



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

Course Name

ELAR 3A

English/Language Arts/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 that 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, you should be able to do the following:

Oral Language Skills - Knowledge

- 3.1 (3.1A-3.1E) Students will develop and sustain foundational language skills: listening, speaking, discussion, and thinking—**oral language**.

Spelling and Phonics – Knowledge

- 3.2 (3.2A-3.2D) Students will develop and sustain foundational language skills: listening, speaking, reading, writing and thinking—**beginning reading and writing**. Students develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Vocabulary – Knowledge and Comprehension

- 3.3 (3.3A-3.3D) Students will develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—**vocabulary**. Student will use newly acquired vocabulary expressively.

Fluency – Knowledge

- 3.4 Students will develop and sustain foundational language skills: listening, speaking, reading, writing and thinking—**fluency**. The student will read grade-level text with fluency and comprehension.

Self-Sustained Reading – Knowledge

- 3.5 Students will develop and sustain foundational language skills: listening, speaking, reading, writing and thinking—**self-sustained reading**. Students will read grade appropriate texts independently.

Generating questions, connecting to other texts and society, making inferences, making predictions – Comprehension, Application, Analysis, Evaluation, Synthesis

- 3.6 (3.6a-3.6I) Students will develop comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student will use **metacognitive skills** to both develop and deepen comprehension of increasingly complex texts.

Making personal connections to text, writing literary responses, using text evidence, retell and paraphrasing – Comprehension, Application, Analysis, Evaluation, Synthesis

- 3.7 (3.7A-3.7G) Students will develop response skills: listening, speaking, reading, writing and thinking using multiple texts. The student will respond to **increasingly challenging variety of sources** that are read, heard or viewed.

Inferencing, relationships among characters, analyzing plot elements – Comprehension, Application, Analysis, Evaluation, Synthesis

- 3.8 (3.8A-3.8D) Students will be exposed to multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-literary elements. Students will **recognize and analyze literary elements** within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Structural characteristics of multiple genres, structural elements of poetry, distinguishing fact from opinion – Knowledge, Comprehension

- 3.9 (3.9A-3.9F) Students will be exposed to multiple genres: listening, speaking, reading, writing, and thinking using multiple texts- genres. Students will **recognize and analyze genre-specific characteristics, structures, and purposes** within and across increasingly complex traditional, contemporary, classical, and diverse texts.

Author's purpose – Comprehension

- 3.10 (3.10A-3.10G) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. Students will use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. Students will analyze and apply author's craft purposefully in order to develop his or her own products and performances.

Writing process – Knowledge, Comprehension, Application

- 3.11 (3.11A-3.11E) Composition: listening, speaking, reading writing and thinking using multiple texts—**writing process**. Students will use the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

Composing personal narratives, poetry, informational texts, argumentative texts, opinion essays and letters – Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis

- 3.12 (3.12A-3.12D) Composition: listening, speaking, reading, writing, and thinking using multiple texts—**genres**. Students will use genre characteristics and craft to compose multiple texts that are meaningful.

Gathering research information and completing projects – Application, Analysis, Evaluation, Synthesis

- 3.13 (3.13A-3.13H) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The students will 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](http://www.tea.state.tx.us) website.

Textbook and Materials

Textbook(s)

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

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

The digital textbook must be purchased through the TTU K-12 partner bookstore (see the [TTU K-12](http://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

- composition or spiral notebook
- pencils and eraser
- colors (colored pencils, markers or crayons for projects)
- drawing paper

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))
- 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 home page)

continued →

Course Organization

The organization of this course is divided into three Learning Modules. Each Learning Module is divided into five weeks' worth of lessons and are found on the course menu bar under the section "Learning Modules." Each lesson contains the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Assignments
- End of lesson tests

Each lesson includes several activities that present content knowledge. Each lesson also includes multiple 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 One and Two	Module One: "What a Character!" and Module Two: "Use your Words"	Five weeks
Module Three and Four	Module Three: "Let Freedom Ring!" and Module Four: "Stories on Stage"	Five weeks
Module Five and Six	Module Five: "Teamwork" and Module Six: "Animal Behaviors"	Five 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.

