

Course Syllabus

Language Arts, Grade 3

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The Tennessee Comprehensive Assessment Program (TCAP) has been developed by the Tennessee State Department of Education to measure student competency in essential skills in the area of Language Arts.

As a response to the concerns of the business and college communities, the TCAP Writing Assessment was developed. The Assessment measures strengths and weaknesses in the area of writing and provides a basis for developing instructional strategies to improve writing.

English II is the Tennessee End-of-course test that must be passed before graduation to earn a high school diploma.

The Terra Nova Complete Battery for Reading/Language Arts "reflects current instructional practices. The skills essential for effective communication - - reading comprehension, language, vocabulary, and study skills - - are integrated into one test to provide a coherent assessment experience.

To help student succeed, the directions, passages, and test questions are linked by themes that provide context and stimulate interest. The arrangement of test questions leads to a deepening engagement with the material, much like the process a thoughtful teacher uses in exploring text with students.

The test reflects the diverse cultures and ethnic backgrounds and experiences of contemporary students, with the goal of providing equity in assessing achievement. It involves the students in constructing meaning, monitoring their own comprehension strategies, and thinking critically and creatively in response to texts."

The Terra Nova Plus contains four components for Reading/Language Arts:

- * Word Analysis
- * Vocabulary
- * Language Mechanics
- * Spelling

The Tennessee English Language Arts Curriculum Framework for Kindergarten through Grade 12 was adopted by the State Board of Education on December 5, 1996.

"The framework includes the Content Strands and Learning Expectations necessary to insure K-12 Tennessee students develop the language skills needed to succeed in school, in the workplace, and in their lives.

The Terra Nova Complete Battery assesses students in third grade (Level 13).

The Tennessee Language Arts Curriculum Standards provide standards, performance indicators, and accomplishments for students in third grade.

Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, British literature, and multicultural literature.

- The learner will be able to choose works from favorite authors/illustrators and genres.
- The learner will be able to evaluate the author's purpose in a given work (Learning Accomplishment includes "discuss").
- The learner will be able to evaluate the effectiveness of author technique.
- The learner will be able to recognize basic plot features of fairy tales, folk tales, fables, and myths.
- The learner will be able to read longer narrative and expository texts independently including chapter books.
- The learner will be able to identify different forms of text as poems, plays, or stories.
- The learner will be able to evaluate how author point of view influences reading materials.

Information Processing

- The learner will be able to use outside resources to access information (e.g., family, community).

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- The learner will be able to visit various libraries and regularly check out materials.
- The learner will be able to locate information from a variety of media sources (e.g., online catalog, non-fiction books, encyclopedias, magazines, and newspapers).
- The learner will be able to use information from reference materials e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers).
- The learner will be able to apply various study strategies to gather and record information for research topics.

Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to identify the correct use of adjectives (i.e., comparative and superlative) within context.
- The learner will be able to use adverb forms correctly (e.g., common formation and placement in a sentence).
- The learner will be able to demonstrate appropriate use of Standard English in writing.
- The learner will be able to choose the correct formation of contractions and plurals within context.
- The learner will be able to identify incomplete sentences.
- The learner will be able to edit writing for noun forms.
- The learner will be able to identify the correct use of nouns (i.e. as subjects, singular and plural).
- The learner will be able to use pronouns in sentences correctly (e.g., subject and object pronouns, substitution for nouns, agreement with antecedents).

