

Course Syllabus

Language Arts, Grade 1

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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 first grade (Level 11).

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

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 identify favorite stories, informational text, authors, and illustrators of a given passage.
- The learner will be able to evaluate the author's purpose in a given work.
- The learner will be able to evaluate the effectiveness of author technique.
- The learner will be able to read independently for a variety of purposes including for literary experience, to gain information, to perform a task, for enjoyment, and to build fluency.
- The learner will be able to explore a variety of literary and media genres.
- The learner will be able to explore a variety of literature through read-alouds, tapes, and independent reading.
- The learner will be able to read a variety of nonfiction.
- The learner will be able to evaluate how author point of view influences reading materials.
- The learner will be able to share storybooks, poems, newspapers, and environmental print.

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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.

- The learner will be able to determine the meaning of meaning words by using a picture dictionary, picture clues, context clues, and structural analysis.
- The learner will be able to identify print sources of information (e.g., books, magazines, maps, charts, and graphs).
- The learner will be able to visit libraries to use and view appropriate material.
- The learner will be able to identify appropriate sources of information(e.g., books, maps, graphs, charts).

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 correctly use adjectives (e.g., vivid description words).
- The learner will be able to demonstrate appropriate use of Standard English in writing.
- The learner will be able to change a declarative sentence into a question.
- The learner will be able to identify statements and questions by noting ending punctuation when writing and intonation when speaking.
- The learner will be able to identify incomplete sentences.
- The learner will be able to edit writing for noun forms.

- The learner will be able to use nouns correctly(e.g., singular, plural, possessive).
- The learner will be able to edit written works for correct use of pronouns.
- The learner will be able to identify run-on sentences.
- The learner will be able to combine two simple sentences into a compound sentence by using the conjunction "and".
- The learner will be able to combine two sentences concisely and with clarity of meaning.
- The learner will be able to apply the use of correct sentence structure to communicate effectively.
- The learner will be able to use coherent sentence structure when speaking.
- The learner will be able to write grammatically correct, effective sentences.
- The learner will be able to identify complete sentences.
- The learner will be able to use correct sentence structure.
- The learner will be able to use correct subject-verb agreement.
- The learner will be able to use verbs correctly (e.g., e.g. tense and agreement with simple subject).

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 alphabetize to the first letter of a word.
- The learner will be able to use capitalization correctly.
- The learner will be able to identify and use contractions.
- The learner will be able to capitalize the first word of a sentence, first and last names, pronoun "I", and proper nouns.

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- The learner will be able to use correct punctuation at the end of simple declarative sentences and questions.
- The learner will be able to use legible manuscript when writing using proper spacing between letters of a word and words of a sentence.
- The learner will be able to apply Standard English language mechanics.
- The learner will be able to apply fundamental punctuation rules to written works.
- The learner will be able to write a simple sentence.

Listening/Speaking

- The learner will be able to demonstrate developmentally appropriate interpretive listening comprehension skills.
- The learner will be able to develop and expand listening skills.
- The learner will be able to demonstrate developmentally appropriate literal listening comprehension skills.
- The learner will be able to listen attentively to a variety of speakers for specific information.
- The learner will be able to follow guidelines of conversation (e.g., raise hand, take turns, focus attention on speaker).
- The learner will be able to follow three-step directions given orally.
- The learner will be able to understand, follow, and give oral directions.
- The learner will be able to participate in group discussions.
- The learner will be able to dramatize or retell new knowledge, oral information, or new experiences.
- The learner will be able to distinguish between figurative and literal meanings of words and phrases.

- 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 derive meaning while reading by asking meaning about text, self-corrects errors, participate in discussions about text, create graphic organizers (e.g., charts, lists), and predict and adjust outcomes during read-alouds.
- 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 change targeted sounds to modify or change words.
- The learner will be able to identify his/her purpose for listening.
- 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 tell favorite personal stories to peers and familiar adults.
- 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.

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 identify commonly used abbreviations.