Modules	Weeks	Assignments
Learning Module 01: Module One	1–3	Checkpoint 1 (non-graded) *01 Research Project: Preparedness Campaign Reading Log Journal Learning Module 1 and 2 Spelling Journal: Week 01

Modules	Weeks	Assignments
		<p>1.1: Zach Jumps In Point of View 1.1: Subject of a Simple Sentence 1.2: Spelling Short Vowel Sounds 1.2: Marisol McDonald Critical Vocabulary 1.2: Marisol McDonald Doesn't Match 1.2: Predicate of a Simple Sentence 1.3: Short Vowels 1.3: Vocabulary Strategy Context Clues 1.3: Literary Elements 1.3: Sentence Fragments 1.3: Writing Workshop Weslandia 1.4: Prefixes 1.4: Reading Quick Write Theme 1.4: Grammar and Spelling 1.5: Spelling and Dictation Test 1.5: Marisol Reading Quiz Spelling Journal: Week 02 2.1: Judy Moody, Mood Martian 2.1: Statements and Questions 2.2: Vocabulary and Context Clues 2.2: Figurative Language 2.2: Commands and Exclamations 2.3: Long Vowels 2.3: Figurative Language Illustrations 2.3: Vocabulary Prefixes 2.3: Four Kinds of Sentences 2.4: Literary Elements 2.4: Connect to Writing 2.5: Spelling and Dictation Test 2.5: Stink Reading Quiz Spelling Journal: Week 03 3.1: Making Inferences Scaredy Squirrel 3.2: Long a and Long e 3.2: Scaredy Squirrel Vocabulary 3.2: Text and Graphics for Scaredy Squirrel 3.2: Coordinating Conjunctions 3.3: More Long a and Long e 3.3: Suffixes 3.3: Run-on Sentences 3.4: Vocabulary and Synonyms</p>

Modules	Weeks	Assignments
		3.5: Spelling and Dictation Test 3.5: Scaredy Squirrel Quiz *3.5: Personal Narrative Final Copy
Learning Module 01: Module Two	4–5	*02 Research Project: Poetry Book Spelling Journal: Week 04 4.2: Critical Vocabulary 4.2: Singular and Plural Nouns 4.3: Cursive Spelling Words 4.3: Singular and Plural Nouns 4.4: Vocabulary and Prefixes 4.4: Dear Primo 4.5 Spelling and Dictation Test 4.5: Vocabulary Maps 4.5: Retelling Video Spelling Journal: Week 05 5.1: Adventures with Words 5.1: Action Verbs 5.2: Long i Spelling 5.2: Vocabulary Synonym and Antonym 5.2: Being Verbs 5.3: Figurative Language and Upside Down Boy 5.4: The Upside Down Boy Reading Quiz 5.4: Prefix dis- 5.4: Verb, Being Verb, and Adverbs that Compare 5.5: Spelling Test *5.5: Letter Writing *Learning Module 1 and 2 Test
Learning Module 02: Module Three	6–8	*03 Research Project: National Symbols Pamphlet Reading Log Journal Learning Module 3 and 4 Spelling Journal: Week 06 6.1: American Places, American Ideals 6.1: Present and Past Tense 6.2: Three-Letter Blends 6.2: Critical Vocabulary Let Freedom Ring 6.2: Main Idea U.S. Constitution 6.2: Past, Present, and Future Tense 6.3: Three-Letter Blends Questions 6.3: Text Structure The U.S. Constitution 6.3: Present, Past, and Future Tense

Modules	Weeks	Assignments
		<p>6.3: Prewriting Descriptive Places 6.4: U.S. Constitution Reading Quiz 6.5: Spelling Test 6.5: Main Idea Paragraph 6.5: Write the Central Idea Spelling Journal: Week 07 7.1: July 4th Questions and Summary 7.1: Commas in a Series 7.1: Identifying the Central Idea 7.2: Critical Vocabulary 7.2: Review Text Structure 7.2: Commas in Addresses 7.3: Multiple Meaning Words 7.3: Flag Maker Retelling 7.3: Comma Review 7.5: Spelling and Dictation Test 7.5: The Flag Maker Reading Quiz Spelling Journal: Week 08 8.1: Statue of Liberty Green Central Idea 8.1: Abstract and Concrete Nouns 8.2: Critical Vocabulary Statue of Liberty 8.2: Author's Purpose 8.2: Using Abstract Nouns 8.3: Silent Letters Practice 8.3: Why is the Statue of Liberty Green Reading Quiz 8.3: Reviewing Concrete and Abstract Nouns 8.5: Spelling Test 8.5: Author's Purpose P.I.E. *8.5: Descriptive Essay</p>
<p>Learning Module 02: Module Four</p>	<p>9–10</p>	<p>*04 Research Project: Writing a Play Spelling Journal: Week 09 9.1: Visualizing Pecos Bill 9.1: Subject Pronouns 9.2: Pecos Bill Vocabulary 9.2: Elements of Drama 9.2: Object Pronoun 9.3: Figurative Language Pecos Bill 9.3: Review Pronouns 9.4: The Sage of Pecos Bill Reading Quiz</p>