- The learner will be able to identify run-on sentences.
- The learner will be able to use compound subjects and/or predicates when combining sentences.
- The learner will be able to combine two sentences concisely and with clarity of meaning.
- The learner will be able to select the compound sentence that correctly combines two single sentences.
- The learner will be able to select the simple subject and predicate of a sentence.
- The learner will be able to write grammatically correct, effective sentences.
- The learner will be able to identify complete sentences.
- The learner will be able to differentiate between a declarative, exclamatory, and an interrogative sentence by recognizing appropriate end marks.
- The learner will be able to use correct sentence structure.
- The learner will be able to identify and use statements, questions, commands, and exclamatory sentences in writing and speaking.
- The learner will be able to use correct subject-verb agreement.
- The learner will be able to identify usage errors (e.g., double negatives, troublesome words [to, two, their, there, they're]).
- The learner will be able to identify the correct use of verbs (i.e., present, past, and future, agreement) when writing sentences.
- The learner will be able to use verbs correctly (e.g., past, present, and future tenses, irregular verbs, agreement with simple and compound subjects).

Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

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- The learner will be able to recognize and arrange words in alphabetical order (e.g., lists, telephone directory).
- The learner will be able to recognize and use contractions and contractions using apostrophes.
- The learner will be able to identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.
- The learner will be able to capitalize his/her own first and last names, dates, cities and states, addresses, holidays, and titles of books.
- The learner will be able to capitalize the first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, and the first word in a direct quotation.
- The learner will be able to identify correctly used capital letters in names, dates, and addresses.
- The learner will be able to recognize correct capitalization and end punctuation within context.
- The learner will be able to apply Standard English language mechanics.
- The learner will be able to apply fundamental punctuation rules to written works.
- The learner will be able to use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct word order, and correct placement of words and phrases).

Listening/Speaking

- The learner will be able to create awareness of sounds of language by frequent exposure to various auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
- The learner will be able to listen attentively to a variety of speakers for specific information.
- The learner will be able to understand, follow, and give oral directions.

- The learner will be able to demonstrate developmentally appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- The learner will be able to listen and respond to a wide variety of media (e.g., books, audio tapes, videos).

Spelling

The Spelling Unit includes studying language and word structure knowledge to discern the correct spelling of words. It includes skills related to editing passages for correct spelling by making connections between spelling, meaning, and structure.

- The learner will be able to use a dictionary and other resources to verify spelling of misspelled words.
- The learner will be able to spell correctly words that have blends, contractions, and orthographic patterns (e.g., consonant doubling, changing "y" to "i", dropping the final silent "e" before adding the suffix).
- The learner will be able to regularly spell high frequency words correctly.
- The learner will be able to recognize usage errors occurring within context (i.e., double negatives, troublesome words: to, too, two, their, there, they're).
- The learner will be able to show knowledge of Standard English spelling.

Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications).

- The learner will be able to analyze sequence of events in nonfictional reading materials.

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- The learner will be able to recognize parts of a book (e.g., glossary, table of contents) (Learning Accomplishment includes "use").
- The learner will be able to identify and understand cause and effect in reading materials.
- The learner will be able to discuss similarities and differences in text events, characters, and character actions.
- The learner will be able to differentiate between the main and supporting characters.
- The learner will be able to determine the problem in a story, discover its solution, and consider alternative solutions.
- The learner will be able to make comparisons between reading material.
- The learner will be able to compare and contrast reading materials.
- The learner will be able to display comprehension skills.
- The learner will be able to apply the use of metacognitive strategies to monitor comprehension independently (e.g., reread, read aloud, adjust reading speed).
- The learner will be able to use decoding strategies such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes).
- The learner will be able to decode Multisyllabic words not yet known as sight words.
- The learner will be able to identify details from reading passages.
- The learner will be able to draw conclusions about reading materials.
- The learner will be able to recognize that groups of sentences make a paragraph and paragraphs make a story or article.
- The learner will be able to use word walls and word sorts.
- The learner will be able to divide words into singular sounds, including consonant blends.
- The learner will be able to explore how language is used in literature (e.g. rhythm, beat, imagery, simile, and metaphor).
- The learner will be able to distinguish between fact and opinion.
- The learner will be able to identify that language usage varies in formal and informal settings.
- The learner will be able to deliver presentations about his/her personal interests and experiences using eye contact, proper pacing, adequate volume, and clear enunciation.
- The learner will be able to make a generalization based on passage elements.
- The learner will be able to use common graphical features to increase understanding of reading materials.
- The learner will be able to ask and answer questions with group members, peers, and teachers.
- The learner will be able to make inferences from information in written material.
- The learner will be able to identify correctly (or incorrectly) spelled words in context.
- The learner will be able to identify main ideas from reading passages (fiction or non-fiction, stated or inferred).
- The learner will be able to develop strategies for monitoring his/her reading process.
- The learner will be able to choose literature from different genres and authors that reflects personal needs and interests.
- The learner will be able to demonstrate phonemic awareness.