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- The learner will be able to analyze literary devices used in reading materials.
- The learner will be able to understand the relationship between cause and effect.
- The learner will be able to display comprehension skills.
- The learner will be able to determine the problem in a story and discuss the solution to the conflict.
- The learner will be able to use graphic organizers to understand text(e.g., charts, graph, web).
- The learner will be able to make comparisons between reading material.
- The learner will be able to use a variety of strategies to decode words including sounding out, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, digraphs).
- The learner will be able to identify details from reading passages.
- The learner will be able to draw conclusions about reading materials.
- The learner will be able to read with increasing fluency and confidence from a variety of texts through paired reading, shared reading, choral reading, teacher-led reading, and reading from tapes.
- The learner will be able to demonstrate an understanding of the structural relationship in letters, words, and signs.
- The learner will be able to understand and use basic reading behaviors such as reading from the top of a page and going down, tracking, reading and explaining writings and drawings, identifying parts of a book (e.g., title page, table of contents) recognizing that groups of words make sentences, and understanding punctuation (e.g., period, question mark).
- The learner will be able to manipulate word families, word walls, and word sorts.
- The learner will be able to distinguish between fact and opinion.
- The learner will be able to use common graphical features to increase understanding of reading materials.
- The learner will be able to make inferences from information in written material.
- The learner will be able to introduce information skills to encourage learning.
- The learner will be able to determine the main idea stated in a passage.
- The learner will be able to identify the main character(s), characters, events, and settings in print and nonprint materials.
- The learner will be able to demonstrate phonemic awareness.
- The learner will be able to recognize plot climax in reading selections.
- The learner will be able to retell a story in correct sequence(e.g., using books, videos, films).
- The learner will be able to make predictions from information in written material.
- The learner will be able to make predictions about reading materials.
- The learner will be able to view illustrations as a prereading strategy.
- The learner will be able to take part in activities to build background knowledge to derive meaning from text.
- The learner will be able to use prior knowledge to understand texts.
- The learner will be able to read and view various literary (e.g., picture books, story books, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.
- The learner will be able to generate questions to aid understanding while reading.

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- The learner will be able to distinguish between reality and fantasy in literature.
- The learner will be able to read familiar text aloud with fluency, expression, accuracy, and confidence.
- The learner will be able to take part in guided oral readings.
- The learner will be able to distinguish between reality and fantasy.
- The learner will be able to read text aloud with fluency, expression, accuracy, pacing, intonation, and confidence.
- The learner will be able to apply the use of punctuation to aid in reading aloud.
- The learner will be able to improve reading comprehension by reading independently on a daily basis.
- The learner will be able to participate in various literacy activities (e.g., self-select books and stories).
- The learner will be able to create and maintain a motivation to read.
- The learner will be able to respond creatively to written material (e.g., choral reading, discussion, drama).
- The learner will be able to identify the order of events which occur within a reading selection.
- The learner will be able to use sequence to understand reading materials.
- The learner will be able to identify story elements, such as setting, plot, and characters.
- The learner will be able to apply critical thinking when reading materials.
- The learner will be able to extend information beyond passage ideas while reading.
- The learner will be able to use text features to find information in text (e.g., maps, charts, illustrations, and table of contents).
- The learner will be able to know of a variety of strategies which aid comprehension.
- The learner will be able to develop skills to facilitate reading to learn across the curriculum.
- The learner will be able to use vocabulary to understand what is read.
- The learner will be able to use text structure to increase understanding of reading materials.
- The learner will be able to summarize material while he/she reads.
- The learner will be able to identify the theme of a given reading passage.
- The learner will be able to check for understanding after reading by recalling 3-4 step sequence of events, retelling stories (i.e. first, next, last) drawing conclusions, recognizing main ideas in pictures, picture books, and texts.

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.

- The learner will be able to regularly spell high frequency words correctly.
- The learner will be able to use correct spelling for words that are appropriate to his/her grade level.
- The learner will be able to correctly spell short vowel words with four letters.
- The learner will be able to correctly spell short vowel words with three letters.

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.

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- The learner will be able to add suffixes to base words (e.g., -s, -ed, -es, -ing).
- The learner will be able to increase content specific vocabulary.
- The learner will be able to expand vocabulary by reading out loud.
- The learner will be able to expand his/her vocabulary.
- The learner will be able to develop vocabulary by listening to orally read literature, participating in discussions, and reading self-selected texts.
- The learner will be able to use knowledge of letter-sound correspondence knowledge and structural analysis to decode grade appropriate words.
- The learner will be able to apply a variety of vocabulary strategies.
- The learner will be able to show awareness of syllables by clapping, counting, or moving objects.
- The learner will be able to read, identify, and understand grade specific vocabulary words.
- The learner will be able to identify rhyming words.

