

Course Syllabus

Language Arts, Grade 4

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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 fourth grade (Level 14).

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 evaluate the author's purpose in a given work (to inform, to entertain, to persuade, to share feelings).
- The learner will be able to evaluate the effectiveness of author technique.
- The learner will be able to evaluate how author point of view influences reading materials.

Information Processing

- The learner will be able to retrieve, organize, and represent information (e.g. charts, maps, graphs, forms, tables, timelines), and gather and record information on a research topic using two different sources.
- The learner will be able to use appropriate reference sources in various forms (e.g., interviews with family and community, encyclopedias, card/electronic catalogs, almanacs, magazines, newspapers, dictionaries, glossaries, and thesaurus).
- The learner will be able to understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, diaries, and internet sites).
- The learner will be able to develop an awareness of the effects of media (e.g., television, print materials, radio, internet, magazines) on daily life.

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- The learner will be able to use media (e.g., photographs, films, videos, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) and use current technology as a research and communication tool for personal interest, research, and clarification.

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 incomplete sentences.
- The learner will be able to select the best way to correct incomplete sentences within context.
- 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., common and proper, plurals, possessives), verbs (i.e., agreement, tenses, correct and linking), and adjectives (i.e., comparison forms and articles) within context.
- The learner will be able to edit written works for correct use of pronouns.
- The learner will be able to identify the correct use of pronouns (i.e., subject, object, and agreement), and adverbs (i.e., comparison forms and negatives) within context.
- The learner will be able to choose the correct formation of plurals, contractions, and possessives within context.
- The learner will be able to identify run-on sentences.
- The learner will be able to combine multiple complete sentences into one complete sentence.
- The learner will be able to combine sentences using compound subjects and /or predicates.

- The learner will be able to combine two sentences concisely and with clarity of meaning.
- 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 use correct sentence structure.
- The learner will be able to identify and use correct subject-verb agreement.
- 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, its, it's) (Learning Accomplishment includes sit-sat, lay-lie).

Language Mechanics

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

- The learner will be able to use capitalization correctly including names, dates, addresses, and the beginning of sentences (Learning Accomplishment includes titles, abbreviations, quotations, parts of a friendly letter).
- The learner will be able to identify the correct use of commas (i.e., series, dates, addresses, friendly letters, introductory words, compound sentences) within context.
- The learner will be able to identify declarative, interrogative, and exclamatory sentences by recognizing appropriate endmarks.
- The learner will be able to apply fundamental punctuation rules to written works.
- The learner will be able to choose the correct use of quotation marks and commas in direct quotations Learning Accomplishment (titles).
- The learner will be able to abbreviate words correctly.

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- The learner will be able to continue to write legibly.

Listening/Speaking

- The learner will be able to develop language/listening skills by formulating and responding to questions, questions in creative responses (e.g., choral reading, discussion, dramatization, questions presentations), summarizing orally what has been learned, and participating in recitations of assigned/questions-selected passages.
- The learner will be able to listen attentively by facing speaker and paraphrasing what is said, using facing rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback), and understand follow and give oral multi-step directions which may include illustrations.
- The learner will be able to develop language/listening skills by presenting an original or published work with a group or individually, using different voice levels and speech patterns for small groups, informal discussions, and reports, and interpreting and using a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).

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 choose a logical word to complete an analogy using synonyms and antonyms.
- The learner will be able to analyze literary devices used in reading materials.
- The learner will be able to understand the relationship between cause and effect.

- The learner will be able to interpret information using a chart, map, or timeline.
- The learner will be able to make comparisons between reading material.
- The learner will be able to display comprehension skills.
- The learner will be able to develop skills for learning in content areas by developing vocabulary specific to content area, locating information using text features (e.g., maps, charts, graphics, appendices, tables of contents) using comprehension strategies (e.g., pausing, rereading, consulting other sources, asking for help), determining reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies).
- The learner will be able to critically examine reading materials.
- The learner will be able to use decoding strategies including knowledge of letter-sound correspondence, root words, prefixes and suffixes, syllabication, spelling patterns, word families, reading ahead, and drawing upon prior knowledge.
- 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 distinguish between fact and opinion.
- The learner will be able to identify different forms of text (e.g., poems, drama, fiction, non-fiction) (Learning Accomplishment also includes plays, letters, ads, biographies, novels, historical fiction).
- The learner will be able to make a generalization based on passage elements.
- The learner will be able to state reasonable generalizations in reference to two pieces of text on a similar topic.

