



## **English Language Arts and Reading, Grade 3 (ELAR) 3B – Syllabus**

### **Course Name**

ELAR 3B

English Language Arts and Reading, Grade 3 – Semester B

### **Course Information**

ELAR 3B is the second 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](https://www.tea.state.tx.us/TEKS/) 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](https://www.ttu.edu/k12/) 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***

- pencil and eraser
- crayons, colored pencils, or markers
- highlighters: yellow and green
- index cards, squares of construction paper, or sticky notes
- drawing paper

- construction paper (any color)
- string (optional)
- crayons or colored pencils or markers
- tape or glue
- poster board
- independent reading books (student's choice)
- informational books, magazines, and approved websites on the research topic
- spiral notebook or lined paper and ring binder for a Writer's Notebook

## Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from [Adobe.com](http://Adobe.com))
- Microsoft PowerPoint, OpenOffice Impress, or other slideshow/presentation software that can save files as PPTX or ODP format
- 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/or Research Projects, and STAAR Test Practice
- 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.

### ***The STAAR Test***

This semester students will take the STAAR test. **STAAR** stands for State of Texas Assessments of Academic Readiness. It is a series of tests that help tell us how our students are doing in school. STAAR tests start in third grade and continue through the end of middle school. Students across Texas take STAAR tests in math, reading, and for certain grades, they are also tested in writing, science, or social studies. This is all done toward the end of each school year.

The STAAR Practice lessons will prepare you to take the Reading STAAR test.

### **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.

<b>Modules</b>	<b>Topic</b>	<b>Approximate Time for Completion</b>
<b>Module 7</b>	Make a Difference	Three weeks
<b>Module 8</b>	Imagine! Invent!	Two weeks
<b>Module 9</b>	From Farm to Table	Three weeks
<b>Module 10</b>	Tell a Tale	Two weeks
<b>Module 11</b>	Genre Study: Nonfiction	Three weeks
<b>Module 12</b>	Genre Study: Literary Texts	Two weeks

*continued →*

## 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
7	16	Checkpoint 1 (non-graded) Module 7 Reading Log Journal Reading Quiz: <i>Farmer Will Allen and the Growing Table</i> (7.16.3) Grammar Quiz: Irregular Verbs (7.16.3) Spelling and Dictation Quiz (7.16.5) Reading Assignment: Point of View (7.16.5) Assignment: Research Project: "Person of the Year" Notes (7.16.5) STAAR Quiz: Week 16 STAAR Check: <i>Racing Team</i> (7.16.5)
	17	Grammar Quiz: Adverbs (7.17.3) Reading Quiz: <i>One Plastic Bag</i> and <i>Energy Island</i> (7.17.4) Spelling and Dictation Quiz (7.17.5) *Research Assignment: "Person of the Year" Slideshow Presentation (7.17.5) STAAR Quiz: Week 17 STAAR Check: <i>Star Parties</i> (7.17.5)
	18	Reading Assignment: Historical Fiction Chart (7.18.3) Grammar Quiz: Adjectives and Adverbs (7.18.3) Reading Quiz: <i>The Storyteller's Candle</i> (7.18.4) Spelling and Dictation Quiz (7.18.5) *Writing Assignment: Opinion Essay (Final Copy) (7.18.5) STAAR Quiz: Week 18 STAAR Check: <i>Kittens</i> (7.18.5)
		<b>*Module 7 Test</b>
8	19	Module 8 Reading Log Journal Reading Assignment: Venn Diagram (8.19.2) Reading Quiz: <i>Timeless Thomas</i> (8.19.3) Grammar Quiz: Possessive Nouns and Pronouns (8.19.3) Reading Assignment: Ben Invention Kite (8.19.4) Spelling and Dictation Quiz (8.19.5) STAAR Quiz: Week 19 STAAR Check: <i>The Cupcake Queen</i> (8.19.5)
	20	Grammar Quiz: Complex Sentences and Subordinating Conjunctions (8.20.3) Reading Quiz: <i>Rosie Revere, Engineer</i> (8.20.4) Spelling and Dictation Quiz (8.20.5) *Research and Writing Assignment: Invention Report (Final Copy) (8.20.5)
		<b>*Module 8 Test</b>
9	21	Module 9 Reading Log Journal Reading Assignment: Fact and Opinion (9.21.2) Grammar Quiz: Writing Abbreviations (9.21.3)