Modules	Weeks	Assignments
		9.5: Spelling and Dictation Test 9.5: Synonyms Spelling Journal: Week 10 10.1: Media and Traveling Trio 10.1: Regular and Irregular Nouns 10.2: Vocabulary and Traveling Trio 10.2: Summarizing Travel Trio 10.2: Review Plural Nouns 10.3: Handwriting Assessment 10.3: Vowel Diphthongs ow, ou 10.3: Vocabulary and Gigi Tale 10.3: Quotation Marks 10.4: Gigi and the Wishing Ring Reading Quiz 10.5: Spelling and Dictation Test Checkpoint 2 (Non-graded) *Learning Module 3 and 4 Test
Learning Module 03: Module Five	11–13	*05 Research Project: Team Sport or Board Game Reading Log journal Learning Module 5 and 6 Spelling Journal: Week 11 11.1: Teamwork and Victory 11.2: Vocabulary Questions 11.2: Soccer Shootout 11.2: Subject-Verb Agreement and Adding -s or -es 11.3 Theme Soccer Shootout 11.3: Reviewing Subject-Verb Agreement 11.4: Suffixes -er, -or; -er, -est 11.5: Week 6 Spelling Test 11.5: Author's Craft and Soccer Shootout Spelling Journal: Week 12 12.1: Media and Bend It like Bianca 12.1: Pronoun-Verb Agreement 12.2: Vocabulary Word Questions 12.2: Running Rivals Report 12.2: Add -es or -ies 12.3: Homophone Practice 12.3: Running Rivals Vocabulary 12.3: Possessive Nouns and Pronouns 12.4: Running Rivals Reading Quiz 12.5: Week 12 Spelling Test

Modules	Weeks	Assignments
		12.5: Greek and Latin Roots Spelling Journal: Week 13 13.1: Predictions and Brothers at Bat 13.2: Critical Vocabulary Questions 13.3: Figurative Language and Brothers at Bat 13.3: Present, Past and Future Verb Tenses 13.4: Brothers at Bat Reading Quiz 13.5: Week 13 Spelling Test 13.5: Suffix - ment *13.5: Persuasive Letter
Learning Module 03: Module Six	14–15	Spelling Journal: Week 14 14.1: Shall we Dance 14.1: Adjectives Kind and How 14.1: In November and Imagery 14.2: Vocabulary Questions 14.2: This is your Life Cycle Author's Purpose 14.2: This, That, and Articles 14.2: Prewriting KWL 14.3: Vocabulary and This is your Life Cycle 14.3: Review Adjectives and Articles 14.4: This is Your Life Cycle Reading Quiz 14.4: KWL Third Column 14.5: Week 4 Spelling and Dictation Test 14.5: Prefixes uni-, bi-, tri- Spelling Journal: Week 15 15.1: Nose Award Paragraph 15.1: Adding -er, -ier, and more 15.2: Vocabulary and Questions 15.2: Figurative Language Octopus Escapes Again 15.2: Similes and Octopus Escapes Again 15.2: Adjectives that Compare 15.3: Text Structure Siberian Tiger 15.3: The Verb Be 15.4: Reading Quiz for Week 15 15.5: Spelling and Dictation Test 15.5: Expository Essay Checkpoint 3 (Non-graded)
Final Exam		*Learning Module 5 and 6 Test

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average, including the final exam;
- 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 who score below 70% on the final exam 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 you in applying and demonstrating the lesson concepts, as well as identifying areas in which you need additional review. You may use all the lesson's learning activities to assist you as you complete the graded assignments.

Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you 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 (Modules 1-6) **(50% of Course Grade)**
- Summative Assessments **(20% of Course Grade)**
 - 01 Research Project: Preparedness Campaign
 - 3.5: Personal Narrative Final Copy
 - 02 Research Project: Poetry Book
 - 5.5: Letter Writing
 - Learning Module 1 and 2 Test
 - 03 Research Project: National Symbols Pamphlet
 - 8.5: Descriptive Essay
 - 04 Research Project: Writing a Play
 - Learning Module 3 and 4 Test
 - 05 Research Project: Team Sport or Board Game
 - 13.5: Persuasive Letter
- Summative Final Assessments **(30% of Course Grade)**
 - Learning Module 5 and 6 Test
- 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 5 and 6 Test given in Week 15 will be treated as the final exam.

Students who score below 70% on the Module 5 and 6 Test will be eligible for one re-exam opportunity.

Course Completion

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

Academic Integrity

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.