



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

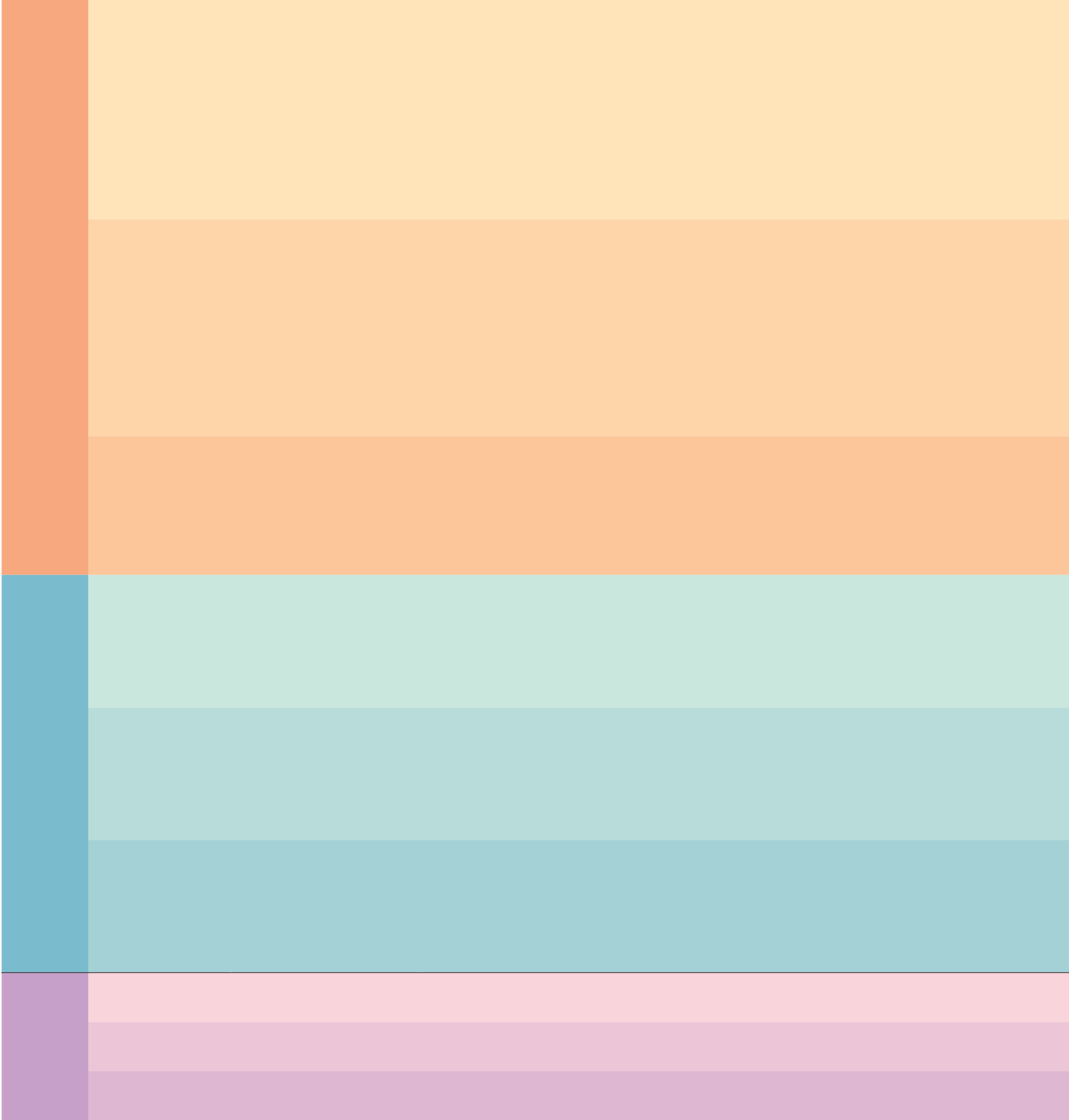
The standards have been coded so that educators can easily refer to them in their curriculum, instruction, and assessment practices. The coding system that precedes each standard begins with the content area abbreviation in letters; all are identified with LA—Language Arts (LA.K.RF.1). The second part 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 LITERATURE