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- The learner will be able to recognize plot climax in reading selections.
- The learner will be able to read and understand first person point of view.
- The learner will be able to preview text using illustrations, graphics, text format, text structures, and skimming.
- The learner will be able to make predictions from information in written material.
- The learner will be able to use text features to predict new information in reading selections (e.g., illustrations and graphics).
- The learner will be able to take part in activities to build background knowledge to derive meaning from text.
- The learner will be able to predict outcomes based upon prior knowledge and adjust as knowledge is gained while reading.
- The learner will be able to use prior knowledge to understand texts.
- The learner will be able to establish a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position) specific materials before engaging in reading.
- The learner will be able to generate questions to aid understanding while reading (Learning Accomplishment includes "clarify").
- The learner will be able to select questions used to focus or clarify thinking skills.
- The learner will be able to read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes).
- The learner will be able to take part in guided oral readings.
- The learner will be able to read grade level narrative and expository materials out loud with suitable pacing, intonation, and expression.
- The learner will be able to apply the use of punctuation to aid in reading aloud.
- The learner will be able to apply meaning while reading.
- The learner will be able to improve reading comprehension by reading independently on a daily basis from a variety of texts.
- The learner will be able to participate in various literacy activities voluntarily (self select books and stories).
- The learner will be able to relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations).
- The learner will be able to create and maintain a motivation to read.
- The learner will be able to read on his/her own for pleasure.
- The learner will be able to read self-selected literature independently on a daily basis.
- The learner will be able to distinguish between reality and fantasy.
- The learner will be able to relate events and information in text to life experiences.
- The learner will be able to respond creatively to written material (e.g., choral reading, discussion, dramatization, and oral presentation).
- The learner will be able to develop mental images while reading.
- The learner will be able to describe how illustrations enhance the text he/she has read.
- The learner will be able to express reactions and personal opinions in response to a selection.
- The learner will be able to identify and produce rhyming words and original poems.
- The learner will be able to identify the order of events which occur within a reading selection.

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- The learner will be able to identify both the problem and solution within a reading section.
- The learner will be able to read and view various literary (e.g., short stories, fairy tales, non-fiction, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, video) genres for a variety of purposes (i.e. literary experience, gain information, perform a task, for enjoyment, to expand vocabulary, build fluency).
- The learner will be able to identify story elements, such as characters.
- The learner will be able to identify story elements, such as setting, plot, and characters.
- The learner will be able to apply critical thinking when reading materials.
- The learner will be able to extend information beyond passage ideas while reading.
- The learner will be able to select and use information using information features (e.g., maps, charts, and graphics).
- The learner will be able to use vocabulary to understand what is read.
- The learner will be able to orally summarize what has been learned after finishing an activity or task.
- The learner will be able to identify text features (e.g., title, table of contents, glossary, and index).
- The learner will be able to know of a variety of strategies which aid comprehension (e.g., pre-reading strategies, comprehension strategies).
- The learner will be able to develop skills to facilitate reading to learn across the curriculum.
- The learner will be able to self-correct to monitor his/her reading (e.g., pausing, rereading, asking for help).
- The learner will be able to use text structure to increase understanding of reading materials.
- The learner will be able to summarize material while he/she reads.
- The learner will be able to sequence story events and/or text information.
- The learner will be able to identify the theme of a given reading passage.
- The learner will be able to use text features to locate information (e.g., charts, tables of content, maps, illustrations).
- The learner will be able to understand the main idea or message in visual media (e.g., pictures, cartoons, weather pictures on television, newspaper, and photographs).
- The learner will be able to add, remove, or modify target sounds to change words.

Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

- The learner will be able to recognize root words and their various inflections (e.g., walks, walking, walked).
- The learner will be able to develop and maintain content area vocabulary.
- The learner will be able to determine word meanings through the use of context clues.
- The learner will be able to expand vocabulary by reading out loud.
- The learner will be able to expand his/her vocabulary.
- The learner will be able to read high frequency words with fluency.
- The learner will be able to develop vocabulary by listening to orally read literature and participating in discussion.

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- The learner will be able to determine appropriate meaning/usage of multiple meaning words.
- The learner will be able to apply knowledge of prefixes and suffixes to infer word meaning.
- The learner will be able to apply the use of resources including context clues and dictionaries to determine the meaning of unfamiliar words.
- The learner will be able to use knowledge of letter-sound correspondence knowledge and structural analysis to decode.
- The learner will be able to apply a variety of vocabulary strategies.
- The learner will be able to select appropriate synonyms and antonyms within context.
- The learner will be able to read, identify, and understand grade specific vocabulary words (including contractions, compound words, and common abbreviations in context).
- The learner will be able to identify and/or select rhyming words.
- The learner will be able to manipulate word walls and word sorts.

Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.

- The learner will be able to expand the use of writing to learn across the curriculum.
- The learner will be able to summarize information learned in science (e.g., illustrations, sentences, paragraphs, reports).

- The learner will be able to write in math journals, compose math stories, and write explanations for problem solving.
- The learner will be able to take part in shared writings about the arts and personal activities.
- The learner will be able to compose stories using information learned in social studies (e.g., illustrations, sentences, paragraphs, reports).
- The learner will be able to identify the audience for which a text is written.
- The learner will be able to include relevant information in his/her writing.
- The learner will be able to use a conclusion in a written work.
- The learner will be able to write for personal enjoyment using individual expression and creative imagination.
- The learner will be able to use established criteria to evaluate his/her own writing and the writing of others.
- The learner will be able to revise writing to improve detail after determining what could be added or deleted (e.g., reread, rearrange words, sentences, paragraphs; add descriptive words, remove unneeded information; incorporate suggestions and vary sentence structure).
- The learner will be able to use the writing process to compose first drafts.
- The learner will be able to edit for correct use of adverbs and adjectives.
- The learner will be able to edit sentences for capitalization errors.
- The learner will be able to edit written works in preparation for publication.
- The learner will be able to use classroom sources (e.g., word walls, dictionaries, teacher, peers, appropriate technology, student generated word books) when proofreading.

