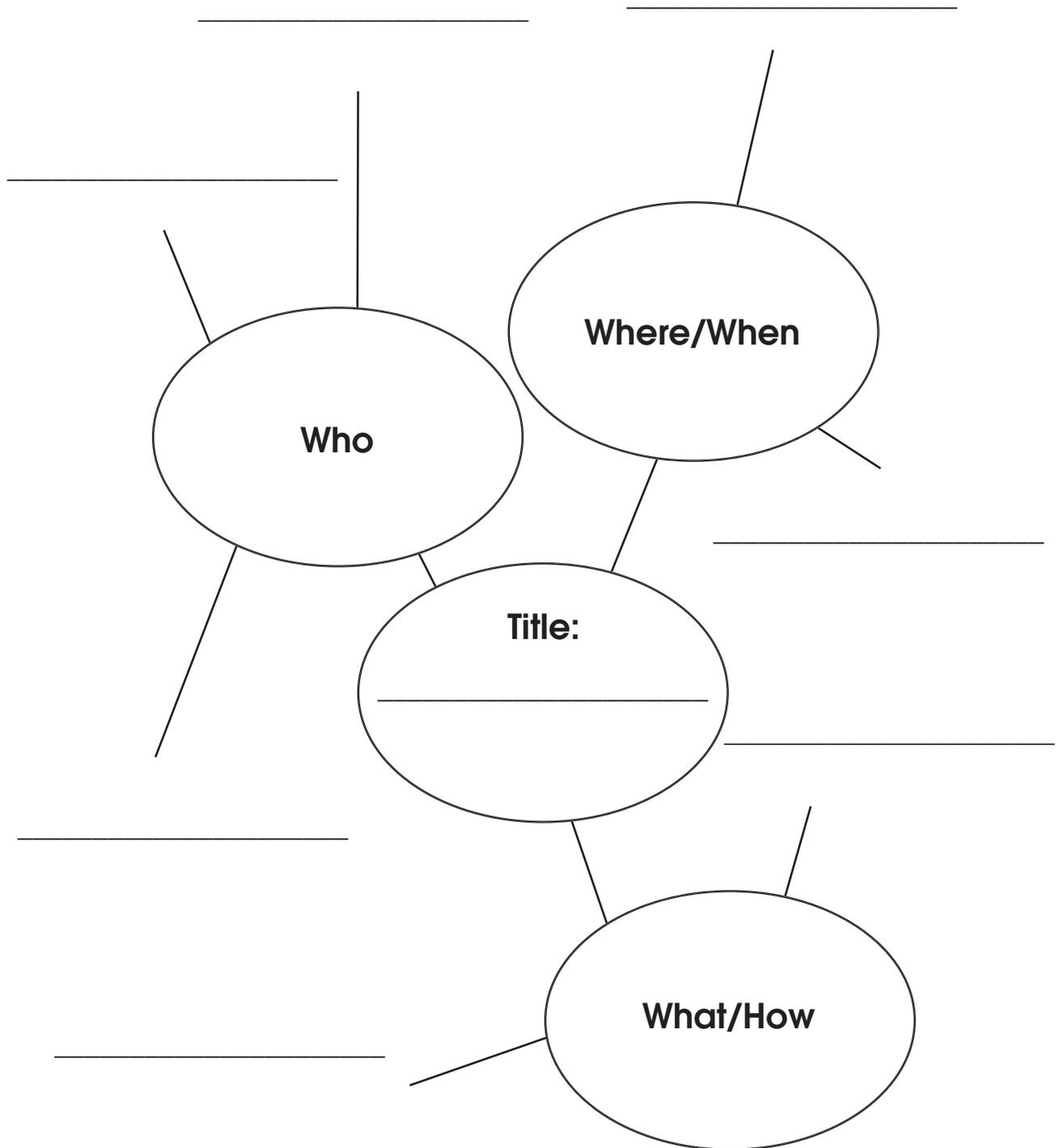
### Part I: Homophones

Write the correct homophone (homonym) in the blank from the choices that follow each sentence. (12 marks)

- a. I didn't \_\_\_\_\_ what to say. (*no, know*)
- b. Tyler wore \_\_\_\_\_ boots \_\_\_\_\_ his uncle's ranch, so he could help herd, \_\_\_\_\_ (*to, too, two*)
- c. \_\_\_\_\_ happy to have \_\_\_\_\_ cows over \_\_\_\_\_ on the other side of the river. (*their, there, they're*)
- d. He will come to \_\_\_\_\_ house in one \_\_\_\_\_. (*hour, our*)
- e. \_\_\_\_\_ time to go to school. (*its, it's*)
- f. Sally dressed up as a \_\_\_\_\_ for the costume party. (*which, witch*)

### Part II: Prewriting, Writing, and Editing

1. Use the web or mind-map on the next page for this question. Write jot-notes (ideas) on the end of the spokes coming from each heading. Draw more spokes if you need them, and do not forget to add a title. Here is a list of suggested topics, or you can choose your own topic: (16 marks)
  - a. pets
  - b. surprise
  - c. vacations
  - d. hobbies



2. Begin to write the story from the mindmap by developing and editing the first paragraph only.

Use the accompanying rubric as a guide for editing. (Note: This checklist is a little different.) Remember to use the WERP process. Mark any corrections needed in the paragraph. A messy edited copy demonstrates you are using good editing practices. (12 marks)

| Sentence Rubric  | Yes | No |
|--|-----|----|
| Does each sentence make sense?                                       |     |    |
| Did I choose a variety of sentence starters?                         |     |    |
| Did I use a variety of sentence types (asking, telling, exclaiming)? |     |    |
| Did I leave out any words?   |     |    |
| Did I use capital letters where they are needed?                     |     |    |
| Did I end each sentence with the correct punctuation?                |     |    |
| Is my spelling correct?  |     |    |





