

## 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.

## DEVELOPMENT COMMITTEE MEMBERS

Betty Bayer	Seventh-day Adventist Church in Canada Associate Director of Education
Carol Campbell	North American Division Director of Elementary Education
Ileana Espinosa	Columbia Union Associate Director of Elementary Education
Jerrell Gilkeson	Atlantic Union Associate Director of Elementary Education
Randy Gilliam	Southwestern Union Director of Education
Martha Havens	Pacific Union Associate Director of Elementary Education
LouAnn Howard	Mid-America Union Associate Director of Elementary Education
Jim Martz	Lake Union Associate Director of Elementary Education
Patti Revolinski	North Pacific Union Associate Director of Elementary Education
Diane Ruff	Southern Union Associate Director of Elementary Education

## READING — LITERATURE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> 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.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
<b>K</b>	<b>Key Ideas and Details</b>	<p><b>LA.K.RL.1</b> With prompting, ask and answer questions about key details (RL.K.1)</p> <p><b>LA.K.RL.2</b> With prompting, retell familiar stories, including key details (RL.K.2)</p> <p><b>LA.K.RL.3</b> With prompting, identify characters, settings, and major events in a story; sequence story events using pictures (RL.K.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.K.RL.4</b> With prompting, ask and answer questions about unknown words in a text (RL.K.4)</p> <p><b>LA.K.RL.5</b> Recognize common types of texts (e.g., Scripture, storybooks, poems) (RL.K.5)</p> <p><b>LA.K.RL.6</b> With prompting, name and define the role of the author and illustrator (RL.K.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.K.RL.7</b> With prompting, describe the relationship between illustrations and the story (RL.K.7)</p> <p><b>LA.K.RL.8</b> With prompting, compare and contrast characters (e.g., adventures and experiences) (RL.K.9)</p> <p><b>LA.K.RL.9</b> Predict story outcomes using picture clues</p> <p><b>LA.K.RL.10</b> Make connections between a text and personal life experiences</p> <p><b>LA.K.RL.11</b> With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion</p> <p><b>LA.K.RL.12</b> Choose literature that reflects the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.K.RL.13</b> Actively engage in group reading activities, including stories and poetry, with purpose and understanding (RL.K.10)</p> <p><b>LA.K.RL.14</b> Use picture clues to read a story</p> <p><b>LA.K.RL.15</b> With support, read literature for pleasure</p>
<b>1</b>	<b>Key Ideas and Details</b>	<p><b>LA.1.RL.1</b> Ask and answer questions about key details (RL.1.1)</p> <p><b>LA.1.RL.2</b> Retell stories, including key details, and demonstrate understanding of the main idea(s) or lesson(s) (RL.1.2)</p> <p><b>LA.1.RL.3</b> Describe story elements (characters, settings, and major events) using key details; sequence story events orally (RL.1.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.1.RL.4</b> Identify words and phrases in stories and poems that suggest feelings or appeal to the senses (RL.1.4)</p> <p><b>LA.1.RL.5</b> Differentiate between informational and story books (RL.1.5)</p> <p><b>LA.1.RL.6</b> Identify who is telling the story (RL.1.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.1.RL.7</b> Use illustrations and details to describe story elements (RL.1.7)</p> <p><b>LA.1.RL.8</b> Compare and contrast characters (e.g., adventures and experiences) (RL.1.9)</p> <p><b>LA.1.RL.9</b> Predict story events and outcomes using picture clues</p> <p><b>LA.1.RL.10</b> Distinguish between fantasy and reality, right and wrong, fact and opinion</p> <p><b>LA.1.RL.11</b> Make connections between a text and personal life experiences</p> <p><b>LA.1.RL.12</b> Choose literature that reflects the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.1.RL.13</b> Read stories and poetry of appropriate complexity (RL.1.10)</p> <p><b>LA.1.RL.14</b> Read literature for pleasure</p>
<b>2</b>	<b>Key Ideas and Details</b>	<p><b>LA.2.RL.1</b> Demonstrate understanding of key details by asking and answering questions (RL.2.1)</p> <p><b>LA.2.RL.2</b> Retell stories from diverse cultures and determine the main idea(s) or lesson(s) (RL.2.2)</p> <p><b>LA.2.RL.3</b> Describe how characters in a story respond to major events and challenges (RL.2.3)</p> <p><b>LA.2.RL.4</b> Sequence story events</p>
	<b>Craft and Structure</b>	<p><b>LA.2.RL.5</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (RL.2.4)</p> <p><b>LA.2.RL.6</b> Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action (RL.2.5)</p> <p><b>LA.2.RL.7</b> Differentiate characters' points of view, including voice adaptation when reading dialogue aloud (RL.2.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.2.RL.8</b> Use illustrations and words in print or digital text to demonstrate understanding of story elements (RL.2.7)</p> <p><b>LA.2.RL.9</b> Compare and contrast two or more versions of the same story (e.g., Jesus' birth) by different authors or from different cultures (RL.2.9)</p> <p><b>LA.2.RL.10</b> Predict story events and outcomes using picture clues and text</p> <p><b>LA.2.RL.11</b> Distinguish between fantasy and reality, right and wrong, fact and opinion</p> <p><b>LA.2.RL.12</b> Make connections between a text and personal life experiences</p> <p><b>LA.2.RL.13</b> Choose literature that reflects the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.2.RL.14</b> Read and comprehend stories and poetry of appropriate complexity, with scaffolding as needed (RL.2.10)</p> <p><b>LA.2.RL.15</b> Read literature for pleasure</p>