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	Key Ideas and Details	LA.K.RL.1 With prompting, ask and answer questions about key details (RL.K.1) LA.K.RL.2 With prompting, retell familiar stories, including key details (RL.K.2) LA.K.RL.3 With prompting, identify characters, settings, and major events in a story; sequence story events using pictures (RL.K.3)
	Craft and Structure	LA.K.RL.4 With prompting, ask and answer questions about unknown words in a text (RL.K.4) LA.K.RL.5 Recognize common types of texts (e.g., Scripture, storybooks, poems) (RL.K.5) LA.K.RL.6 With prompting, name and define the role of the author and illustrator (RL.K.6)
	Integration of Knowledge and Ideas	LA.K.RL.7 With prompting, describe the relationship between illustrations and the story (RL.K.7) LA.K.RL.8 With prompting, compare and contrast characters (e.g., adventures and experiences) (RL.K.9) LA.K.RL.9 Predict story outcomes using picture clues LA.K.RL.10 Make connections between a text and personal life experiences LA.K.RL.11 With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion LA.K.RL.12 Choose literature that reflects the teachings in God's Word
	Range of Reading and Level of Text Complexity	LA.K.RL.13 Actively engage in group reading activities, including stories and poetry, with purpose and understanding (RL.K.10) LA.K.RL.14 Use picture clues to read a story LA.K.RL.15 With support, read literature for pleasure
1	Key Ideas and Details	LA.1.RL.1 Ask and answer questions about key details (RL.1.1) LA.1.RL.2

2013 ENGLISH LANGUAGE ARTS — READING — INFORMATIONAL TEXT

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	Key Ideas and Details	LA.K.RI.1 With prompting, ask and answer questions about key details (RI.K.1) LA.K.RI.2 With prompting, identify the main topic and retell key details (RI.K.2) LA.K.RI.3 With prompting, describe the connection between two individuals, events, ideas, or pieces of information; sequence information using pictures (RI.K.3)
	Craft and Structure	LA.K.RI.4 With prompting, ask and answer questions about unknown words in a text (RI.K.4) LA.K.RI.5 Identify the front cover, back cover, and title page of a book (RI.K.5) LA.K.RI.6 With prompting, name and define the role of the author and illustrator (RI.K.6)
	Integration of Knowledge and Ideas	LA.K.RI.7 With prompting, describe the relationship between illustrations and the text (RI.K.7) LA.K.RI.8 With prompting, identify the reasons an author gives to support ideas (RI.K.8) LA.K.RI.9 With prompting, identify similarities and differences between two texts on the same topic (RI.K.9) LA.K.RI.10 Predict outcomes using pictures and illustrations LA.K.RI.11 With prompting, recognize differences between right and wrong, fact and opinion LA.K.RI.12 Choose informational text that affirms the teachings in God's Word
	Range of Reading and Level of Text Complexity	LA.K.RI.13 Actively engage in group reading activities with purpose and understanding (RI.K.10) LA.K.RI.14 Use picture clues to read information LA.K.RI.15 With support, read informational texts on topics of interest
1	Key Ideas and Details	LA.1.RI.1 Ask and answer questions about key details (RI.1.1) LA.1.RI.2 Identify the main topic and retell key details (RI.1.2) LA.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information; sequence information orally (RI.1.3)
	Craft and Structure	LA.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (RI.1.4) LA.1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information (RI.1.5) LA.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by words (RI.1.6)
	Integration of Knowledge and Ideas	LA.1.RI.7 Use illustrations and details to describe key ideas (RI.1.7) LA.1.RI.8 Identify the reasons an author gives to support ideas (RI.1.8) LA.1.RI.9 Identify similarities and differences between two texts on the same topic (RI.1.9) LA.1.RI.10 Predict content using pictures and illustrations LA.1.RI.11 Distinguish between right and wrong, fact and opinion LA.1.RI.12 Choose informational text that affirms the teachings in God's Word
	Range of Reading and Level of Text Complexity	LA.1.RI.13 With prompting, read informational text of appropriate complexity (RI.1.10) LA.1.RI.14 Read informational texts on topics of interest
2	Key Ideas and Details	LA.2.RI.1 Demonstrate understanding of key details by asking and answering questions (RI.2.1) LA.2.RI.2 Identify the main topic of a multiparagraph text and of specific paragraphs within the text (RI.2.2) LA.2.RI.3 Describe the connections within a series of historical events, scientific ideas or concepts, or steps in technical procedures (RI.2.3)
	Craft and Structure	LA.2.RI.4 Determine the meaning of words and phrases in a text (RI.2.4) LA.2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information (RI.2.5) LA.2.RI.6 Identify the main purpose of a text (RI.2.6)
	Integration of Knowledge and Ideas	LA.2.RI.7 Explain how specific illustrations contribute to and clarify text (RI.2.7) LA.2.RI.8 Explain how an author uses reasons to support ideas (RI.2.8) LA.2.RI.9 Compare and contrast the most important ideas in two texts on the same topic (RI.2.9) LA.2.RI.10 Predict content and outcomes using pictures, illustrations, and text LA.2.RI.11 Distinguish between right and wrong, fact and opinion LA.2.RI.12 Choose informational text that affirms the teachings in God's Word
	Range of Reading and Level of Text Complexity	LA.2.RI.13 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity with scaffolding as needed (RI.2.10) LA.2.RI.14 Read informational texts on topics of interest

