

Course Syllabus

Language Arts, Grade 7

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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 seventh grade (Level 17).

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 (Learning Accomplishment includes determining if purpose is met).
- The learner will be able to evaluate the effectiveness of author technique.
- The learner will be able to read and understand nonfiction reading materials.
- The learner will be able to evaluate how author point of view influences reading materials.

Information Processing

- The learner will be able to refine study/research skills by using resources in various formats including encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet, non-fiction books, CD-ROMs, biographical sketches, letters, diaries, periodicals, dictionaries, glossaries, thesauruses, and other word-referenced materials.
- The learner will be able to enhance study/research skills by distinguishing between primary/secondary sources, use skimming and scanning, develop and use notes, analyze various types of media and their impact on daily life, recognize that two equally reliable resources may present material from different perspectives, analyze surveys and polls, and select and use a variety of resources to develop a research paper that includes a title page, outline, notes, and a bibliography.

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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 appositives/appositive phrases and infinitives/infinitive phrases within context.
- The learner will be able to identify and place correctly within a sentence adjective, adverb, and noun clauses.
- The learner will be able to use subordination, apposition, coordination, prepositional phrases, phrases words and phrases, and other devices to indicate clear relationships.
- The learner will be able to identify incomplete sentences (Learning Accomplishment includes correcting by supplying the missing elements).
- The learner will be able to use conjunctions(e.g., coordinating, correlative subordinating conjunctions to combine words, phrases, clauses and sentences) and interjections appropriately.
- The learner will be able to edit writing for noun forms.
- 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 prepositions and prepositional phrases within context.
- The learner will be able to identify run-on sentences (Learning Accomplishment includes using Accomplishment, semicolons, and periods to correct).
- The learner will be able to select the most appropriate method to correct a run-on sentence (i.e.,conjunctions, semicolons, and periods to join or separate elements) within context.
- 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 identify within context a variety of appropriate 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.
- The learner will be able to identify complete sentences.
- The learner will be able to recognize and correct errors in sentence structure.
- The learner will be able to use correct sentence structure.
- The learner will be able to recognize and differentiate among simple, compound, and complex sentences.
- The learner will be able to identify the complete subject and complete predicate of interrogative and other inverted sentence patterns.
- The learner will be able to use correct subject-verb agreement.
- The learner will be able to identify the correct use of verbs (i.e., correct/linking, correct/irregular,agreement, Perfect tenses, verb phrases), adjectives (i.e., common/proper, comparative, superlative, and adjective clauses), adverbs (i.e., comparative/superlative), and comparative and comparative (i.e., coordinating, correlative, subordinating) within context.
- 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.

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- The learner will be able to form both singular and plural possessives using apostrophes.
- The learner will be able to use capitalization correctly (Learning Accomplishment includes titles, friendly/business letters, quotations, proper adjectives).
- The learner will be able to identify the correct use of colons (i.e., business letters, preceding a list of items) within context.
- The learner will be able to identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.
- 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 (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks).
- The learner will be able to select the appropriate use of underlining/italicizing with titles, specific words, numbers, and letters.

Listening/Speaking

- The learner will be able to model active listening, adhere to rules for conversation, formulate and respond to questions, organize and have information, stories, experience, ideas and feelings, participate in creative responses to text (e.g., dramatization, speeches), deliver an oral presentation using multiple information sources and visual aids for information, use proper stress, pitch, and juncture, and use a variety of non-verbal communication techniques (e.g., posture, gestures, facial expressions, tone of voice, eye contact).

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 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 identify at least two ways by which an author reveals character traits in a given passage (Learning Accomplishment includes words, speech, action, thoughts, narrator, interactions, motivations).
- 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 develop vocabulary specific to content areas, use available text features to locate information (e.g., maps, charts, timelines, graphics, footnotes, indexes, glossaries, tables of content, captions), use comprehension and self-corrections skills, interact with the text, and information the reliability of sources.
- The learner will be able to select the correct word or phrase to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, functions, verb forms, and rhymes.
- The learner will be able to critically examine reading materials.
- The learner will be able to indicating and analyzing the sequence of events, discussing similarities and differences in events and characters, finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.