## READING — LITERATURE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> 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.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
3	<b>Key Ideas and Details</b>	<p><b>LA.3.RL.1</b> Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RL.3.1)</p> <p><b>LA.3.RL.2</b> Retell stories from diverse cultures and explain how the main idea(s) or lesson(s) is(are) conveyed through key details (RL.3.2)</p> <p><b>LA.3.RL.3</b> Describe characters (e.g., traits, feelings, motivations) and explain their roles in the sequence of events (RL.3.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.3.RL.4</b> Determine the meaning of words and phrases in context, distinguishing literal from nonliteral language (RL.3.4)</p> <p><b>LA.3.RL.5</b> Refer to parts of stories, dramas, and poems (e.g., chapter, scene, stanza) when writing or speaking; describe how each part builds on earlier sections (RL.3.5)</p> <p><b>LA.3.RL.6</b> Distinguish personal point of view from that of the narrator or characters (RL.3.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.3.RL.7</b> Explain how illustrations relate to the text of the story (RL.3.7)</p> <p><b>LA.3.RL.8</b> Compare and contrast the themes, settings, plots, and characters of stories written by the same author (RL.3.9)</p> <p><b>LA.3.RL.9</b> Make connections between a text and personal life experiences and other texts</p> <p><b>LA.3.RL.10</b> Make connections between a text and personal life experiences</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.3.RL.11</b> Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.3.10)</p> <p><b>LA.3.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.3.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>
4	<b>Key Ideas and Details</b>	<p><b>LA.4.RL.1</b> Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RL.4.1)</p> <p><b>LA.4.RL.2</b> Identify a theme of a story, drama, or poem; summarize the text (RL.4.2)</p> <p><b>LA.4.RL.3</b> Describe in depth a character (e.g., thoughts, words, actions), setting, or event in a story or drama, drawing on specific details in the text (RL.4.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.4.RL.4</b> Determine the meaning of words and phrases in context, including idioms (RL.4.4)</p> <p><b>LA.4.RL.5</b> Explain major differences among poems, dramas, and stories by referring to the structural elements of poems (e.g., verse, rhythm, meter), dramas (e.g., casts of characters, settings, dialogue, stage directions), and stories (e.g., plot, character, setting) when writing or speaking (RL.4.5)</p> <p><b>LA.4.RL.6</b> Compare and contrast the point of view between first- and third-person narrations in different stories (RL.4.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.4.RL.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text (RL.4.7)</p> <p><b>LA.4.RL.8</b> Compare and contrast literature with similar themes and topics from different cultures (RL. 4.9)</p> <p><b>LA.4.RL.9</b> Make connections between a text and personal life experiences and other texts</p> <p><b>LA.4.RL.10</b> Select literature that reflects the teachings in God’s Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.4.RL.11</b> Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.4.10)</p> <p><b>LA.4.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.4.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>
5	<b>Key Ideas and Details</b>	<p><b>LA.5.RL.1</b> Quote from the text when explaining what the text says explicitly and when drawing inferences (RL.5.1)</p> <p><b>LA.5.RL.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker reflects upon a topic; summarize the text (RL.5.2)</p> <p><b>LA.5.RL.3</b> Compare and contrast two or more characters, settings, or events in a story or drama (RL.5.3)</p> <p><b>LA.5.RL.4</b> Skim for an overview; scan to find specific information</p>
	<b>Craft and Structure</b>	<p><b>LA.5.RL.5</b> Determine the meaning of words and phrases in context, including figurative language such as metaphors and similes (RL.5.4)</p> <p><b>LA.5.RL.6</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (RL.5.5)</p> <p><b>LA.5.RL.7</b> Explain how a narrator’s or speaker’s point of view influences how events are described (RL.5.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.5.RL.8</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (RL.5.7)</p> <p><b>LA.5.RL.9</b> Compare and contrast stories in the same genre with respect to their treatment of similar themes and topics (RL.5.9)</p> <p><b>LA.5.RL.10</b> Make connections between a text and personal life experiences and other texts</p> <p><b>LA.5.RL.11</b> Select literature that reflects the teachings in God’s Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.5.RL.12</b> Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.5.10)</p> <p><b>LA.5.RL.13</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.5.RL.14</b> Read literature for pleasure, personal growth, and spiritual development</p>