2013 ENGLISH LANGUAGE ARTS — READING — INFORMATIONAL TEXT (CONTINUED)

3	Key Ideas and Details	<p>LA.3.RI.1 Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RI.3.1)</p> <p>LA.3.RI.2 Determine the main idea and key details; explain how key details support the main idea (RI.3.2)</p> <p>LA.3.RI.3 Describe the relationship within a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language that pertains to time, sequence, and cause/effect (RI.3.3)</p>
	Craft and Structure	<p>LA.3.RI.4 Determine the meaning of content-specific words and phrases in context (RI.3.4)</p> <p>LA.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information (RI.3.5)</p> <p>LA.3.RI.6 Distinguish personal point of view from that of the author (RI.3.6)</p>
	Integration of Knowledge and Ideas	<p>LA.3.RI.7 Use information from illustrations and the words in a text to demonstrate understanding (RI.3.7)</p> <p>LA.3.RI.8 Describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence) (RI.3.8)</p> <p>LA.3.RI.9 Compare and contrast the key ideas and details presented in two texts on the same topic (RI.3.9)</p> <p>LA.3.RI.10 Select informational text that affirms the teachings in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.3.RI.11 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.3.10)</p> <p>LA.3.RI.12 Self-monitor reading strategies and make modifications as needed</p> <p>LA.3.RI.13 Read informational texts for personal growth and spiritual development</p>
4	Key Ideas and Details	<p>LA.4.RI.1 Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RI.4.1)</p> <p>LA.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text (RI.4.2)</p> <p>LA.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why (RI.4.3)</p>
	Craft and Structure	<p>LA.4.RI.4 Determine the meaning of content-specific words and phrases in context (RI.4.4)</p> <p>LA.4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (RI.4.5)</p> <p>LA.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic, describing the differences in focus and the information provided (RI.4.6)</p>
	Integration of Knowledge and Ideas	<p>LA.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive technologies) and explain how the information contributes to an understanding of the text (RI.4.7)</p> <p>LA.4.RI.8 Explain how an author uses reasons and evidence to support particular ideas (RI.4.8)</p> <p>LA.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject (RI.4.9)</p> <p>LA.4.RI.10 Select informational text that affirms the teachings in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.4.RI.11 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.4.10)</p> <p>LA.4.RI.12 Self-monitor reading strategies and make modifications as needed</p> <p>LA.4.RI.13 Read literary nonfiction for personal growth and spiritual development</p>
5	Key Ideas and Details	<p>LA.5.RI.1 Quote from the text when explaining what the text says explicitly and when drawing inferences (RI.5.1)</p> <p>LA.5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (RI.5.2)</p> <p>LA.5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (RI.5.3)</p> <p>LA.5.RI.4 Skim for an overview; scan to find specific information</p>
	Craft and Structure	<p>LA.5.RI.5 Determine the meaning of content-specific words and phrases (RI.5.4)</p> <p>LA.5.RI.6 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (RI.5.5)</p> <p>LA.5.RI.7 Analyze multiple accounts of the same event or topic, noting point of view similarities and differences (RI.5.6)</p>
	Integration of Knowledge and Ideas	<p>LA.5.RI.8 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem (RI.5.7)</p> <p>LA.5.RI.9 Explain how an author uses reasons and evidence to support particular ideas (RI.5.8)</p> <p>LA.5.RI.10 Integrate information from several texts on the same topic in order to write or speak about the subject (RI.5.9)</p> <p>LA.5.RI.11 Select informational text that affirms the teachings in God's Word</p>

