

Course Syllabus

Language Arts, Grade 5

Jefferson County Schools Curriculum, Final
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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 fifth grade (Level 15).

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.
- The learner will be able to evaluate the effectiveness of author technique.
- The learner will be able to distinguish among various literary genres (e.g. poetry, drama, letters, ads, historical fiction, biographies, autobiographies) (Learning Accomplishment includes novels, non-fiction and media).
- The learner will be able to evaluate how author point of view influences reading materials.

Information Processing

- The learner will be able to use appropriate reference sources in various formats (e.g. interviews, encyclopedias, card/electronic catalogs, almanacs, newspapers, periodicals, photographs, videos, films, the arts, on-line catalogs, non-fiction books, CD-Rom references, internet), use glossaries, dictionaries, the thesaurus, and any available current technology.
- The learner will be able to develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, periodicals and identify the effects of propaganda (i.e., bandwagon, loaded words, testimonials).

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- The learner will be able to understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters, diaries, internet sites), skim materials to develop a general overview of content or to locate specific information, retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines), develop notes that include important concepts, paraphrase, summaries, and identification of reference sources) and gather and record information on a research topic using three or more sources).
- The learner will be able to relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions) and experience and develop an awareness of literature that reflects a diverse society.
- The learner will be able to develop and sustain a motivation for reading by visiting libraries/media centers, reading daily from self-selected materials, choosing to read as a leisure activity, and maintaining a personal reading list or reading log.
- The learner will be able to use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others).
- 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 choose the most appropriate interjection to complete a sentence.
- The learner will be able to identify a misplaced modifier in a sentence.
- The learner will be able to edit writing for noun forms (i.e. singular/plural, possessives, predicate nouns, nouns as objects).
- The learner will be able to identify the correct spelling of plurals and possessives.
- The learner will be able to use prepositions appropriately (e.g., place prepositional phrases in correct location within the sentence).
- The learner will be able to edit written works for correct use of pronouns (i.e., agreement, subject, object).
- The learner will be able to identify run-on sentences.
- The learner will be able to select the most appropriate method to correct a run-on sentence (i.e. correct, semicolons, periods to join or separate elements within correct).
- The learner will be able to combine multiple complete sentences into one complete sentence.
- The learner will be able to combine two sentences concisely and with clarity of meaning.
- The learner will be able to combine simple sentences into sentences sentences and combine sentences using compound subjects and/or predicates.
- The learner will be able to identify within context a variety of variety sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases and/or clauses).
- The learner will be able to write grammatically correct, effective sentences.

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 usage of verbs (i.e., action/linking, regular/irregular, agreement, tenses) and adjectives (i.e., common/proper, comparative forms, predicate adjectives), and adverbs (i.e., comparative forms, negatives) within context.
- The learner will be able to recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.

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- The learner will be able to identify complete sentences.
- The learner will be able to use correct sentence structure (Learning Accomplishment includes (e.g., subject-verb agreement in simple and compound sentences, correct word order, correct placement of modifiers).
- 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 (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).

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 abbreviate words correctly.
- The learner will be able to form contractions and possessives using apostrophes.
- The learner will be able to use capitalization correctly.
- The learner will be able to identify the correct use of colons (i.e., in business letters and preceding a list of items).
- The learner will be able to identify the correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) within context (Learning Accomplishment includes semicolons and quotation marks).
- 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.
- The learner will be able to continue to write legibly.

Listening/Speaking

- The learner will be able to listen attentively by facing speaker, asking facing, and paraphrasing what is said, and use other established rules for conversation (e.g. do not interrupt, provide facing feedback).
- The learner will be able to understand, follow, and give multi-step directions that may include illustrations.
- The learner will be able to formulate and respond to questions from teachers and other group members, participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentation) and summarize orally what has been learned or accomplished after completing an activity.
- The learner will be able to interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture), present and/or perform original or published literary work with a group and/or individually, and participate in recitations of assigned/self-selected selected.
- The learner will be able to create and deliver an oral presentation that includes an introduction and conclusion and uses visual aids or props, incorporates several sources, and uses different voice levels and speech patterns.

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 select a logical word to complete an analogy using synonyms, antonyms, categories, and subcategories.

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- The learner will be able to select appropriate synonyms, antonyms, and homonyms within context.
- The learner will be able to understand the relationship between cause and effect.
- The learner will be able to interpret a character's feelings, identify his motives, trace changes in the main character, and identify how this affects the plot.
- The learner will be able to compare and contrast reading materials.
- 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 identify the conflict of the plot.
- The learner will be able to determine correct meaning/usage of multiple-meaning words within context.
- The learner will be able to critically examine reading materials.
- 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 identify how culture, ethnic, and historical eras are represented in print and non-print texts.
- The learner will be able to identify, using a graphic organizer, placement of events.
- The learner will be able to distinguish between fact and opinion.
- The learner will be able to identify similes, metaphors, personification, and hyperbole in context.
- The learner will be able to recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, autobiographies).
- The learner will be able to use common graphical features to increase understanding of reading materials.
- The learner will be able to make inferences from information in written material.
- The learner will be able to identify information to support opinions, predictions, and conclusions.
- The learner will be able to locate information using available text features(e.g., maps, charts, graphics, indexes, glossaries, and tables of contents).
- The learner will be able to determine the main idea stated in a passage (Performance Indicator includes implied main idea).
- The learner will be able to recognize root words, prefixes, suffixes, and syllabication as aids in determining within context.
- The learner will be able to develop strategies for monitoring his/her reading process.
- The learner will be able to summarize selected passages.
- The learner will be able to develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, variety effects, books on tape, read alouds) and understand rhyming patterns in printed materials.
- The learner will be able to recognize plot climax in reading selections.
- The learner will be able to identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
- The learner will be able to recognize that a story is told from the first person point of view.
- The learner will be able to make predictions from information in written material.
- The learner will be able to recognize reasonable predictions of future events within a given context.

