English Language Arts and Reading, Grade 3 (ELAR) 3A – Syllabus

Course Name

ELAR 3A

English Language Arts and Reading, Grade 3 – Semester A

Course Information

ELAR 3A is the first semester of this two-semester course.

Third grade is a fantastic year of reading growth for our students, and while this is an online course, you will have access to all the concrete materials you need to complete your third-grade year. Students will continue learning to read and grow to become a life-long learner who is reading to learn!

As you work through the course, you will read a variety of genres from nonfiction and biographies to fantasies and poems. Each week you will tackle new vocabulary, reading, grammar, spelling, and writing skills that you will continue to develop over the course of the year. You will also have a research project that is assigned every three weeks, which is a fun way to connect what you are learning in language arts to the world around you. You will keep a reading log of the outside novels you are reading, either independently or with a parent at home, and at the end of the school year you will be amazed at the progress you have made and the reading you have conquered!

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at TTU K-12.

Course Objectives

After completing this course, the student should be able to:

1. develop oral language skills through listening, speaking, and discussion;
2. develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell;
3. use newly acquired vocabulary expressively;
4. read grade level text with fluency and comprehension;
5. use metacognitive skills to both develop and deepen comprehension of increasingly complex texts;
6. respond to an increasingly challenging variety of sources that are read, heard, or viewed;
7. recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts;
8. use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts;
9. analyze and apply authors' craft purposefully in order to develop his or her own products and performances;
10. use the writing process recursively to compose multiple texts that are legible and use appropriate conventions;
11. use genre characteristics and craft to compose multiple texts that are meaningful; and
12. engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

ELAR 3 addresses the required Texas Essential Knowledge and Skills (TEKS). These are located at the Texas Education Agency website.

Textbook and Materials

Textbook(s)

The required **digital** textbook for this course is:

- *Texas Into Reading Digital Learning Student Resource, Grade 3.* (2020). Houghton Mifflin Harcourt. ISBN: 9780358032298

The digital textbook must be purchased through the TTU K-12 partner bookstore (see the TTU K-12 website). Once you make your purchase, you will receive your credentials to the online textbook and resources via email, and it may take 1-2 business days.

Materials

- spiral notebook or lined paper and ring binder for a Writer's Notebook
- pencils and erasers
- colors (colored pencils, markers, or crayons)
- drawing paper
- scissors

- one long piece of ribbon or string
- glue, hot glue, stapler, rubber cement, or tape
- index cards
- independent reading books (student's choice)
- informational books, magazines, and approved websites for research topics
- thesaurus, either print or online (access with the parent/guardian's supervision)

Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from Adobe.com)
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)
- Digital camera or camera phone

Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** on the course Syllabus page)

Course Organization

The organization of this course is divided into six Learning Modules. Each Module is divided into two to three weeks' worth of lessons, which are in turn divided into five days each. Each Learning Module contains the following:

- Introduction and instructions
- Learning objectives and curriculum standards
- Two to three Week folders
- An end-of-Module test
- Module practice assignment answer keys

Every week contains a brief introduction, a list of materials needed, and five Day folders. Each day's lesson contains some or all of the following:

- Introduction and Daily Schedule
- Lesson sections, including Spelling, Reading, Grammar, Writing, and Research Projects

- Non-graded Lesson Activities
- Graded Lesson Assignments

Each day's lesson includes several activities that present content knowledge. Most lessons include graded assignments to ensure that students learn the content that has been presented in the activities. Some of the assignments are automatically graded quizzes, and some are written assignments or activities that your teacher will grade. Be sure that all instructions are read carefully and ask the teacher for help if something is not clear.

Course Outline

Please note that some assignments will be hidden from students when they start the course. As students move through the lessons and complete assignments, more will unlock.

Modules	Topic	Approximate Time for Completion
Module 1	What a Character!	Three weeks
Module 2	Use Your Words	Two weeks
Module 3	Let Freedom Ring!	Three weeks
Module 4	Stories on Stage	Two weeks
Module 5	Teamwork	Three weeks
Module 6	Animal Behaviors	Two weeks

Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (*) indicate that these are summative assessments for the course.

Module	Week	Assignments
1	1	Checkpoint 1 (non-graded)
		Reading Quiz: *Zach Jumps In!* (1.1.1)
		Module 1 Reading Log Journal
		Grammar Quiz: The Subject of a Simple Sentence (1.1.1)
		Assignment: Research Project (1.1.1)
		Spelling Quiz: Short Vowels (1.1.2)
		Reading Assignment: Critical Vocabulary (1.1.2)
		Reading Assignment: Make and Confirm Predictions (1.1.2)
		Grammar Quiz: The Predicate of a Simple Sentence (1.1.2)
		Assignment: Research Project (1.1.2)
		Spelling Quiz: Short Vowels (1.1.3)