2013 ENGLISH LANGUAGE ARTS — READING — INFORMATIONAL TEXT (CONTINUED)

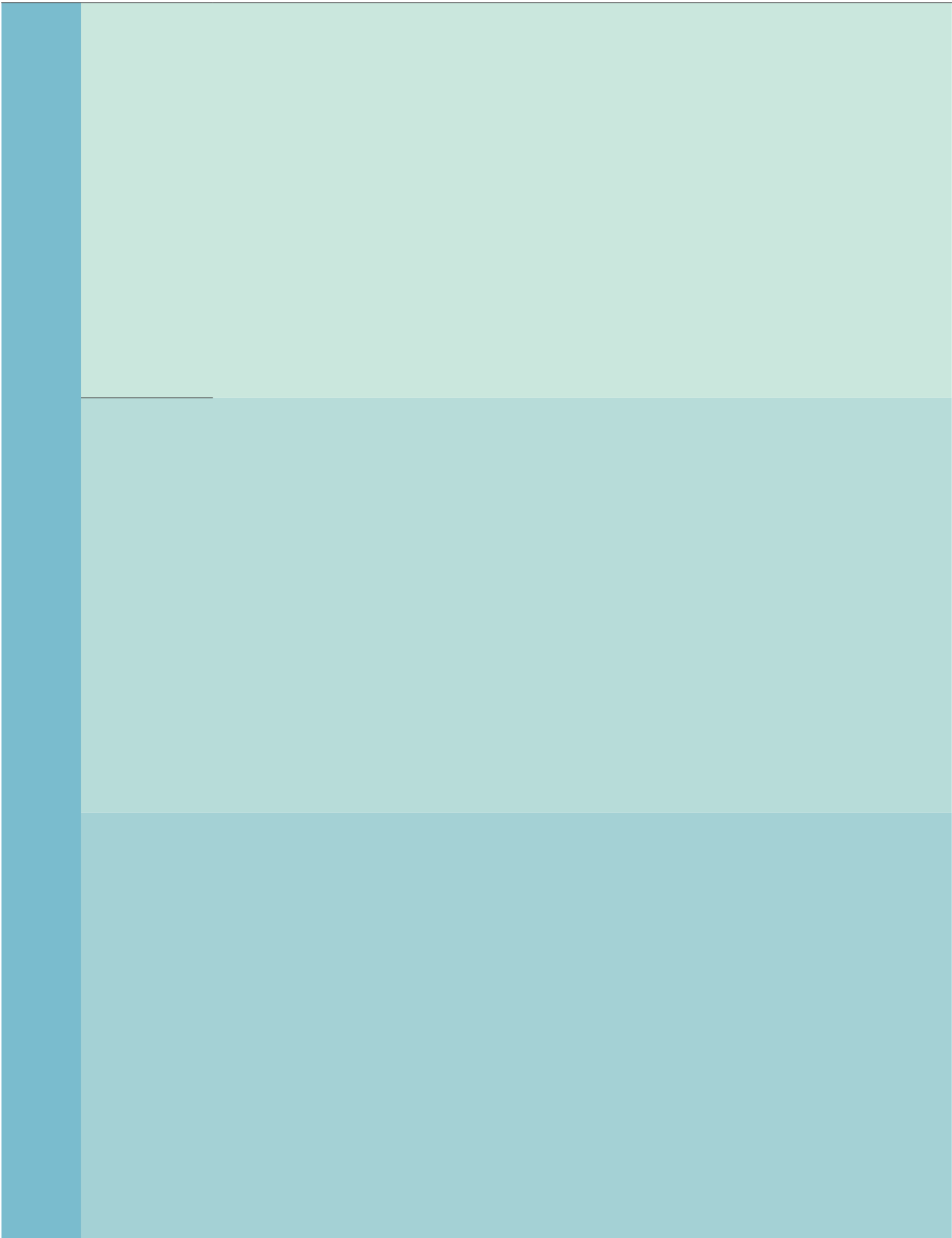
6	Key Ideas and Details	<p>LA.6. RI.1 Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RI.6.1)</p> <p>LA.6. RI.2 Determine the main idea and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions (RI.6.2)</p> <p>LA.6. RI.3 Analyze how a key individual, event, or idea is introduced, illustrated, and developed (e.g., through examples or anecdotes) (RI.6.3)</p>
	Craft and Structure	<p>LA.6. RI.4 Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings (RI.6.4)</p> <p>LA.6. RI.5 Analyze how a sentence, paragraph, chapter, or section fits into the structure of a text and contributes to the development of the ideas (RI.6.5)</p> <p>LA.6. RI.6 Determine an author's point of view or purpose and explain how it is conveyed (RI.6.6)</p>
	Integration of Knowledge and Ideas	<p>LA.6. RI.7 Synthesize information presented in different media or formats to develop a coherent understanding of a topic (RI.6.7)</p> <p>LA.6. RI.8 Evaluate the argument and specific claims in a text, identifying those that are supported by reasons and evidence (RI.6.8)</p> <p>LA.6. RI.9 Compare and contrast one author's presentation of events with that of another (RI.6.9)</p> <p>LA.6. RI.10 Select informational text that affirms the principles in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.6. RI.11 Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.6.10)</p> <p>LA.6. RI.12 Use a variety of reference and research materials, both print and digital</p> <p>LA.6. RI.13 Read literary nonfiction for pleasure, personal growth, and spiritual development</p>
7	Key Ideas and Details	<p>LA.7. RI.1 Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RI.7.1)</p> <p>LA.7. RI.2 Determine two or more main ideas in a text and analyze their development throughout the text; provide an objective summary of the text (RI.7.2)</p> <p>LA.7. RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) (RI.7.3)</p>
	Craft and Structure	<p>LA.7. RI.4 Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (RI.7.4)</p> <p>LA.7. RI.5 Analyze the structure of a text, including how the major sections contribute to the whole and to the development of ideas (RI.7.5)</p> <p>LA.7. RI.6 Determine an author's point of view or purpose and analyze how the author distinguishes his or her position from that of others (RI.7.6)</p>
