

# Course Syllabus

## Language Arts, Grade K

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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 Kindergarten (Level 10).

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

### 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 use common illustrations to increase his/her understanding of the text.
- The learner will be able to explore a variety of literature through independent reading (at this level, the student will experience a variety of texts/media for different purposes).
- The learner will be able to begin to experience various literary and media genres including picture books, alphabet and number books, mother Goose and other rhymes, storybooks, fairy tales, poetry, lyrics to songs, media genres (e.g., posters, pictures, photographs, films, videos), sequence events in a story (e.g., using books, videos, and films).
- The learner will be able to share storybooks, poems, and environmental print.

### Information Processing

The Information Processing Unit includes competencies and objectives which focus on the processes of comparing, evaluating, interpreting, and organizing information and ideas in isolation from other language arts areas such as: reading, writing, listening and spelling.

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- The learner will be able to introduce information skills to encourage learning.
- The learner will be able to identify the front and back of a book.
- The learner will be able to visit various libraries and regularly check out materials.
- The learner will be able to use a picture dictionary to determine word meaning.
- The learner will be able to identify print sources of information (e.g. books, newspapers, magazines, and charts).
- The learner will be able to identify labels, logos, and signs in the environment (e.g., job instructions, room labels, poison and danger signs/labels).
- The learner will be able to identify family and the community as sources of information.
- The learner will be able to identify appropriate sources of information (e.g., books, graphs, and computers).

### 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 demonstrate appropriate use of Standard English.
- The learner will be able to apply the use of correct sentence structure to communicate effectively.
- The learner will be able to use complete and coherent simple sentences when speaking.
- The learner will be able to use logical words and correct word order when completing sentences or answering questions.
- The learner will be able to use verb tenses appropriately when speaking.

### 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 capitalize names.
- The learner will be able to write from left to right and top to bottom.
- The learner will be able to recognize ending punctuation marks for statements and questions.
- The learner will be able to use Standard English while speaking (e.g., "I will" rather than "Me will").
- The learner will be able to apply Standard English language mechanics.
- The learner will be able to print upper case and lower case letters with identifiable accuracy.
- The learner will be able to recognize that the first word of a sentence begins with a capital letter.
- The learner will be able to trace and reproduce letters and words correctly letters.
- The learner will be able to reproduce words.

### Listening/Speaking

- The learner will be able to demonstrate developmentally appropriate interpretive listening comprehension skills.
- The learner will be able to develop listening skills.
- The learner will be able to demonstrate developmentally appropriate literal listening comprehension skills.
- The learner will be able to listen and respond to a wide variety of media (e.g., books, audio tapes, videos).
- The learner will be able to listen attentively to a variety of speakers for specific information.

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- The learner will be able to follow guidelines of conversation (e.g., raise hands, take turns and focus attention on speaker).
- The learner will be able to give two step directions.
- The learner will be able to follow two-step oral directions.
- The learner will be able to participate in group discussions.
- The learner will be able to distinguish between figurative and literal meanings of words and phrases.
- The learner will be able to speak clearly, properly, and politely.
- The learner will be able to identify that language usage varies in formal and informal settings.
- The learner will be able to ask and answer questions with group members, peers, and teachers.
- The learner will be able to demonstrate progress in the use of oral language.
- 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 identify his/her purpose for listening.
- The learner will be able to dramatize, retell, and dictate information orally.
- The learner will be able to recognize meaning through the speaker's tone of voice.
- The learner will be able to use personal language to retell a familiar story.
- The learner will be able to show evidence of expanding oral language through vocabulary growth.
- The learner will be able to recite familiar reading materials.
- The learner will be able to as a beginning reader, read a familiar story with proper intonation and phrasing.

### 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 display comprehension skills.
- The learner will be able to construct meaning using background knowledge.
- The learner will be able to use active comprehension strategies to derive meaning while reading and check for understanding after reading.
- The learner will be able to use a variety of strategies to decode words.
- The learner will be able to identify details from reading passages.
- The learner will be able to apply an understanding of alphabetic principle (as letters change, so do the sounds).
- The learner will be able to "pretend read" from left to right, top to bottom, front to back, as well as hold a book upright and turn pages.
- The learner will be able to demonstrate an understanding of the structural relationship in letters, words, and signs.
- The learner will be able to demonstrate comprehension of print concepts.
- The learner will be able to develop an understanding that print imparts meaning.
- The learner will be able to understand the meaning of a sentence.