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- The learner will be able to use common graphical features to increase understanding of reading materials.
- The learner will be able to read independently each day to increase fluency, accuracy, confidence, and expression by paired reading, guided oral reading, shared reading, choral reading, recorded reading, echo reading, by reading from a variety of texts (e.g., poetry, drama, current events, novels), and by using appropriate punctuation, expression, and rate.
- The learner will be able to make inferences from information in written material.
- The learner will be able to locate and select sources from which to gather information, predictions, and conclusions.
- The learner will be able to determine the main idea stated in a passage.
- The learner will be able to develop strategies for monitoring his/her reading process.
- The learner will be able to visit libraries, media centers, book fairs, read daily from self-selected materials (using personal interest, authors, text difficulty, genres, recommendations of others), beginning a personal reading list, choosing to read as a leisure activity, and experiencing literature which reflects a diverse society.
- The learner will be able to use table of contents, title page, and glossary to locate information (Learning Accomplishment includes title, chapter title, and index).
- The learner will be able to recognize plot climax in reading selections including fairy tales, folk tales, fables, and myths.
- The learner will be able to make predictions from information in written material.
- The learner will be able to use prefixes, suffixes, and root words as aids in determining meaning within context.
- The learner will be able to use prereading strategies including setting a purpose for reading (e.g. to understand, to enjoy, to solve problems, to locate information), organize prior knowledge using webbing, mapping, brainstorming, listing), using text features to preview (e.g. illustrations, graphs, diagrams, headings), making predictions, and exploring significant words to be encountered in the text.
- The learner will be able to use prior knowledge to understand texts.
- The learner will be able to determine the problem of a story and recognize its solution.
- The learner will be able to generate questions to aid understanding while reading.
- The learner will be able to apply meaning while reading.
- The learner will be able to distinguish between reality and fantasy.
- The learner will be able to understand rhyming patterns in printed materials.
- The learner will be able to identify the order of events which occur within a reading selection (fiction/non-fiction) and print/non-print.
- The learner will be able to identify and interpret similes and metaphors (Learning Accomplishment includes idioms, imagery, personification).
- The learner will be able to discuss similarities and differences in events and characters using evidence cited in two or three texts.
- The learner will be able to recognize the sounds of language (i.e., alliteration, rhyme, and repetition) (Learning Accomplishment also includes poetry, music, lyrics, books on tape, sound effects, read-alouds, onomatopoeia, rhythm, beat).
- The learner will be able to determine the meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries.
- The learner will be able to identify story elements, such as setting, plot, and characters.

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- 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 use text structure (e.g., graphics, glossaries, and illustrations) to increase understanding of reading materials.
- The learner will be able to know of a variety of strategies which aid comprehension including formulating clarifying questions, predicting outcomes, using metacognitive and self-monitoring strategies (e.g., rereading, identifying miscues, reading ahead, asking for help, drawing on earlier reading), creating mental images, making inferences, drawing conclusions, expressing reactions, and verifying or modifying the pre-reading purpose.
- The learner will be able to summarize material while he/she reads.
- The learner will be able to select appropriate synonyms, antonyms, and homonyms within context.
- The learner will be able to use headings, graphics, and captions to make meaning from texts (Learning Accomplishment includes also key words, side bars).
- The learner will be able to identify the theme of a given reading passage.
- The learner will be able to read independently for a variety of purposes including literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, to build fluency.
- The learner will be able to identify and describe the main and other characters, considering the importance of actions, motives, and appearances, comparing and contrasting events and versions of the same story, and distinguishing between first and third person points of view.

Spelling

- The learner will be able to identify correctly spelled words in context.
- The learner will be able to demonstrate knowledge of standard English spelling by spelling high frequency words correctly, spelling plurals and possessives correctly, using knowledge of root words, prefixes, suffixes, and structural analysis to spell words correctly, and identifying and correctly spelling homonyms in context.
- The learner will be able to demonstrate knowledge of standard English spelling by spelling correctly commonly knowledge grade level words, spelling correctly words commonly used in content specific vocabulary, and recognizing misspelled words in context.
- The learner will be able to demonstrate knowledge of standard English spelling by determining correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, charts), proofreading and editing for accuracy of spelling, and developing a consciousness toward correct spelling across all subject areas.