	Integration of Knowledge and Ideas	<p>LA.7. RI.7 Compare and contrast print and multimedia versions of the text, analyzing each medium's portrayal of the subject (RI.7.7)</p> <p>LA.7. RI.8 Analyze the argument in a text to validate the reasoning and evidence that support the claims (RI.7.8)</p> <p>LA.7. RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts (RI.7.9)</p> <p>LA.7. RI.10 Select informational text that affirms the principles in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.7. RI.11 Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.7.10)</p> <p>LA.7. RI.12 Use a variety of reference and research materials, both print and digital</p> <p>LA.7. RI.13 Read literary nonfiction for pleasure, personal growth, and spiritual development</p>
8	Key Ideas and Details	<p>LA.8. RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says both explicitly and implicitly (RI.8.1)</p> <p>LA.8. RI.2 Analyze the development of a main idea throughout the text, including its relationship to supporting ideas; connect the text to one's personal worldview (RI.8.2)</p> <p>LA.8. RI.3 Evaluate how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI.8.3)</p>
	Craft and Structure	<p>LA.8. RI.4 Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings; analyze the impact of specific word choices, analogies, or allusions to other texts on meaning and tone (RI.8.4)</p> <p>LA.8. RI.5 Analyze paragraph structure, including the role of particular sentences in developing and refining a key concept (RI.8.5)</p> <p>LA.8. RI.6 Determine an author's point of view or purpose and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (RI.8.6)</p>
	Integration of Knowledge and Ideas	<p>LA.8. RI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea (RI.8.7)</p> <p>LA.8. RI.8 Evaluate the validity of an argument, recognizing when irrelevant evidence is introduced (RI.8.8)</p> <p>LA.8. RI.9 Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (RI.8.9)</p> <p>LA.8. RI.10 Select informational text that affirms the principles in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.8. RI.11 Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.8.10)</p> <p>LA.8. RI.12 Use a variety of reference and research materials, both print and digital</p> <p>LA.8. RI.13 Read literary nonfiction for pleasure, personal growth, and spiritual development</p>

