



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

## Course Name

ELAR 3A

English/Language Arts/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 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](#).

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## 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)

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## 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.

Lesson	Topic	Approximate Time for Completion
<b>Module Seven and Eight</b>	Module Seven: "Make a Difference" and Module Eight: "Imagine! Invent!"	Five weeks
<b>Module Nine and Ten</b>	Module Nine: "From Farm to Table" and Module Ten: "Tell a Tale"	Five weeks
<b>Module Eleven and Twelve</b>	Module Eleven: "Genre Study: Informational Text" and Module Twelve: "Genre Study: Realistic Fiction"	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.

Lesson	Weeks	Assignments
<b>Module Seven</b>	1–3	Checkpoint 1 (Non-graded) 7.1.3: Farmer Will Allen Quiz

Lesson	Weeks	Assignments
		7.1.3: Irregular Verbs Quiz 7.1.5: Week 1 Spelling Test 7.1.5: Essential Question Week One: Race Team STAAR Check 7.2.3: Adverbs Quiz 7.2.4: Plastic Bag and Energy Island Quiz 7.2.5: Week 2 Spelling Test *07 Research Project: Person of the Year Week Two: Star Parties STAAR Check 7.3.3: Historical Fiction Chart 7.3.3: Adjectives and Adverb Quiz 7.3.4: The Storyteller’s Candle Quiz 7.3.5: Week 3 Spelling Test *07 Opinion Essay Final Copy Week Three: Kittens STAAR Check
<b>Module Eight</b>	4–5	8.4.2: Timeless Thomas: Text Structure Comparing and Contrasting 8.4.3: Timeless Thomas Quiz 8.4.3: Possessive Quiz 8.4.4: Ben Invention Kite 8.4.5: Week 4 Spelling Test Week Four: The Cupcake Queen STAAR Check 8.5.3: Complex Sentences and Subordinating Conjunction Quiz 8.5.4: Rosie Reverie Engineer Quiz 8.5.5: Week 5 Spelling Test *8.5.5: Research Report: Invention Final Copy Reading Log Journal: Learning Modules 7 and 8 *Modules 7 and 8 Test
<b>Module Nine</b>	6–8	9.6.2: Fact and Opinion 9.6.3: Grammar Quiz 9.6.4: How did that get in my Lunchbox? Quiz 9.6.5: Week 6 Spelling Test 9.7.3: Contractions Quiz 9.7.5: Week 7 Spelling Test 9.7.5: How do you raise a raisin? Quiz *9.7.5: Research Project: Healthy Menu Week Seven: Frank Pearl STAAR Check 9.8.4: It’s Our Garden Quiz 9.8.4: Comma Quiz

Lesson	Weeks	Assignments
		9.8.5: Week 8 Spelling Test Week Eight: Little Books STAAR Check
<b>Module Ten</b>	9–10	10.9.4: When the Giant Stirred Quiz 10.9.4: Prepositional Quiz 10.9.5: Week 9 Spelling Test Week Nine: Brave Bessie Coleman STAAR Check 10.10.3: Grammar Quiz 10.10.4: Cinder Al and the Stinky Footwear Quiz 10.10.5: Week 10 Spelling Test *10 Research Project: Anansi Story Week Ten: Howdy, Big Tex STAAR Check Reading Log Journal: Learning Modules 9 and 10 Checkpoint 2 (Non-graded) *Modules 9 and 10 Test
<b>Module Eleven</b>	11–13	11.11.5: Week 11 Spelling Test 11.11.5: Week 11 Grammar Quiz *11 Research and Writing Project: Magazine Article Week Eleven: Prickly Porcupines STAAR Check 11.12.5: Week 12 Spelling Test 11.12.5: Week 12 Grammar Quiz Week Twelve: Gift from Nature STAAR Check 11.13.5: Week 13 Spelling Test 11.13.5: Week 13 Grammar Quiz *11 Research and Writing Project: Write a Review Week Thirteen: Superstars of Slow STAAR Check
<b>Module Twelve</b>	14–15	12.14.5: Week 14 Spelling Test 12.14.5: Week 14 Grammar Quiz Week Fourteen: Autumn Walk STAAR Check 12.15.5: Week 15 Spelling Test 12.15.5: Week 15 Grammar Quiz *12 Research and Writing Project: Concrete Poems Week Fifteen: Mexican Bark Art STAAR Check Reading Log Journal: Learning Modules 11 and 12 Checkpoint 3 (Non-graded) *Modules 11 and 12 Test

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## 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 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 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 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 7–12) (**50% of Course Grade**)
- Summative Assessments (**50% of Course Grade**)
  - 07 Research Project: Person of the Year
  - 07 Opinion Essay Final Copy
  - 8.5.5: Research Report: Invention Final Copy
  - Modules 7 and 8 Test
  - 9.7.5: Research Project: Healthy Menu
  - 10 Research Project: Anansi Story
  - Module 9 and 10 Test
  - 11 Research and Writing Project: Magazine Article
  - 11 Research and Writing Project: Write a Review
  - 12 Research and Writing Project: Concrete Poems
  - Modules 11 and 12 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 11 and 12 Test given in Week 15 will be treated as the final exam.

Students who score below 70% on the Module 11 and 12 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.