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- The learner will be able to use prior knowledge to understand texts.
- 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 demonstrate an initial understanding of a text.
- The learner will be able to distinguish between reality and fantasy.
- The learner will be able to identify the order of events which occur within a reading selection.
- The learner will be able to identify the effect of sound within context (e.g. onomatopoeia, alliteration, rhyme, and repetition).
- The learner will be able to identify story elements.
- The learner will be able to identify story elements, such as setting, plot, and characters.
- The learner will be able to retell a story from a different point of view.
- 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 know of a variety of strategies which aid comprehension.
- The learner will be able to use vocabulary to understand what is read.
- 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 select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, side bars) (Learning Accomplishment includes footnotes, title, title page, table of contents, Accomplishment title, glossary,

appendix, index).

- The learner will be able to identify the theme of a given reading passage (Performance Indicator includes determining if the theme is stated or implied).
- The learner will be able to read independently for a variety of purposes including for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency.
- The learner will be able to determine word meaning within context (Learning Accomplishment includes context clues, context, glossaries, other resources).
- The learner will be able to identify compound words, contractions, and common abbreviations within text.

Spelling

- The learner will be able to identify correctly spelled homonyms within the context of sentences or phrases.
- The learner will be able to spell grade level, high frequency, and content area words correctly.
- The learner will be able to identify correctly or incorrectly spelled words in context.
- The learner will be able to proofread and edit for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
- The learner will be able to develop a consciousness toward correct spelling across all subject areas.
- The learner will be able to use knowledge of root words, prefixes, and structural analysis to spell words correctly.
- The learner will be able to determine correct spelling of words utilizing electronic and print tools (e.g., spell checkers, dictionaries, lists, word walls, charts).

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

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words with multiple levels of meaning.

- The learner will be able to apply a variety of vocabulary strategies.
- The learner will be able to build vocabulary by listening, participating in discussion, and reading self-selected texts.
- 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 piece 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 frequently across content areas including producing creative works (e.g., journals, letters to the editor, historical fiction), explain procedures used to solve problems in the content areas (e.g., science experiments, math problems, map and globe activities) respond to original questions, investigate content specific topics, and use experiences from the arts to write creatively and expressively.
- The learner will be able to show evidence of drafting/revision by selecting a format based on purpose, using appropriate time/order and transitional words, using correct page format (e.g., paragraphs, margins, correct, titles) 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 write an expository essay.
- The learner will be able to express thoughts and feelings using colorful descriptions, incorporate vivid words and figurative language, write poems and stories, and view, read, or listen to examples of various writing styles.
- The learner will be able to incorporate figurative language, vivid descriptions, active voice verbs, sensory details, and personal observations to display facility in the use of language.
- The learner will be able to complete a graphic organizer (i.e., clustering, listing, mapping, webbing).
- The learner will be able to explain and/or illustrate key ideas when writing.
- The learner will be able to write in response to literature including creating optional endings, retelling from a different point of view, compare and contrast, write a letter to a character, write a reader's response, and write creative, imaginative, and original responses (e.g., poems, raps, songs, stories).
- The learner will be able to supply a missing piece of information in an outline.
- The learner will be able to write well-developed, organized, and coherent essays in response to narrative prompts including well-developed characters, setting, and plot, syntactic variety, unique word choice, explanation of key ideas, an identifiable voice, maintained focus, and the use of a classroom rubric as a guide.
- The learner will be able to use writing as a way to organize information.

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- The learner will be able to generate ideas by brainstorming, peer discussion, using print and non-print materials, developing notes, constructing outlines, and establishing a purpose for writing.
- The learner will be able to experience numerous publishing opportunities by producing a variety of written works (e.g., literature response, essays, "published" books, literary collections), incorporating photos, illustrations, charts, maps, tables, graphs, using technology for publishing, and identifying opportunities for publication (e.g., local and national contests, internet web sites, newspapers/periodicals).
- The learner will be able to identify the purpose for writing (i. e., to entertain, to inform, and to report).
- The learner will be able to arrange multi-paragraphed work of exposition (e.g., persuasion, compare/contrast) in a logical and coherent order.
- 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 demonstrate syntactic variety when writing.
- The learner will be able to select the best title for a written selection.
- The learner will be able to select, limit, and refine a writing topic.
- The learner will be able to select the best topic sentence for a given paragraph.
- The learner will be able to use transitional phrases in his/her writing.
- The learner will be able to edit written works for usage.
- The learner will be able to write a research report using multiple sources, citing authors and titles, write journalistic articles, use journal entries to demonstrate levels of understanding, and write an autobiographical account.
- The learner will be able to choose vivid and active words when writing.
- The learner will be able to write for a variety of audiences and purposes including in response to a standard prompt, to inform, to acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication), to write in the expository mode, and to write descriptive paragraphs to create a visual image.
- The learner will be able to evaluate evaluate own and others' writing by developing classroom rubrics, using state rubric, participating in peer review and editing, reviewing personal collection to determine progress, and acknowledging diversity of individual writing styles.
- The learner will be able to explain and/or illustrate key ideas when writing.
- The learner will be able to revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.
- The learner will be able to select, limit, and refine a writing topic.