2013 ENGLISH LANGUAGE ARTS — WRITING



GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
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Essential Question: How can we honor God when we write for a variety of purposes and audiences?	Big Idea: We honor God when we choose to write for a variety of purposes and audiences.
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2013 ENGLISH LANGUAGE ARTS — WRITING (CONTINUED)

6	Text Types and Purposes	<p>LA.6.W.1 Write arguments to support claims that include: an introduction; clear reasons validated by well-organized evidence from credible sources; transitional words, phrases, and clauses; style appropriate for the audience; and a conclusion (W.6.1)</p> <p>LA.6.W.2 Write informative/explanatory texts that include: an introduction; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts, tables) when useful; style appropriate for the audience; and a conclusion (W.6.2)</p> <p>LA.6.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing); sensory details; precise words and phrases; transitions to convey shifts in time or setting; well-structured event sequences; a specific context; a narrator and/or characters; and a conclusion (W.6.3)</p> <p>LA.6.W.4 Write for meaning from a Biblical worldview</p>
	Production and Distribution of Writing	<p>LA.6.W.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.6.4)</p> <p>LA.6.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach (W.6.5)</p> <p>LA.6.W.7 Use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.6.6)</p>
	Research to Build and Present Knowledge	<p>LA.6.W.8 Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate (W.6.7)</p> <p>LA.6.W.9 Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; provide basic bibliographic information for sources (W.6.8)</p> <p>LA.6.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9)</p>
	Range of Writing	<p>LA.6.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.6.10)</p>
7	Text Types and Purposes	<p>LA.7.W.1 Write arguments to support claims that include: an introduction; clear reasons validated by well-organized evidence from credible sources; acknowledgement of alternate claims; transitional words, phrases, and clauses; style appropriate for the audience; and a supported conclusion (W.7.1)</p> <p>LA.7.W.2 Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts and tables) when useful; style appropriate for the audience; and a supported conclusion (W.7.2)</p> <p>LA.7.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing); relevant descriptive details; sensory language; precise words and phrases; transitions to convey shifts in time or setting; well-structured event sequences; a specific context and point of view; a narrator and/or characters; and a conclusion (W.7.3)</p> <p>LA.7.W.4 Write for meaning from a Biblical worldview</p>
	Production and Distribution of Writing	<p>LA.7.W.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.7.4)</p> <p>LA.7.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed (W.7.5)</p> <p>LA.7.W.7 Use technology, including the Internet, to produce and publish writing (individually and collaboratively), linking to and citing sources (W.7.6)</p>
	Research to Build and Present Knowledge	<p>LA.7.W.8 Conduct short research projects to answer questions, drawing on several sources, and generating additional questions for further research (W.7.7)</p> <p>LA.7.W.9 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; follow a standard format for citation (W.7.8)</p> <p>LA.7.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.7.9)</p>
	Range of Writing	<p>LA.7.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.7.10)</p>
8	Text Types and Purposes	<p>LA.8.W.1 Write arguments to support claims that include: an introduction; clear and logical reasoning validated by well-organized evidence from credible sources; acknowledgement of alternate or opposing claims; transitional words, phrases, and clauses; a style appropriate for the audience; and a supported conclusion (W.8.1)</p> <p>LA.8.W.2 Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts, tables) when useful; style appropriate for the audience; and a supported conclusion (W.8.2)</p> <p>LA.8.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing, reflection); relevant descriptive details; sensory details; precise words and phrases; transitions to signal shifts in time or setting and show relationships among experiences and events; well-structured event sequences; a specific context and point of view; a narrator and/or characters; and a conclusion (W.8.3)</p> <p>LA.8.W.4 Write for meaning from a Biblical worldview</p>
	Production and Distribution of Writing	<p>LA.8.W.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.8.4)</p> <p>LA.8.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed (W.8.5)</p> <p>LA.8.W.7 Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas, and to interact and collaborate (W.8.6)</p>
	Research to Build and Present Knowledge	<p>LA.8.W.8 Conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional questions for multiple avenues of exploration (W.8.7)</p> <p>LA.8.W.9 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; follow a standard format for citation (W.8.8)</p> <p>LA.8.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.8.9)</p>
	Range of Writing	<p>LA.8.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.8.10)</p>