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- The learner will be able to edit for correct use of punctuation.
- The learner will be able to apply elements of language (e.g., end marks, commas in a series, capitalization)usage (e.g., subject and verb agreement in a simple sentence), and sentence structure (e.g., elimination of fragments) when writing and editing.
- The learner will be able to edit written works for correct verb forms.
- The learner will be able to read or listen to peers' written works to give positive feedback or to identify areas needing further clarification.
- The learner will be able to participate in a discussion with a group of peers and the teacher about evaluative aspects of his/her own writing as well as the writing of others and record the suggestions and reactions.
- The learner will be able to evaluate his/her own written products and the written products of others.
- The learner will be able to write an expository essay.
- The learner will be able to use sensory details to write short descriptions of real persons, places, events, or objects.
- The learner will be able to select the best way to combine sentences to provide syntactic variety within context.
- The learner will be able to create individual and classroom books.
- The learner will be able to express opinions and judgments through writing.
- The learner will be able to use correct page format (e.g., paragraphs, margins, correct and titles).
- The learner will be able to choose a focus which reflects his/her purpose for writing.
- The learner will be able to write an account based on personal experience that has a clear focus and supporting details (e.g., use illustrations and lists).
- The learner will be able to produce a variety of written works (e.g., literature response, reports, "published" books, book reports) in various formats.
- The learner will be able to write a short, friendly letter.
- The learner will be able to write in a variety of genres (i.e. stories, descriptive paragraphs, narrative paragraphs, how-to paragraph, compare-contrast paragraph, poems, reports, friendly letter, journal).
- The learner will be able to complete a graphic organizer (i.e., chart, graphs, diagrams)arranging information to be used in a writing sample.
- The learner will be able to identify unnecessary information in a paragraph.
- The learner will be able to use legible manuscript and cursive when writing.
- The learner will be able to write in the narrative form using a classroom rubric as a guide for writing a narrative.
- The learner will be able to write a paragraph which includes a topic sentence, supporting details, and a concluding sentence.
- The learner will be able to choose a topic sentence for a paragraph.
- The learner will be able to rearrange sentences to form a sequential. coherent paragraph.
- The learner will be able to review one's portfolio to determine writing progress.
- The learner will be able to utilize a variety of print sources to gather information.
- The learner will be able to brainstorm ideas with teacher and peers.
- The learner will be able to use graphic organizers (e.g., webbing) to group ideas for writing.
- The learner will be able to edit written works for correct use of pronouns.

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- The learner will be able to add illustrations to written works in preparation for publishing.
- The learner will be able to recognize appropriate markets for publishing written work (e.g., national and/or local contests, websites, newspapers, periodicals).
- The learner will be able to share written works with classmates or adults.
- The learner will be able to identify the purpose for writing (i.e., to entertain, to inform, to exhibit knowledge, to respond to a picture, story, or art).
- The learner will be able to write to inform (e.g., friendly letters, reports, invitations, journals, notes, lists).
- The learner will be able to write expressively using original ideas, reflections, and observations.
- The learner will be able to write key thoughts and questions, record reactions, and observations, and group related ideas.
- The learner will be able to write for a variety of purposes.
- The learner will be able to write to entertain (e.g., stories, poems, riddles, cartoons).
- The learner will be able to write a response to literature.
- The learner will be able to write in response to a prompt (e.g., to respond to a picture, story, art).
- The learner will be able to identify the most reliable source of information for preparing a report.
- The learner will be able to write as a response to a narrative prompt.
- The learner will be able to show evidence of drafting and revision with written work.
- The learner will be able to write complete sentences using descriptive language.
- The learner will be able to choose the most specific word to write a simple sentence.
- The learner will be able to order events sequentially when writing.
- The learner will be able to order ideas sequentially when writing.
- The learner will be able to identify correct sentence sequence.
- The learner will be able to rearrange events in sequential order.
- The learner will be able to rearrange a story sequentially, with a logical beginning, middle, and end.
- The learner will be able to compare characters, setting, and plot within the same story and between other stories.
- The learner will be able to describe story elements when composing (e.g., setting, characters, plot, problem, solution/conclusion).
- The learner will be able to write a new ending for a story.
- The learner will be able to use writing strategies across the curriculum to obtain knowledge (e.g., paragraphs, reports and answer questions).
- The learner will be able to apply a variety of prewriting strategies.
- The learner will be able to apply knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
- The learner will be able to understand how to use an outline as a prewriting strategy.
- The learner will be able to understand how to use information sources as a prewriting strategy.
- The learner will be able to summarize a story in writing.
- The learner will be able to write a supported text.

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- The learner will be able to use various technologies to publish written works.
- The learner will be able to select the best title for a text.
- The learner will be able to select the best topic sentence for a given paragraph.
- The learner will be able to use transitional conjunctions (and, but, or) and phrases in his/her writing.
- The learner will be able to edit written works for usage.
- The learner will be able to apply classroom resources (e.g., dictionaries, thesaurus, computer) to aid in the writing process to enhance the writing process.