## READING — LITERATURE

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> 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.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
6	<b>Key Ideas and Details</b>	<p><b>LA.6.RL.1</b> Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RL.6.1)</p> <p><b>LA.6.RL.2</b> Determine the theme and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions (RL.6.2)</p> <p><b>LA.6.RL.3</b> Describe how a plot unfolds and how the characters respond as the plot progresses (RL.6.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.6.RL.4</b> Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone (RL.6.4)</p> <p><b>LA.6.RL.5</b> Analyze how a sentence, chapter, scene, or stanza fits into the structure of a text and contributes to the development of the theme, setting, or plot (RL.6.5)</p> <p><b>LA.6.RL.6</b> Explain how an author develops the point of view of the narrator (RL.6.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.6.RL.7</b> Compare and contrast the experience of reading print versions with listening to or viewing multimedia versions of the same text (RL.6.7)</p> <p><b>LA.6.RL.8</b> Compare and contrast texts in different genres in terms of their approaches to similar themes and topics (RL.6.9)</p> <p><b>LA.6.RL.9</b> Make connections between a text and personal life experiences, other texts, and the world</p> <p><b>LA.6.RL.10</b> Select literature that reflects the principles of God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.6.RL.11</b> Read and comprehend literature of appropriate complexity, independently and proficiently (RL.6.10)</p> <p><b>LA.6.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.6.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>
7	<b>Key Ideas and Details</b>	<p><b>LA.7.RL.1</b> Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RL.7.1)</p> <p><b>LA.7.RL.2</b> Determine a theme and analyze its development throughout the text; provide an objective summary of the text (RL.7.2)</p> <p><b>LA.7.RL.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) (RL.7.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.7.RL.4</b> Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) (RL.7.4)</p> <p><b>LA.7.RL.5</b> Analyze how a text's structure (e.g., soliloquy, sonnet) contributes to its meaning (RL.7.5)</p> <p><b>LA.7.RL.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text (RL.7.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.7.RL.7</b> Compare and contrast a written text to a media version (e.g., audio, film, stage, multimedia), analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film) (RL.7.7)</p> <p><b>LA.7.RL.8</b> Compare and contrast fictional and historical accounts of the same period to understand how and why authors of fiction use or alter history (RL.7.9)</p> <p><b>LA.7.RL.9</b> Make connections between a text and personal life experiences, other texts, and the world</p> <p><b>LA.7.RL.10</b> Select literature that reflects the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.7.RL.11</b> Read and comprehend literature of appropriate complexity, independently and proficiently (RL.7.10)</p> <p><b>LA.7.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.7.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>
8	<b>Key Ideas and Details</b>	<p><b>LA.8.RL.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says both explicitly and implicitly (RL.8.1)</p> <p><b>LA.8.RL.2</b> Analyze the development of a theme throughout the text, including its relationship to the characters, setting, and plot (RL.8.2); connect the text to one's personal worldview</p> <p><b>LA.8.RL.3</b> Analyze how dialogue or incidents in a story or drama propel the action, reveal character, and/or provoke a decision (RL.8.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.8.RL.4</b> Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of specific word choices, analogies, or allusions to other texts on meaning and tone (RL.8.4)</p> <p><b>LA.8.RL.5</b> Compare and contrast two or more texts and analyze how the structure of each contributes to its meaning and style (RL.8.5)</p> <p><b>LA.8.RL.6</b> Analyze how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor (RL.8.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.8.RL.7</b> Analyze the extent to which print, multimedia, or live production of a story or drama accurately portrays the original, evaluating the choices made by the authors, directors, or actors (RL.8.7)=</p> <p><b>LA.8.RL.8</b> Analyze how some works of fiction draw on elements (e.g., themes, patterns of events, character types) of traditional literature and describe how the material is rendered new (RL.8.9)</p> <p><b>LA.8.RL.9</b> Make connections between a text and personal life experiences, other texts, and the world</p> <p><b>LA.8.RL.10</b> Select literature that reflects the principles of God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.8.RL.11</b> Read and comprehend literature of appropriate complexity, independently and proficiently (RL.8.10)</p> <p><b>LA.8.RL.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.8.RL.13</b> Read literature for pleasure, personal growth, and spiritual development</p>