2013 ENGLISH LANGUAGE ARTS — SPEAKING AND LISTENING

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?		Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.
Assessments: Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell		
K	Comprehension and Collaboration	LA.K.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening, taking turns speaking, making eye contact); continue a conversation through multiple exchanges (SL.K.1) LA.K.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.K.2) LA.K.SL.3 Ask and answer questions to seek help, get information, or clarify meaning (SL.K.3)
	Presentation of Knowledge and Ideas	LA.K.SL.4 Describe familiar people, places, things, and events and, with prompting, provide additional detail (SL.K.4) LA.K.SL.5 Add visual displays to descriptions as desired (SL.K.5) LA.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6) LA.K.SL.7 Give brief oral presentations (e.g., poems, memory verses, songs) LA.K.SL.8 Demonstrate reverence when listening to God's Word and participating in prayer
1	Comprehension and Collaboration	LA.1.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening with care, speaking one at a time; making eye contact; using appropriate volume and tone); respond appropriately to the comments of others; ask questions to clarify (SL.1.1) LA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.1.2) LA.1.SL.3 Ask and answer questions about what a speaker says to gather additional information or to clarify meaning (SL.1.3)
	Presentation of Knowledge and Ideas	LA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4) LA.1.SL.5 Add visual displays to descriptions when appropriate (SL.1.5) LA.1.SL.6 Speak in complete sentences when appropriate to task and situation (SL.1.6) LA.1.SL.7 Give brief oral presentations (e.g., stories, personal experiences, readers theater) LA.1.SL.8 Demonstrate reverence when listening to God's Word and participating in prayer
2	Comprehension and Collaboration	LA.2.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); link comments to others' remarks; ask for clarification and further explanation (SL.2.1) LA.2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2) LA.2.SL.3 Ask and answer questions about what a speaker says to clarify, gather additional information, or deepen understanding (SL.2.3)
	Presentation of Knowledge and Ideas	LA.2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speak audibly in coherent sentences; use appropriate voice level, phrasing, and intonation (SL.2.4) LA.2.SL.5 Create digital recordings (e.g., stories, poems, songs), with visuals when appropriate to clarify meaning (SL.2.5) LA.2.SL.6 Speak in complete sentences when appropriate to task and situation (SL.2.6) LA.2.SL.7 Demonstrate reverence when listening to God's Word and participating in prayer
3	Comprehension and Collaboration	LA.3.SL.1 Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare and use required reading material; follow agreed-upon rules (e.g., gaining the floor in respectful ways, listening with care, speaking one at a time; making eye contact); ask questions to check understanding of information while staying on topic (SL.3.1) LA.3.SL.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.3.2) LA.3.SL.3 Ask and answer questions about information from a speaker (SL.3.3)
	Presentation of Knowledge and Ideas	LA.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (SL.3.4) LA.3.SL.5 Create digital recordings (e.g., stories, poems) that demonstrate fluency, with visuals when appropriate to clarify meaning (SL.3.5) LA.3.SL.6 Speak in complete sentences when appropriate to task and situation (SL.3.6) LA.3.SL.7 Demonstrate reverence to God when speaking and listening
4	Comprehension and Collaboration	LA.4.SL.1 Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare and use required reading material; follow agreed-upon rules and carry out assigned roles; pose and respond to questions to clarify or follow up on information; review key ideas (SL.4.1) LA.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.4.2) LA.4.SL.3 Identify reasons and evidence a speaker provides to support particular points (SL.4.3)
	Presentation of Knowledge and Ideas	LA.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL.4.4) LA.4.SL.5 Use digital media for presentations when appropriate (SL.4.5) LA.4.SL.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation (SL.4.6) LA.4.SL.7 Demonstrate reverence to God when speaking and listening