Module	Week	Assignments
		Reading Quiz: Context Clues (1.1.3)
		Reading Assignment: Literary Elements (1.1.3)
		Grammar Quiz: Sentence Fragments (1.1.3)
		Writing Quiz: *Weslandia* (1.1.3)
		Assignment: Research Project (1.1.3)
		Reading Quiz: Prefixes *mis-* and *un-* (1.1.4)
		Reading Quick Write Assignment: Theme (1.1.4)
		Grammar Assignment: Common and Proper Nouns (1.1.4)
		Assignment: Research Project (1.1.4)
		Spelling and Dictation Quiz (1.1.5)
		Reading Quiz: *Marisol McDonald Doesn't Match* (1.1.5)
		Assignment: Research Project: Preparedness Campaign (Rough Draft) (1.1.5)
	2	Reading Quiz: *Judy Moody, Mood Martian* (1.2.1)
		Grammar Quiz: Statements and Questions (1.2.1)
		Reading Assignment: Critical Vocabulary and Context Clues (1.2.2)
		Reading Quiz: Figurative Language (1.2.2)
		Grammar Quiz: Commands and Exclamations (1.2.2)
		Spelling Quiz: Long Vowels (1.2.3)
		Reading Assignment: Figurative Language Illustrations (1.2.3)
		Reading Quiz: Prefix *non-* (1.2.3)
		Grammar Quiz: Four Kinds of Sentences (1.2.3)
		Reading Quiz: Literary Elements (1.2.4)
		Grammar Quiz: Connect to Writing (1.2.4)
		Spelling and Dictation Quiz (1.2.5)
		Reading Quiz: *Stink and the Freaky Frog Freakout* (1.2.5)
		*Assignment: Research Project: Preparedness Campaign Presentation (1.2.5)
	3	Reading Assignment: Making Inferences (1.3.1)
		Spelling Quiz: Long *a* and Long *e* (1.3.2)
		Reading Assignment: Critical Vocabulary (1.3.2)
		Reading Quiz: Text and Graphic Features (1.3.2)
		Grammar Quiz: Simple and Compound Sentences (1.3.2)
		Spelling Quiz: More Long *a* and Long *e* (1.3.3)
		Reading Quiz: Suffixes (1.3.3)
		Grammar Quiz: Run-On Sentences (1.3.3)
		Spelling/Grammar Assignment: Simple and Compound Sentences (1.3.4)
		Reading Assignment: Vocabulary and Synonyms (1.3.4)
		Spelling and Dictation Quiz (1.3.5)
		Reading Quiz: *Scaredy Squirrel* (1.3.5)
		*Writing Assignment: Personal Narrative (Final Draft) (1.3.5)
		Module 1 Test
2	4	Module 2 Reading Log Journal
		Assignment: Research Project (2.4.1)

Module	Week	Assignments
		Reading Assignment: Critical Vocabulary (2.4.2)
		Grammar Quiz: Identifying Singular and Plural Nouns (2.4.2)
		Assignment: Research Project (2.4.2)
		Spelling Assignment: Cursive Spelling Words (2.4.3)
		Grammar Quiz: Singular and Plural Nouns (2.4.3)
		Assignment: Research Project (2.4.3)
		Spelling Review Assignment: Paragraph (2.4.4)
		Reading Assignment: Vocabulary and Prefixes (2.4.4)
		Reading Quiz: *Dear Primo* (2.4.4)
		Assignment: Research Project (2.4.4)
		Spelling and Dictation Quiz (2.4.5)
		Reading Assignment: Vocabulary Maps (2.4.5)
		Reading Assignment: Retelling Video (2.4.5)
		Assignment: Research Project (2.4.5)
	5	Reading Quiz: Poetry Practice (2.5.1)
		Grammar Quiz: Action Verb Practice (2.5.1)
		Assignment: Research Project (2.5.1)
		Spelling Quiz: Long *i* Practice (2.5.2)
		Grammar Quiz: Being Verbs Practice (2.5.2)
		Assignment: Research Project (2.5.2)
		Reading Quiz: *The Upside Down Boy* (2.5.3)
		Grammar Quiz: Reviewing Verbs and Adverbs (2.5.4)
		Spelling and Dictation Quiz (2.5.5)
		*Writing Assignment: Letter (Final Draft) (2.5.5)
		*Assignment: Research Project: Poetry Book Presentation (2.5.5)
		*Module 2 Test
3	6	Module 3 Reading Log Journal
		Assignment: Research Project (3.6.1)
		Reading Assignment: Critical Vocabulary (3.6.2)
		Assignment: Research Project (3.6.2)
		Reading Quiz: *The U.S. Constitution* (3.6.3)
		Grammar Quiz: Review Verb Tenses (3.6.3)
		Assignment: Research Project (3.6.3)
		Assignment: Research Project (3.6.4)
		Spelling and Dictation Quiz (3.6.5)
		Writing Assignment: Write the Central Idea (3.6.5)
		Assignment: Research Project (3.6.5)
	7	Reading Assignment: Multiple Meaning Words (3.7.3)
		Grammar Quiz: Reviewing Commas (3.7.3)
		Spelling and Dictation Quiz (3.7.5)
		Reading Quiz: *The Flag Maker* (3.7.5)