Module	Week	Assignments
		Reading Quiz: <i>How Did That Get in My Lunchbox?</i> (9.21.4) Spelling and Dictation Quiz (9.21.5)
	22	Grammar Quiz: Contractions (9.22.3) Spelling and Dictation Quiz (9.22.5) Reading Quiz: <i>How Do You Raise a Raisin?</i> (9.22.5) *Research Assignment: Healthy Menu Poster Presentation (9.22.5) STAAR Quiz: Week 22 STAAR Check: <i>Frank Pearl in The Awful Waffle Kerfuffle</i> (9.22.5)
	23	Reading Quiz: <i>It's Our Garden</i> (9.23.4) Grammar Quiz: Commas in Sentences and Series (9.23.4) Spelling and Dictation Quiz (9.23.5) STAAR Quiz: Week 23 STAAR Check: <i>Little Books, Big Hit</i> (9.23.5) Checkpoint 2 (Non-graded)
		<b>*Module 9 Test</b>
10	24	Module 10 Reading Log Journal Reading Quiz: <i>When the Giant Stirred</i> (10.24.4) Grammar Quiz: Prepositions and Prepositional Phrases (10.24.4) Spelling and Dictation Quiz (10.24.5) STAAR Quiz: Week 24 STAAR Check: <i>Brave Bessie</i> (10.24.5)
	25	Grammar Quiz: Pronouns and Homophones (10.25.3) Reading Quiz: <i>Cinder Al and the Stinky Footwear</i> (10.25.4) Spelling and Dictation Quiz (10.25.5) *Research and Writing Assignment: Anansi Story (10.25.5) STAAR Quiz: Week 25 STAAR Check: <i>Howdy, Big Tex</i> (10.25.5)
		<b>*Module 10 Test</b>
11	26	Module 11 Reading Log Journal Spelling and Dictation Quiz (11.26.5) Grammar Quiz: Week 26 Review (11.26.5) *Research and Writing Assignment: Magazine Article (11.26.5) STAAR Quiz: Week 26 STAAR Check: <i>Prickly Porcupines</i> (11.26.5)
	27	Spelling and Dictation Quiz (11.27.5) Grammar Quiz: Week 27 Review (11.27.5) STAAR Quiz: Week 27 STAAR Check: <i>A Gift from Nature</i> (11.27.5)
	28	Spelling and Dictation Quiz (11.28.5) Grammar Quiz: Week 28 Review (11.28.5) *Research and Writing Assignment: Newspaper Review (11.28.5) STAAR Quiz: Week 28 STAAR Check: <i>Superstars of Slow</i> (11.28.5)
		<b>*Module 11 Test</b>
12	29	Module 12 Reading Log Journal Spelling and Dictation Quiz (12.29.5)

Module	Week	Assignments
		Grammar Quiz: Week 29 Review (12.29.5) STAAR Quiz: Week 29 STAAR Check: <i>Autumn Walk</i> (12.29.5)
	30	Spelling and Dictation Quiz (12.30.5) Grammar Quiz: Week 30 Review (12.30.5) *Research and Writing Assignment: Concrete Poems (12.30.5) STAAR Quiz: Week 30 STAAR Check: <i>Mexican Bark Art</i> (12.30.5) Checkpoint 3 (Non-graded)
		<b>*Module 12 Test</b>

## Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average (for Modules 7-12);
- 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 12 Test given in Week 30 will be treated as the final exam.

Students who score below 70% on the Module 12 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)**
  - Research Assignment: “Person of the Year” Slideshow Presentation (7.17.5)
  - Writing Assignment: Opinion Essay (Final Copy) (7.18.5)
  - Module 7 Test
  - Research and Writing Assignment: Invention Report (Final Copy) (8.20.5)
  - Module 8 Test
  - Research Assignment: Healthy Menu Poster Presentation (9.22.5)
  - Module 9 Test
  - Research and Writing Assignment: Anansi Story (10.25.5)
  - Module 10 Test
  - Research and Writing Assignment: Magazine Article (11.26.5)
  - Research and Writing Assignment: Newspaper Review (11.28.5)
  - Module 11 Test
  - Research and Writing Assignment: Concrete Poems (12.30.5)
  - Module 12 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.