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 decode unknown words automatically.
- The learner will be able to decode one-syllable words that are phonetically regular.
- The learner will be able to respond to cue words that have the same ending sound.
- The learner will be able to respond to cue words that have the same beginning sound.
- The learner will be able to recognize rhymes in Mother Goose and other rhyming books.

- The learner will be able to understand the relationship between sounds and symbols.
- The learner will be able to apply long and short vowel rules when decoding.
- The learner will be able to demonstrate developmentally appropriate word analysis skills.
- The learner will be able to automatically identify high frequency words.
- The learner will be able to break one syllable words into sounds.
- The learner will be able to blend sounds together for form one-syllable words.
- 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 summarize information learned in science (e.g., illustration, dictating sentences or composing simple sentences).
- The learner will be able to take part in shared writings about the arts and classroom activities.
- The learner will be able to write in math journals, compose math stories, and write explanations for problem solving.
- The learner will be able to compose stories using information learned in social studies.
- The learner will be able to prepare a variety of written work (e.g. published books, classroom books, experience stories).

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- The learner will be able to use a conclusion in a written work.
- The learner will be able to create readable documents with legible handwriting.
- The learner will be able to include relevant information in his/her writing.
- The learner will be able to identify words or phrases that could enhance clarification after writing a story.
- The learner will be able to dictate stories (e.g., to tape recorder, to adult, to older student).
- The learner will be able to write first drafts using appropriate parts of the writing process with focus on planning and self-correcting.
- The learner will be able to take part in teacher-guided experience stories.
- The learner will be able to edit for correct use of adverbs and adjectives.
- The learner will be able to edit sentences for capitalization errors.
- The learner will be able to write an expository essay.
- The learner will be able to edit written works in preparation for publication.
- The learner will be able to edit for correct use of punctuation.
- The learner will be able to edit written works for correct verb forms.
- The learner will be able to create a classroom book.
- The learner will be able to evaluate own and others written products by using a simple rubric (e.g., happy face, stickers), discuss and react to the writing, and reviewing personal collection to determine progress.
- 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 pre-writing strategies including brainstorming, drawing pictures, constructing graphic organizers (e.g., webs, charts, diagrams), and a variety of sources for information.
- The learner will be able to add illustrations and photographs to written works in preparation for publishing.
- The learner will be able to share written works with classmates or adults.
- The learner will be able to write a response to literature by creating different endings for stories, summarize a story using simple sentences and illustrations, signs, or rebus symbols.
- The learner will be able to revise his/her writing by adding descriptive words and phrases.
- The learner will be able to revise writing to eliminate extraneous information.
- The learner will be able to apply elements of language(e.g., end marks, capitalization) and use complete sentences when writing and editing.
- The learner will be able to write a variety of sentence types.
- The learner will be able to dictate a sequence of events in order.
- The learner will be able to order ideas sequentially when writing.
- The learner will be able to write narrative accounts including short stories, short accounts of personal experiences, and group stories with a beginning, middle, and end.
- The learner will be able to write for a variety of purposes including to acquire and exhibit knowledge (e.g., word families, numbers, shapes, sensory words and sentences), to entertain (e.g., stories and poems), and to inform (e.g., write simple directions, journals, friendly letters).

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- The learner will be able to apply a variety of prewriting strategies.
- The learner will be able to apply knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling.
- The learner will be able to understand how to use an outline as a prewriting strategy.
- The learner will be able to apply transitional or temporary spelling.
- The learner will be able to understand how to use information sources as a prewriting strategy.
- The learner will be able to write a supported text.
- The learner will be able to use various technologies to publish written works.
- The learner will be able to select the best topic sentence for a given paragraph.
- The learner will be able to use transitional conjunctions in his/her writing.
- The learner will be able to use transitional phrases in his/her writing.
- The learner will be able to use effective transitions (and, but, or) in his/her writing.
- The learner will be able to edit written works for usage.
- The learner will be able to write in a variety of modes including friendly notes and messages, stories, journals, rhymes, and poems.
- The learner will be able to take part in writing when provided with time, place, and materials.
- The learner will be able to apply classroom resources (e.g., word walls, picture dictionaries, teacher, peers, technology, student generated word books) to enhance the writing process.