Module	Week	Assignments
		Assignment: Research Project: National Symbols Pamphlet (Rough Draft) (3.7.5)
	8	Reading Assignment: Central Idea (3.8.1) Grammar Quiz: Concrete and Abstract Nouns (3.8.2) Reading Quiz: *Why is the Statue of Liberty Green?* (3.8.3) Spelling and Dictation Quiz (3.8.5) *Writing Assignment: Descriptive Essay (Final Copy) (3.8.5) *Assignment: Research Project: National Symbols Pamphlet (3.8.5) Checkpoint 2 (Non-graded)
		*Module 3 Test
4	9	Reading Assignment: Visualizing *Pecos Bill* (4.9.1) Module 4 Reading Log Journal Assignment: Research Project (4.9.1) Reading Assignment: Elements of Drama (4.9.3) Grammar Quiz: Pronouns and Antecedents (4.9.3) Reading Quiz: *The Saga of Pecos Bill* (4.9.4) Spelling and Dictation Quiz (4.9.5)
	10	Reading Assignment: Summarize *The Travel Trio* (4.10.2) Grammar Quiz: Plural Nouns and Quotation Marks (4.10.3) Reading Quiz: *Gigi and the Wishing Ring* (4.10.4) Spelling and Dictation Quiz (4.10.5) *Assignment: Research Project: Writing a Play (4.10.5)
		*Module 4 Test
5	11	Module 5 Reading Log Journal Assignment: Research Project (5.11.1) Reading Quiz: *Soccer Shootout* Literary Elements (5.11.2) Grammar Quiz: Subject-Verb Agreement (5.11.2) Assignment: Research Project (5.11.2) Grammar Quiz: Subject-Verb Agreement (5.11.3) Assignment: Research Project (5.11.3) Spelling and Dictation Quiz (5.11.5) Reading Quiz: Author's Craft in *Soccer Shootout* (5.11.5)
	12	Reading Quiz: *Running Rivals* (5.12.3) Grammar Quiz: Possessive Nouns and Pronouns (5.12.3) Spelling and Dictation Quiz (5.12.5) Reading Assignment: Greek and Latin Roots (5.12.5)
	13	Reading Quiz: *Brothers at Bat* (5.13.3) Grammar Quiz: Past, Present, and Future Verb Tenses (5.13.3) Spelling and Dictation Quiz (5.13.5) *Writing Assignment: Persuasive Letter (Final Copy) (5.13.5) *Assignment: Research Project: Team Sport or Board Game (5.13.5)

Module	Week	Assignments
		*Module 5 Test
6	14	Module 6 Reading Log Journal Writing Quiz: Imagery and *In November* (6.14.1) Grammar Quiz: Adjectives and Articles (6.14.3) Reading Quiz: *This is Your Life Cycle* (6.14.4) Writing Assignment: Finish the KWL Chart (6.14.4) Spelling and Dictation Quiz (6.14.5)
	15	Reading Assignment: *The Nose Awards* Paragraph (6.15.1) Grammar Quiz: Suffixes, Adjectives, and the Verb *Be* (6.15.3) Reading Quiz: Week 15 Readings (6.15.4) Spelling and Dictation Quiz (6.15.5) *Writing Assignment: Expository Essay (Final Copy) (6.15.5) Checkpoint 3 (Non-graded)
		*Module 6 Test

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average (for Modules 1-6);
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students will not have a cumulative course final exam—the Module 6 Test given in Week 15 will be treated as the final exam.

Students who score below 70% on the Module 6 Test will be eligible for one re-exam opportunity.

Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist students in applying and demonstrating the lesson concepts, as well as identifying areas in which students need additional review. Students may use all the lesson's learning activities to assist them as they complete the graded assignments.

Summative Assessments

Summative assessments are those that allow students to demonstrate mastery of the course objectives. For summative assessments, students will NOT be allowed to use the learning materials. These are opportunities for students to show what they have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- Coursework Total: formative assessments, Modules 1-6
  (50% of Course Grade)
- Summative Assessments **(50% of Course Grade)**
  - Assignment: Research Project: Preparedness Campaign Presentation (1.2.5)
  - Writing Assignment: Personal Narrative (Final Draft) (1.3.5)
  - Module 1 Test
  - Writing Assignment: Letter (Final Draft) (2.5.5)
  - Assignment: Research Project: Poetry Book Presentation (2.5.5)
  - Module 2 Test
  - Writing Assignment: Descriptive Essay (Final Copy) (3.8.5)
  - Assignment: Research Project: National Symbols Pamphlet (3.8.5)
  - Module 3 Test
  - Assignment: Research Project: Writing a Play (4.10.5)
  - Module 4 Test
  - Writing Assignment: Persuasive Letter (Final Copy) (5.13.5)
  - Assignment: Research Project: Team Sport or Board Game (5.13.5)
  - Module 5 Test
  - Writing Assignment: Expository Essay (Final Copy) (6.15.5)
  - Module 6 Test
- A passing course grade is 70 or higher.

Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

TTU and Course Policies

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

"Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of

essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes "netiquette" (Internet etiquette). Please review the basic rules for Online Discussion Netiquette. Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

Technical Difficulties

Getting Help

For student assistance with Blackboard, visit TTU K-12 Support.

Computer Problems

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

Server Problems

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

Lost or Corrupted Files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.