CURRICULUM RESOURCE SERIES

English Language Arts Volume 3 Student Workbook

READ / PRACTICE / EXPLAIN

Name: _____ Date: _____

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

English Language Arts Volume 3 | Lessons 21-30

A third ten-lesson sequence covering phonemic awareness, vocabulary, comprehension, grammar, narrative writing, research, argument and literary analysis. Advanced pathways are open to learners ages 5-12 based on demonstrated skills, not age. Younger readers may show advanced comprehension orally while continuing systematic decoding instruction. Complete the existing Foundations phonics sequence where needed.

Teaching routine: preview the goal, study the original passage, model the target skill, complete the appropriate level's independent tasks, and revise with parent feedback. All passages below are original, not Scripture or public historical documents. Copy the material or print the page.

Lesson 21: Phoneme Manipulation, Roots and Meaning

Direct teaching: A phoneme is an individual speech sound. Changing one sound can create another word: map becomes mat when the last sound changes. A word root or affix helps older readers infer meaning but must be checked against context.

Read or listen: Original passage: -The rain stopped. A small bird hopped onto a branch. It shook its wings and watched the street below.'

Early Advanced, oral language and early reading

- Say each sound in map, then change its last sound to make mat.

- Read or listen to the passage. What stopped? Where did the bird hop?

- Write or dictate a sentence using bird.

- Change the beginning sound in hop to make top and explain the change.

Developing Advanced, structured literacy and composition

- Find two action verbs and two nouns in the passage.

- Explain the past tense pattern in stopped and hopped.

- Write a two-sentence summary without adding a new event.

- Define observe and observation, explaining their common root.

Extended Advanced, interpretation and research

- Analyze how active verbs affect imagery.

- Rewrite the passage from the viewpoint of a person watching the bird, without inventing facts.

- Distinguish literal statement from one defensible inference.

- Use a dictionary to compare morphology of observe, observer, observation.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Lesson 22: Cause, Effect and Alternative Explanations

Direct teaching: A cause is a factor that makes something happen; an effect is a result. Texts may describe linked events without proving exclusive causation. Distinguish what the passage reports from explanations that remain hypothetical.

Read or listen: Original passage: -Lena carried a notebook to the field. When the wind grew strong, several pages turned. She held the book closed and moved beside a wall.’

Early Advanced, oral language and early reading

- Who carried the notebook?

- What happened to the pages?

- Draw Lena near the wall.

- Explain one thing she did after the wind grew strong.

Developing Advanced, structured literacy and composition

- State one cause-and-effect relationship from the text.

- Identify two details supporting your explanation.

- Write a paragraph describing a possible alternative explanation for moving to the wall, labeling it an inference.

- Edit your paragraph for a topic sentence and ending punctuation.

Extended Advanced, interpretation and research

- Distinguish the observed sequence from inferred intention.

- Write a paragraph considering two possible motives while avoiding certainty.

- Explain what additional evidence would clarify her choice.

- Revise the passage to make the causal connection explicit while preserving its factual core.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Lesson 23: Central Idea in Informational Text

Direct teaching: The central idea expresses the main message of a nonfiction passage. Supporting details include relevant examples, facts, and explanations. A summary does not add claims absent from the source.

Read or listen: Original passage: -A community archive preserves photographs, maps and recorded interviews. Volunteers label materials with dates when they can verify them. Some older objects have uncertain origins, so the archive marks those details as unknown. Accurate records help future visitors examine the past.’

Early Advanced, oral language and early reading

- What kinds of things does the archive keep?

- Point to or write the word map.

- Draw one object that might be found in an archive.

- Tell an adult why a date should not be guessed.

Developing Advanced, structured literacy and composition

- Write a central idea in one sentence.

- Give three supporting details from the passage.

- Define archive from context and verify with a dictionary.

- Summarize the text in 50 to 70 words.

Extended Advanced, interpretation and research

- Analyze the passage’s argument for responsible recordkeeping.

- Explain why uncertainty is part of accurate scholarship.