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- The learner will be able to use metacognitive and self-monitoring strategies while reading (pausing, rereading, miscues, consulting other sources, reading ahead), creating mental pictures, verifying or modifying strategies as information is gained, explore ways to interact with text (e.g., make the text, use post-it notes, ask questions, make comments).
- 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 similes, metaphors, personification, and hyperbole within context (Learning Accomplishment includes imagery, idioms, puns).
- The learner will be able to demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, read-alongs), participate in guided reading, use appropriate reading, expression and rate, adjust speed based on purpose for reading, and read independently on a daily basis.
- The learner will be able to identify commonly used foreign phrases (e.g., bon voyage, mi casa es su casa, bon jour, hasta la vista).
- 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 derive information from the following text features: timelines, graphs, keywords, headings, and subheadings within context (Learning Accomplishment includes title page, Accomplishment, table of contents, epilogue, glossary, appendix, index, key words, graphics, pictures, captions, sidebars, subheadings, and footnotes).
- The learner will be able to determine the common characteristics of short stories, novels, poetry, drama, and non-fiction.
- The learner will be able to experience various literary genres(e.g., short stories, novels, plays, legends, poetry, autobiography/biography, non-fiction, music, film, videos, documentaries, visual and performing arts), identify elements found in the exposition of print/non-print materials (i.e., introduction of characters, setting, conflict), identify/explain the rising action, climax, falling action of a story, and identify words and phrases used by the author to phrases moods or establish tones.
- The learner will be able to use deductive reasoning to extend understanding, explore differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and various texts), explore the concept of irony, and summarize and paraphrase selected passages/film clips.
- The learner will be able to identify symbolism, flashback, and foreshadowing within context.
- 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 maintain a motivation for reading by visiting libraries/media centers, book fairs, book stores, read daily from self-selected materials using personal criteria for selection, relate literary experiences (discussions, circles, writing, oral presentations, artistic expression), experience literature that reflects a diverse society and encourages tolerance, and maintain a personal reading list or journal.
- The learner will be able to recognize plot climax in reading selections (SPI includes locating elements on a graphic organizer).
- The learner will be able to distinguish between poetry and prose and between biography/autobiography.

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- The learner will be able to recognize 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 use previously learned strategies (e.g., skimming, scanning), explain the significance of the reading selection to learning and to life, define reading words to be encountered in the text, and relate text to prior experiences, opinions, historical knowledge, current events, and previously read print and non-print texts.
- The learner will be able to identify the differences among various print and non-print formats (i.e. prose, poetry, newspaper/magazine, letters, drama, drama manuals, screenplays, drama, works of art, and textbooks).
- The learner will be able to use prior knowledge to understand texts.
- The learner will be able to identify examples of propaganda techniques (i.e., bandwagon, loaded words, testimonials).
- The learner will be able to generate questions to aid understanding while reading (SPI includes before, during, and after 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 rank a given set of resources according to reliability.
- The learner will be able to identify the order of events which occur within a reading selection.
- The learner will be able to analyze the effect within context of the sound devices of onomatopoeia, alliteration, accent, rhyme, and repetition.
- The learner will be able to identify examples of sound devices (e.g., rhyme, alliteration, slant rhyme, repetition, and internal rhyme) in context (Learning Accomplishment includes poems, music lyrics, books on tape, read alouds, and analyzing patterns of rhyme and rhythm).
- 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 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 examine the adequacy of support in reading materials.
- The learner will be able to demonstrate skills for constructing meaning by synthesizing information from multiple written texts.
- The learner will be able to identify the theme of a given reading passage (Learning Accomplishment includes recognizing implied Accomplishment).
- The learner will be able to recognize and identify words within context that reveal particular time periods and cultures.
- The learner will be able to decode unknown grade level words in context using previously learned strategies such as analysis of affixes, as aids in determining meaning.

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- 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.

Spelling

- The learner will be able to identify correctly or incorrectly spelled words in context.
- The learner will be able to recognize incorrectly spelled word within context.
- The learner will be able to spell high frequency, commonly misspelled grade level words, and content specific words correctly.
- The learner will be able to spell affixes correctly (e.g., il+legible=illegible), proofread and edit for accuracy of spelling, determine correct spelling of words utilizing electronic devices and print tools (e.g., spell check, dictionaries, word walls, charts), and maintain a consciousness toward correct spelling across the content area.

