CURRICULUM RESOURCE SERIES

English Language Arts Volume 3 Parent Guide

TEACH / REVIEW / RETEACH

Original teaching resources. Select instruction by demonstrated skills, not age. This document is not an independently certified full-year grade-level curriculum.

ELA Volume 3 | Parent Teaching and Assessment Guide

For English Language Arts Lessons 21-30 . Do not reveal notes before independent reading and response. Assess decoding, listening comprehension, sentence structure, evidence-based interpretation, extended writing and research as distinct abilities. Advanced access depends on demonstrated readiness at any age.

Lesson 21: Phonemes and word meaning

Expected understanding: The rain stopped; bird hopped to a branch. Map/mat differ in final phoneme. Stopped/hopped show -ed spelling after doubling a final consonant in these examples.

Scoring guidance: Check whether the learner actually decodes taught patterns; oral comprehension can be assessed separately. Upper-level interpretations must not invent events.

Lesson 22: Cause and effect

Expected understanding: The wind grew strong and pages turned; Lena then held notebook closed and moved near a wall. Motives for moving are possible inferences, not explicitly stated.

Scoring guidance: Require accurate sequence; distinguish a directly described event from an assumed intention.

Lesson 23: Central idea

Expected understanding: A community archive preserves and labels historical materials and honestly marks uncertain details. Photographs, maps and interviews are included.

Scoring guidance: Students should state three details from the text and not invent dates or objects. Extended analyses should identify limitations.

Lesson 24: Comparing perspectives

Expected understanding: A states six beds and weekly measuring; B offers a personal preference about the garden. Both discuss the garden, but purposes differ.

Scoring guidance: Treat opinion as opinion, not as automatic falsehood. Evaluation requires evidence that is appropriate to each claim.

Lesson 25: Sentence editing

Expected understanding: Suggested correction: -Maria measured the water. She wrote the number. The cup was not full.' Compound example: -Maria measured the water, and she wrote the number.'

Scoring guidance: Explain why a comma alone cannot properly join independent clauses in standard prose.

Lesson 26: Narrative composition

Expected understanding: Sami finds seed box; labels are wet and some names unreadable. The student must supply a coherent solution without presenting fictional details as factual history.

Scoring guidance: Assess beginning-middle-end, internal consistency, character response, dialogue punctuation and revision.

Lesson 27: Research integrity

Expected understanding: Student-selected sources vary. Confirm actual source titles, creator or organization, date if shown, and factual support for each claim.

Scoring guidance: Avoid fabricated links or source titles; compare current verifiable institutional evidence.

Lesson 28: Argument writing

Expected understanding: Claims about reading periods may differ. A sound response gives relevant reasons, real evidence when factual claims are made, and a fairly stated alternative.

Scoring guidance: A counterargument is not a straw man. Check thesis, organization, specific examples and respectful tone.

Lesson 29: Poetic language

Expected understanding: -Sun rose like a golden lamp’ is simile; -wind tapped at the door’ and -shadows stretched’ are personification or figurative imagery. Poem does not establish empirical weather conditions.

Scoring guidance: Require precise quotation from the original poem and a correct distinction between figurative and literal statements.

Lesson 30: Independent assessment

Expected understanding: Students counted library visitors on six afternoons and recorded date and weather. Attendance varied; school events also coincided with some days. No single cause is established.

Scoring guidance: Assess details, central idea and limitations. Suggested edit: -The students count visitors. They write notes.’ Or use past tense consistently.

Simple Independent Writing Rubric

Score each dimension separately as emerging, developing, independent or extension ready: comprehension of source; correct evidence; organization; grammar and spelling appropriate to the task; and independent revision. Students who dictate complex ideas may demonstrate stronger reasoning than handwriting suggests. Use a new unseen passage to reassess reading rather than repeating rehearsed questions.

Advanced Extension Guidelines

Early Advanced: encourage rich oral vocabulary, carefully decoded words and conceptual comprehension without excessive writing. Developing Advanced: build sustained paragraphs, source comparison and grammar. Extended Advanced: demand defensible arguments, source integrity, complex texts and revision. No category has an age ceiling.

Return to Academy .