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 identify grade level compound words, contractions, and common abbreviations within context.
- The learner will be able to apply a variety of vocabulary strategies.
- The learner will be able to use vocabulary to understand what is read.
- The learner will be able to expand vocabulary by listening to literature, participating in discussions, reading self-selected and assigned texts, using context clues, dictionaries, glossaries, dictionaries, and fostering word consciousness (e.g. word play, word

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walls, word sorts).

- The learner will be able to read, identify, and understand grade specific vocabulary words.

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 identify the audience for which a text is written.
- 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 use a conclusion in a written work.
- The learner will be able to write across content areas by producing a variety of works utilizing knowledge from the content areas (e. g., journals, letters to editor), composing and responding to original problems, explaining procedures (science lab experiments, math problems) investigating content specific topics, and using experiences from the arts to write creatively and expressively.
- The learner will be able to include relevant information in his/her writing.
- The learner will be able to revise written work by selecting format based on purpose, writing with a sense of audience, maintaining focus, using varied sentences, using correct page format (e.g., paragraphs, margins, indentations, titles).
- The learner will be able to show evidence of revision by arrange work in a logical order, using time-order or transitional words, clarifying and refining ideas, and producing multiple 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 for correct use of punctuation.
- The learner will be able to edit written works for correct verb forms.
- The learner will be able to edit written work using a computer or other technological tool, proofreading using reference materials, creating a document with legible handwriting.
- The learner will be able to write an expository essay.
- The learner will be able to write expressively by expressing thoughts and feelings using expressively descriptions, incorporating vivid language, using personal reflections, observations, and experiences, and viewing, listening to and reading examples of various writing styles.
- The learner will be able to complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.
- The learner will be able to identify the most reliable sources of information for preparing a report.
- The learner will be able to write in response to self-selected and assigned prompts, with developed characters, setting, and plot, with well-developed organizational structure and sequence of events, and by incorporating sensory details using vivid words and figurative language, and begin to develop a voice.
- The learner will be able to use writing as a way to organize information.
- The learner will be able to supply a missing piece of information in a simple outline.
- The learner will be able to use brainstorming and peer discussion to generate ideas, use print-nonprint , prior knowledge to knowledge background, and select and refine a topic.

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- The learner will be able to experience publishing opportunities by producing a variety of written works (e.g., literature responses, reports, "published" books, group or paired writings), incorporating photos, illustrations, charts, tables, or graphs, use technology, and identifying and exploring opportunities for publishing (e.g., local and national contests, internet web sites, newspapers/periodicals, school displays).
- The learner will be able to write in response to literature by writing a letter to a character, creating a different ending for the work, retelling the story from a different point of view, comparing and contrasting literary works, and write creative, original responses (e.g. poems, raps, songs, stories).
- The learner will be able to identify sentences irrelevant to a paragraph's theme or flow.
- 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 apply a variety of prewriting strategies.
- 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 write a supported text.
- The learner will be able to select the best title for a text.
- The learner will be able to choose a topic for his/her writing.
- The learner will be able to select the best topic sentence for a given paragraph.
- The learner will be able to choose the supporting sentence and details that best develops a topic sentence.
- The learner will be able to use effective transitions (and, but, or) and time-order in his/her writing.
- The learner will be able to edit written works for usage.
- The learner will be able to write in a variety of modes and genres by writing a narrative account, a descriptive paragraph, an expository paragraph, a paper to compare/contrast people, places, or things, poetry, a research report, friendly and descriptive letters, journal entries, and an autobiographical account.
- The learner will be able to write for a variety of purposes including descriptive works, in response to a prompt, to inform, narrative accounts, and to acquire knowledge.
- The learner will be able to evaluate the writing of self and others by developing and using classroom and state assessment rubrics, participating in peer review and editing, reviewing personal collection to determine progress, and understanding diverse writing styles.
- The learner will be able to identify the purpose for writing (i.e., to entertain, to inform, to share experiences).