2013 ENGLISH LANGUAGE ARTS — SPEAKING AND LISTENING (CONTINUED)

5	Comprehension and Collaboration	<p>LA.5.SL.1 Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare and use required reading material; follow agreed-upon rules and carry out assigned roles; pose and respond to specific questions; review key ideas and draw conclusions (SL.5.1)</p> <p>LA.5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.5.2)</p> <p>LA.5.SL.3 Summarize a speaker's points and explain how each claim is supported by reasons and evidence (SL.5.3)</p>
	Presentation of Knowledge and Ideas	

2013 ENGLISH LANGUAGE ARTS – LANGUAGE

GRADE	CONTENT	SKILLS (CCSS/ELA ALIGNMENT)
<p>Note: The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.</p>		
<p>K</p>	<p>Conventions of Standard English</p>	<p>LA.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use frequently occurring nouns and verbs; form regular plural nouns orally by adding /s/ or /es/; use question words; use</p> <p>LA.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize the</p>
		<p>LA.K.L.5</p>
<p>1</p>	<p>Conventions of Standard English</p>	<p>LA.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use common, proper, and possessive nouns; use singular and plural nouns with matching verbs; use personal, possessive,</p>
		<p>LA.1.L.5</p>
<p>2</p>	<p>Conventions of Standard English</p>	<p>LA.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use</p> <p>LA.2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize proper nouns and initials; use commas in greetings and closings of letters; use apostrophes to form contractions and</p>
	<p>Knowledge of Language</p>	<p>LA.2.L.3</p>

2013 ENGLISH LANGUAGE ARTS — LANGUAGE (CONTINUED)

3	Conventions of Standard English	LA.3.L.1

2013 ENGLISH LANGUAGE ARTS — LANGUAGE (CONTINUED)

6	Conventions of Standard English	<p>LA.6.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use</p> <p>TW:1:k1\ 1 e ø TW:TøW ëN\ø U\kê#øëe ~øÉ:ê#øëe ~øÉ T:\ø\ \ ~øÜÉ 1køèøWÉ Ñ e 0...\ø) ÜÖ ø1\kWø TW:1:k1pÑ1eøëøñø1e Ñ Wøø0ø1eÖ Wøë: 1 •ø ~ÑW Ne :1\ W øTW:~ø ø„TWø\ \ :1 WøV k Wøñ ê... ê:1eø„e UYÍµí°Ü</p>
	Knowledge of Language	<p>LA.6.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</p> <p>•W e 1 Ç k\ø Tk1ëekÑe :1 ÜøÍ ÍÉ ë:00Ñ\É TNWø1e ø\ø\É êWNë&øe\É ñÑ\ ø\É ... T ø)ø0ø1e\Ö \Tø)) ë:WWøëe)... UYÍµí±Ü</p>
	Vocabulary Acquisition and Use	<p>LA.6.L4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies:</p> <p>k\ø ë:1eø„e N1ñ WNñøpÑTTW:TW Neø ?Wøø& :W YÑe 1 Ñ¥ „ø\ N1ñ W::e\ Ñ\ .ë)kø N1ñ ñ eÑ) Wø øWø1ëø\ :W TW:1k1ë Ne :1É 0øÑ1 1 É Ñ1ñ TNWe : \Tøøë UYÍµí</p> <p>LA.6.L5 #ø0:1\WÑeø k1ñøW\WÑ1ñ 1 : § kWÑe ~ø)Ñ1 kÑ øÈ •:Wñ Wø)Ñe :1\ T\É Ñ1ñ 1k § kWø\ : \Tøøë ÜøÍ ÍÉ TøW\ :1 §ëÑe :1Ü 1 ë:1eø„eÖ k\ø e ø Wø)Ñe :1\ T ëøe•ø 0øÑ1 1 Ö ñ \e 1 k \ Ñ0:1 e ø ë:11:eÑe :1\ : •:Wñ\ • e \ 0)ÑW ñø§1 e :1\ UYÍµí</p> <p>LA.6.L6 ëV k Wø Ñ1ñ k\ø ë:1eø1eP\Tøë §ë •:Wñ\ Ñ1ñ T WÑ\ø\ ÜYÍµíµÜ</p>
7		