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 and use grade level and/or content specific vocabulary within context.
- The learner will be able to listen to literature, participate in class discussions, read self-selected and assigned texts, read from a variety of genres and modes, expand knowledge of root words, words and suffixes, and determine meaning by using context clues, dictionaries, electronic sources, glossaries.
- The learner will be able to analyze and incorporate grade appropriate synonyms, homonyms, and multi-meaning words into reading vocabulary, use mnemonic devices, foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and words words) determine the correct

meaning/usage of multiple meaning words, define connotation and denotation, and discover ways by which a language acquires new words (e.g., borrowing from other languages, compounding words).

- The learner will be able to apply a variety of vocabulary strategies.
- The learner will be able to determine the meaning of unknown words and/or multiple meaning words using context clues (Learning Accomplishment includes expanding knowledge of root words, prefixes and suffixes, and using previously learned strategies to decode words).
- The learner will be able to replace unknown words in context with appropriate synonyms or antonyms.
- 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 (formal/informal) for which 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 use research topics and information to produce a variety of creative and technical works (e.g., journals, magazines, poems, science experiments editorials, documents) utilizing knowledge from content areas, and incorporate knowledge from the content areas to enhance writing and display knowledge.

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- 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 (Learning Accomplishment 7.2.08 includes supporting topic, explaining key ideas, incorporating varied expository structures, using the Tennessee state assessment rubric, using strong concluding sentences, and demonstrating facility in the use of language).
- The learner will be able to complete a graphic organizer (i.e. clustering, listing, mapping, webbing) with information from notes for a writing selection.
- The learner will be able to identify the sentence(s) irrelevant to a paragraph's theme or flow.
- The learner will be able to select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas.
- The learner will be able to identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, and Internet source).
- The learner will be able to supply a missing piece of information in an outline.
- The learner will be able to identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.
- The learner will be able to produce a final draft, use multiple technological resources, and identify opportunities for publishing (e.g., school opportunities boards, publications, local and national contests, internet websites, newspapers/ periodicals).
- The learner will be able to generate, focus and organize ideas, use print-and non-print materials, prior knowledge, and content area knowledge, use appropriate organizational strategies knowledge outlining and graphic organizers, and select and limit a topic.
- The learner will be able to identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade) (Learning Accomplishment includes evaluate purpose).
- The learner will be able to express ideas and feelings, write extended character analyses, demonstrate understanding of plot, conflicts, setting, characters, compare and contrast elements of literature, and write write, imaginative responses to literature (e.g., poems, songs, stories, dances, art, advertising campaigns).
- The learner will be able to revise writing to focus on purpose/audience, to determine if word choices are word, to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly, evidence of syntactic variety, to variety the effectiveness of variety, consistent development of ideas, and to analyze clarity of thought).
- 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 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 (SPI includes choosing the best supporting sentence).

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- The learner will be able to select an appropriate thesis statement for a writing sample.
- The learner will be able to select the most appropriate title for a passage.
- The learner will be able to select the best topic sentence for a given paragraph.
- The learner will be able to use transitional conjunctions in his/her writing.
- The learner will be able to use transitional phrases in his/her writing (SPI includes time-order phrases).
- The learner will be able to use effective transitions (and, but, or) in his/her writing.
- The learner will be able to edit written works for usage.
- The learner will be able to write reflective pieces, personal essays, technical writing (e.g., to set a VCR, to assemble a bike) write a persuasive argument, select write mode for documentaries, commercials, write articles, letters to the editor, and assemble collected information into a document or presentation.
- The learner will be able to write in a variety of genres including fiction(e.g., short stories, television scripts, fables, tall tales), poetry (e.g., haiku, bio-poem, limerick) biographical/autobiographical sketches, and business/friendly letters.
- The learner will be able to respond to literature by viewing, reading, and/or listening to examples of various writing styles, demonstrate the use of vivid words (e.g., action verbs, figurative language, and imagery) use sensory details, concrete examples, and anecdotes to support ideas, select appropriate transitional devices, and develop a unique and consistent voice.
- The learner will be able to edit for elements of language, produce readable documents, proofread using prior knowledge, references, and technology, and explore appropriate proofreading symbols.

The learner will be able to evaluate own and others' writing by developing and using a rubric, making writing suggestions for improvement, recognize strength and challenges in the writing of peers, and continue to evaluate the improvement made in own work.

- The learner will be able to rearrange multi--paragraphed work in a logical and coherent order.