- Write 150 words evaluating the consequences of inventing an artifact’s date.

- Identify what the passage does not reveal about the archive.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Lesson 24: Compare Two Perspectives without False Equivalence

Direct teaching: Two perspectives may describe the same subject with different emphases. Compare their stated evidence, purposes and omissions. Not every disagreement means the evidence supporting each side is equally strong.

Read or listen: Text A: -The school garden has six planting beds. Students measure plant height weekly.' Text B: -The garden is my favorite place because I enjoy watching the plants grow.'

Early Advanced, oral language and early reading

- Which text tells how many beds exist?

- Which text says someone likes the garden?

- Draw what both texts are about.

- Speak one factual sentence and one opinion sentence.

Developing Advanced, structured literacy and composition

- Give two similarities and two differences between the texts.

- Identify a verifiable claim and a value judgment.

- Write a six-sentence comparison paragraph.

- List one additional question neither text answers.

Extended Advanced, interpretation and research

- Compare the writers’ purposes and evidence.

- Write an argument about why opinions should be identified as such.

- Discuss what evidence could verify the first account and what would not resolve a personal preference.

- Produce a two-paragraph analysis with explicit textual references.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Lesson 25: Sentence Combining and Grammatical Clarity

Direct teaching: An independent clause expresses a complete thought. Two independent clauses can be joined by a comma plus a coordinating conjunction. Example: -The wind rose, and the team went inside.’ Comma splices join clauses improperly with a comma alone.

Read or listen: Draft to edit: -maria measured the water she wrote the number the cup was not full’

Early Advanced, oral language and early reading

- Copy -Maria measured water.’ with a capital and period.

- Circle the first and last letter of Maria.

- Write or dictate a second clear sentence.

- Tell what Maria did in the draft.

Developing Advanced, structured literacy and composition

- Correct the entire draft into three grammatical sentences.

- Combine the first two with and using correct punctuation.

- Find the subject and verb in each revised sentence.

- Explain why -Maria measured the water, she wrote the number’ is a comma splice.

Extended Advanced, interpretation and research

- Create two distinct grammatical revisions, using a compound and a complex sentence.

- Explain how conjunction choice changes the implied relation.

- Discuss pronoun reference and clarity in the final sentence.

- Write 100 words on why grammatical precision matters in factual reporting.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Lesson 26: Narrative Plot, Character and Revision

Direct teaching: A narrative develops a setting, characters, sequence, challenge, and response. Revisions improve consistency, dialogue, pacing, and point of view. Fictional details should not be confused with documentary history.

Read or listen: Story opening: -At the edge of the garden, Sami discovered a box of labeled seeds. The labels were wet, and two names could no longer be read. Sami wanted to help the garden keeper.’

Early Advanced, oral language and early reading

- Draw what Sami found.

- Tell the story’s beginning and invent a middle and end.

- Write or dictate one sentence about the problem.

- Explain why the missing labels matter.

Developing Advanced, structured literacy and composition

- Write a three-paragraph story with a realistic solution.

- Use at least three time transitions.

- Include two lines of appropriately punctuated dialogue.

- Revise one paragraph for clearer sequence.

Extended Advanced, interpretation and research

- Write a 350-word narrative with consistent viewpoint and meaningful conflict.

- Use dialogue to reveal character, not merely repeat the plot.

- Revise for pacing and sensory details without excess description.

- Add a brief writer’s note explaining a revision decision.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Lesson 27: Source Citations and Research Integrity

Direct teaching: Research requires accurately attributing information to a source and evaluating expertise, date, and evidence. Never fabricate a quote, URL, author or result. Separating a summary from a direct quotation is essential.

Read or listen: Original practice note: -The town library offers maps, local records and reference books. A student can compare information from a public archive and a university collection before writing a report.’

Early Advanced, oral language and early reading

- With adult help, locate a real informational book or reliable website.

- Say or write its title.

- Draw one idea learned and state where it came from.

- Explain why an imaginary book should not be cited as a real source.