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- The learner will be able to use word families and word walls.
- The learner will be able to create graphic organizers to visually represent ideas and relationships of ideas (e.g., KWL, charts).
- The learner will be able to identify and name all upper case and lower case letters.
- The learner will be able to check for understanding after reading by recalling two to three step sequence of events, retelling story, drawing conclusions based on evidence in story, and using pictures to discuss main idea.
- The learner will be able to demonstrate phonemic awareness.
- The learner will be able to make predictions about reading materials.
- The learner will be able to recognize favorite stories.
- The learner will be able to view illustrations as a prereading strategy.
- The learner will be able to develop and use prereading strategies.
- The learner will be able to use reading materials for informational purposes (e.g., pictures, videos, picture books).
- The learner will be able to read text with fluency, expression, accuracy, and confidence.
- 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 (e.g., book on tape, posters, pictures, videos, picture books).
- The learner will be able to relate events in text to life experiences.
- The learner will be able to respond creatively to written material (e.g., response, discussion, and dramatization).
- The learner will be able to identify the order of events which occur within a reading selection.
- The learner will be able to take part in shared reading.
- The learner will be able to derive meaning while reading by asking questions about a text, participating in discussions about text, predicting what will happen next, and creating mental images of the story (e.g., characters, setting).
- The learner will be able to develop skills to facilitate reading to learn across the curriculum.
- The learner will be able to utilize reading strategies to expand vocabulary (e.g., books on tape, photographs, posters).
- The learner will be able to recognize words found in the immediate environment.
- The learner will be able to read simple text containing familiar letter-sound correspondences and high frequency words.
- The learner will be able to distinguish between individual letters and words.
- The learner will be able to comprehend that oral words are represented in writing by letters arranged in specific sequence.
- The learner will be able to recognize words that have the same beginning and ending sounds.
- The learner will be able to read grade-level appropriate sight words (e.g., the, has, an, can, run, color and number words).
- The learner will be able to explain one's own writing.
- The learner will be able to read one's own writing.

### 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.

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- The learner will be able to try to spell basic words using pre- to early-phonetic information, sounds of the alphabet, and knowledge of letter names.
- The learner will be able to show knowledge of Standard English spelling.
- The learner will be able to correctly spell his/her first and last names.

### 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 comprehend that words are comprised of one or more syllables (e.g., students clap syllables in words).
- The learner will be able to develop and extend reading vocabulary development by listening to literature, experiencing a wide variety of texts, and using word families and walls.
- The learner will be able to read, identify, and understand grade specific vocabulary words.
- The learner will be able to recognize and produce rhyming sounds.

### Word Analysis

The Word Analysis Unit focuses on examining word structure and sound. It includes topics such as consonants, vowels, rhyming, and word building.

- The learner will be able to use all letter-sound correspondences within a word to decode a simple word.
- The learner will be able to develop and use decoding strategies.
- The learner will be able to comprehend that a sound is a phoneme.

- The learner will be able to understand the relationship between sounds and symbols.
- The learner will be able to demonstrate developmentally appropriate word analysis skills.
- The learner will be able to blend phonemes to make recognizable words /m/, /o/, /m/ to mom.
- The learner will be able to break one syllable words into their components (cat./c/, /a/, /t/).
- The learner will be able to comprehend that words are made up of sounds.

### 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 by participating in shared writing about social studies, science, math, the arts, and personal activities.
- The learner will be able to write a variety of compositions (e.g., published books, classroom books, experience stories).
- The learner will be able to take part in teacher-guided experience stories.
- The learner will be able to use illustrations and temporary and/or conventional spelling to represent spoken language.
- The learner will be able to evaluate his/her own written products by using a simple rubric (e.g., happy face, stickers) discuss and react to writing, and reviewing personal collection to determine progress).
- The learner will be able to begin to edit written material including self correction (e.g., pictures, shared writing) and tracking (pausing to interpret what has been written).

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- The learner will be able to dictate the writing of a story(e.g., to tape recorder, to adult, to older students).
- The learner will be able to write in a variety of genres and modes.
- The learner will be able to illustrate and/or write in journals (e.g., temporary/conventional spelling, series of pictures, and recognizable print).
- The learner will be able to compose a friendly letter using temporary or conventional spelling, or teacher assistance.
- The learner will be able to create a drawing, picture, sign, or other graphic symbols to respond to literature.
- The learner will be able to with teacher's aid, maintain samples of writings and illustrations expressing opinions and judgements (e.g., portfolio, journals, student-made books).
- The learner will be able to use a variety of prewriting strategies including brainstorming, drawing pictures, constructing graphic organizers (e.g., webs, charts, diagrams) and a variety of sources to gather information.
- The learner will be able to add illustrations and/or photographs to written works in preparation for publishing.
- The learner will be able to share written works orally.
- The learner will be able to write expressively using original ideas, reflections, and observations.
- The learner will be able to write a response to literature by dictating a new ending, using repetitive text to re-enact or retell stories, and retelling stories using illustrations.
- The learner will be able to show proof of revising by adding descriptive words or phrases, participating in teacher-led experience stories, writing CVC words with teacher assistance, and by representing spoken language with illustrations and temporary and/or conventional spelling.
- The learner will be able to write narrative accounts including participation in creating experience stories, and expressing thoughts and feelings through illustrations, dictation, or writing.
- The learner will be able to use writing strategies across the curriculum to acquire and show knowledge(e.g., own name-first and last, letters, numbers), to entertain (e.g., pictures, shared writing), and to inform (e.g., experience stories).
- The learner will be able to use various technologies to publish written works.
- The learner will be able to take part in writing when provided with time, place, and materials.