CURRICULUM COLLECTION

English Language Arts Student Course, Lessons 11-20

Read, practice, explain, and review

Name: _____ Date: _____

Level and skill goal: _____

Keep finished work with your parent or caregiver. These original learning units support study but do not themselves constitute a complete annual grade-level curriculum.

English Language Arts Volume 2 | Lessons 11-20

Continue the first ten ELA lessons . This second course volume includes explicit comprehension, composition, grammar, research and literary analysis tasks. Early readers should continue direct phonics and decoding instruction each school day. Use reading level and independent skill rather than age alone. These passages are original instructional text, not Scripture quotations.

Daily lesson sequence: read the explanation, read or listen to the passage, answer the appropriate level's questions, revise one response, and discuss evidence with a caregiver. Copy questions into a notebook or print the webpage.

Lesson 11: Syllables, prefixes and meaning

Teach: Divide garden into gar-den (two syllables). A prefix such as un- can reverse the meaning of fair to unfair.

Original reading or writing prompt: Ava can help. Ben cannot reach the shelf. Ava gets a step stool with an adult.

- Foundations: Count syllables in apple, sun, rabbit. Read help and shelf.

- Builders: Find the prefix in unfair, unhappy, and unlock. Use them in sentences.

- Advancing: Explain how un- changes meaning; compare impossible and unfair and discuss how context matters.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

Lesson 12: Decode multisyllabic words

Teach: Break longer words into meaningful syllables and affixes. Read carefully, then check whether the result makes sense in context.

Original reading or writing prompt: The children carefully arranged materials for their experiment. They recorded each observation.

- Foundations: Blend sun-set, bas-ket, and in-side. Say each word aloud.

- Builders: Divide careful, children and record into syllables; confirm pronunciations in a dictionary.

- Advancing: Explain why recording is a process word here. Identify a morphology clue and revise the sentence.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

Lesson 13: Inference with textual evidence

Teach: An inference combines details in a text with reasonable background knowledge. It must not be presented as a directly stated fact.

Original reading or writing prompt: The sidewalk was wet. Nia carried an umbrella, but the sky was clear when she left the house.

- Foundations: What is an umbrella? Name one thing stated directly.

- Builders: Give two possible reasons for the wet sidewalk and explain which details support each.

- Advancing: Write a paragraph evaluating three plausible explanations and what evidence would distinguish them.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

Lesson 14: Character, setting and motive

Teach: A character's actions and words provide evidence of motives; readers must avoid claiming certainty without support.

Original reading or writing prompt: Jamal noticed a lost notebook on the playground. He wrote the owner's name on a note for the office and left the notebook with a teacher.

- Foundations: Who found the notebook? Where? What did he do?

- Builders: Describe Jamal using two actions from the text rather than one adjective alone.

- Advancing: Explain what can be inferred about Jamal's motives and what the author leaves unknown.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

Lesson 15: Poetry and figurative language

Teach: A simile compares using like or as; a metaphor presents something as something else. A poem's image need not be literally true.

Original reading or writing prompt: Original lines: -The morning light was like a gentle lamp. The breeze whispered through the trees.'

- Foundations: Draw the morning and say which things can really make sound.

- Builders: Find the simile. Explain that a breeze does not literally whisper.

- Advancing: Explain personification and compare the imagery with a literal weather report.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

Lesson 16: Narrative composition

Teach: A story typically establishes a setting, character, event, problem and response. Good revisions improve clarity without inventing contradictions.

Original reading or writing prompt: Writing prompt: A family must plan a safe walking trip after noticing rain clouds.

- Foundations: Draw three scenes and orally tell beginning, middle and end.

- Builders: Write three paragraphs with setting, obstacle and a practical solution.

- Advancing: Write 300 words using dialogue, sensory detail, coherent chronology and a revised ending.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

Lesson 17: Evidence and informational writing

Teach: An explanation states a clear idea, gives verified facts and explains how they support it; use source attribution for external claims.

Original reading or writing prompt: Original text: -A map can show roads, rivers and cities. Its legend explains symbols. A scale relates map distances to actual distances.'

- Foundations: Point to a map symbol with adult help and dictate its meaning.

- Builders: Explain the roles of legend and scale in a paragraph.

- Advancing: Compare two different maps and discuss how purpose and scale shape the information shown.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

Lesson 18: Compare two original texts

Teach: Comparison identifies shared and distinct features without erasing context.

Original reading or writing prompt: Text A: -The classroom garden had four raised beds. Students recorded plant height weekly.' Text B: -The rooftop garden used containers. Volunteers recorded rainfall each week.'

- Foundations: Find the word garden and tell one fact about each.

- Builders: Make a Venn diagram listing two similarities and two differences.

- Advancing: Write a two-paragraph comparison discussing methods and limits of each account.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

Lesson 19: Research question and citation

Teach: A research question must be answerable with evidence. Cite each source accurately, do not invent an author or URL.

Original reading or writing prompt: Research prompt: What natural features shape the landscape of North Alabama?

- Foundations: With an adult, locate Alabama on a map and name a natural feature using a cited source.

- Builders: Write a research question, identify two reputable geographic sources and summarize their facts.

- Advancing: Write a 300-word source-based explanation with clear citations, evaluation and limitations.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

Lesson 20: Independent ELA assessment

Teach: Use an unfamiliar original passage and complete comprehension, grammar and writing independently.

Original reading or writing prompt: Original text: -A neighborhood team counted the number of visitors at a reading room each Saturday. Attendance varied. Volunteers recorded dates and weather but did not assume that weather caused every change. They wanted more evidence before changing their plans.’

- Foundations: What did volunteers count? Draw the room and dictate two sentences.

- Builders: Identify central idea, two details, one inference, then write an eight-sentence summary.

- Advancing: Analyze the difference between observation and inference and write an evidence-based argument of 250 words on gathering more data.

Review whether the learner used text evidence, complete thoughts, and original reasoning. Keep written work privately.

End-of-Volume Literacy Check

Lesson 20 provides a new text and independent tasks. Record decoding, vocabulary, comprehension, grammar, composition, research and revision as separate skills. A short sequence is not a full annual grade-level course.

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