Developing Advanced, structured literacy and composition

- Find two authoritative sources about a natural feature in Alabama.

- Record organization, page or article title and date when shown.

- Write a 100-word summary with two supported facts and source attributions.

- Mark one sentence as your interpretation rather than a direct fact.

Extended Advanced, interpretation and research

- Formulate a narrow research question about Alabama geography or history.

- Find and compare two independent credible sources.

- Prepare an annotated list noting provenance, date and limitations.

- Write a 250-word synthesis attributing all factual claims and stating unresolved questions.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Lesson 28: Persuasive Writing and Counterarguments

Direct teaching: An argument includes a debatable claim, relevant evidence, clear reasoning and fair treatment of another position. Avoid personal attacks or pretending an opposing view is weaker than it is.

Read or listen: Prompt: -Should students have a daily independent reading period?' The question permits reasoned disagreement about timing and methods.

Early Advanced, oral language and early reading

- State your opinion and give one clear reason.

- Listen to a different answer without interrupting.

- Draw how your ideal reading time would look.

- Write or dictate one sentence beginning -I think...'.

Developing Advanced, structured literacy and composition

- Write a claim with two reasons and supporting examples.

- Add a paragraph describing a thoughtful opposing viewpoint.

- Respond respectfully to that viewpoint.

- Revise for transitions and clear conclusion.

Extended Advanced, interpretation and research

- Write a 300- to 400-word argument with thesis and organized evidence.

- Present the strongest reasonable counterargument.

- Respond with relevant limitations and evidence.

- Assess whether all asserted facts have credible sources.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Lesson 29: Poetry, Metaphor and Tone

Direct teaching: Figurative language uses images and comparisons to express ideas. A simile compares with like or as; personification gives human actions to something nonhuman. Students should distinguish a poem’s imagery from a scientific claim.

Read or listen: Original poem: -The morning wind tapped at the door. The sun rose like a golden lamp. Across the quiet field, the shadows stretched and faded.’

Early Advanced, oral language and early reading

- Listen to the poem twice.

- Draw the sun like a lamp.

- Name one word describing the wind.

- Tell which things really have doors.

Developing Advanced, structured literacy and composition

- Identify the simile and personification.

- Explain the mood with two words from the poem.

- Rewrite one figurative line literally.

- Write four original lines using one simile.

Extended Advanced, interpretation and research

- Analyze how figurative verbs shape tone.

- Compare the imagery to a factual weather description.

- Write a paragraph explaining literal versus figurative truth.

- Compose an eight-line original poem and annotate two stylistic decisions.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Lesson 30: Independent Reading, Writing and Research Assessment

Direct teaching: Complete this fresh assessment without looking at answers. Explain evidence and revise after parent review. Correct spelling does not by itself prove comprehension, and oral understanding can exceed writing stamina.

Read or listen: Assessment text: -A group of students counted visitors to the local library on six afternoons. They recorded dates and weather. Attendance varied, but the students noticed that some days also coincided with school events. They decided more evidence was needed before explaining the pattern.’

Early Advanced, oral language and early reading

- Who counted library visitors?

- What two kinds of information did they record?

- Draw a library and write or dictate two complete sentences.

- Explain why it is wise not to guess the reason attendance changed.

Developing Advanced, structured literacy and composition

- Identify central idea and three supporting details.

- Explain why a connection between weather and attendance is not proof of cause.

- Write a coherent 120-word summary.

- Edit this sentence: -the students count visitors they write notes’.

Extended Advanced, interpretation and research

- Write a 250-word critical analysis distinguishing observation, hypothesis and explanation.

- Describe two potential confounders not established as facts.

- Propose one ethical way to collect better data.

- Revise a paragraph for evidence, structure and precision.

Parent check: what was directly stated, which response was an inference, and what evidence supports it? Assess comprehension and writing mechanics separately.

Independent Review

Lesson 30 is a fresh assessment. Check student work against the separate parent guide, reteach missed prerequisites and reassess with an unfamiliar text. This is not a validated reading-level placement test or full annual standards certificate.

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