



Adventist Education

A JOURNEY TO EXCELLENCE

Elementary English Language Arts

2013

**ELEMENTARY ENGLISH LANGUAGE ARTS STANDARDS
IN SEVENTH-DAY ADVENTIST SCHOOLS**

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

ADVENTIST EDUCATION STANDARDS

Standards, what learners should know (content) and be able to do (skills), serve as the framework for curriculum development. Standards in NAD Seventh-day Adventist schools reflect the Adventist worldview across the K-12 curricula as well as the integration of national and provincial/state standards. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview that can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area: Creation (What is God's intention?), Fall (How has God's purpose been distorted?), Redemption (How does God help us to respond?), and Re-creation (How can we be restored in the image of God?).

— THE CORE OF ADVENTIST EDUCATION CURRICULUM

STUDENTS WHO ARE COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING, AND LANGUAGE:

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

— COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

STANDARDS CODING

The standards have been coded so that educators can easily refer to them in their curriculum, instruction, and assessment practices. The coding system that precedes each standard begins with the content area abbreviation in letters; all are identified with LA—Language Arts (LA.K.RF.1). The second part of the code refers to the grade level (LA.K.RF.1). The third part of the code refers to the particular language arts domain (LA.K.RF.1), with RF standing for Reading Foundations. The fourth part of the code refers to a particular skill within the language arts domain (LA.K.RF.1). The coding system that follows each standard is the Common Core State Standards for English Language Arts (CCSSELA) that aligns with the NAD standard. Where no CCSSELA is noted, there is no corresponding CCSSELA.

CREDITS

The following resources were referenced in developing English Language Arts Standards for Seventh-day Adventist Schools: a sampling of state standards, the International Reading Association (IRA), the National Council of Teachers of English (NCTE), NAD Curriculum Guide for The Integrated Language Arts, Common Core State Standards for English Language Arts (CCSSELA), and the Core of Adventist Education Curriculum.

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2013 ELEMENTARY ENGLISH LANGUAGE ARTS — READING FOUNDATIONS

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
K	Print Concepts	LA.K.RF.1 Demonstrate understanding of the basic features of print: left to right, top to bottom, front to back; spoken words to written words; words separated by spaces in print (RF.K.1a-c) LA.K.RF.2 Recognize and name all upper- and lowercase letters (RF.K.1d)
	Phonological Awareness	LA.K.RF.3 Demonstrate understanding of spoken words, syllables, and phonemes (sounds): recognize and produce rhyming words; count, pronounce, blend, and segment syllables; blend and segment onsets and rimes of one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds (CVC); add or substitute sounds in one-syllable words to make new words (RF.K.2)
	Phonics and Word Recognition	LA.K.RF.4 Demonstrate one-to-one letter-sound correspondence; associate long and short vowel sounds with the common graphemes (spellings); read grade-appropriate high-frequency sight words; distinguish between similarly spelled words (RF.K.3)
	Fluency	LA.K.RF.5 Read emergent-reader texts with purpose and understanding (RF.K.4) LA.K.RF.6 Begin to develop silent reading strategies
1	Print Concepts	LA.1.RF.1 Recognize the beginning and ending of a sentence (RF.1.1)
	Phonological Awareness	LA.1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds): distinguish long and short vowel sounds; blend sounds to produce one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds; segment one-syllable words into sequence of individual sounds (RF.1.2)
	Phonics and Word Recognition	LA.1.RF.3 Know that every syllable must have a vowel sound; decode one- and two-syllable words; know CVCe and CVVC conventions for representing long vowel sounds; know spelling-sound correspondences for consonant digraphs; read words with inflectional endings; recognize and read irregularly spelled words; read grade-appropriate high-frequency sight words (RF.1.3)
	Fluency	LA.1.RF.4 Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.1.4a-b) LA.1.RF.5 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c) LA.1.RF.6 Continue to develop silent reading strategies
2	Phonics and Word Recognition	LA.2.RF.1 Distinguish between long and short vowels when reading; know spelling-sound correspondences for common vowel teams; decode regularly spelled, two-syllable, long vowel words; decode words with common affixes; identify words with inconsistent spelling-sound correspondences; recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3)
	Fluency	LA.2.RF.2 Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.2.4a-b) recognize and read grade-appropriate irregularly spelled words; read grade-appropriate high-frequency sight words (RF.2.3) LA.2.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c) LA.2.RF.4 Use silent reading strategies
3	Phonics and Word Recognition	LA.3.RF.1 Know the meaning of common prefixes and derivational suffixes; decode words with common Latin suffixes; decode multisyllabic words; read grade-appropriate irregularly spelled words (RF.3.3)
	Fluency	LA.3.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.3.4a-b) LA.3.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.3.4c) LA.3.RF.4 Use silent reading strategies
4	Phonics and Word Recognition	LA.4.RF.1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.4.3)
	Fluency	LA.4.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.4.4a-b) LA.4.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.4.4c) LA.4.RF.4 Use silent reading strategies
5	Phonics and Word Recognition	LA.5.RF.1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (RF.5.3)
	Fluency	LA.5.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (RF.5.4a-b) LA.5.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.5.4c) LA.5.RF.4 Use silent reading strategies
6	Fluency	LA.6.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience LA.6.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading
7	Fluency	LA.7.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience LA.7.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading
8	Fluency	LA.8.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience LA.8.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading