

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

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WRITING

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
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 in ways that affirm the teachings in His Word.
Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer’s Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
K	Text Types and Purposes	<p>LA.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or book and state a preference about the topic or book (e.g., My favorite book is . . .) (W.K.1)</p> <p>LA.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information (W.K.2)</p> <p>LA.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence, and provide a reaction (W.K.3)</p> <p>LA.K.W.4 Produce writing that honors God and affirms the teachings in His Word</p>
	Production and Distribution of Writing	<p>LA.K.W.5 With support, respond to questions and suggestions from peers and add details to strengthen writing (W.K.5)</p> <p>LA.K.W.6 With support and in collaboration with peers, explore a variety of tools (e.g., digital, print) to produce and publish writing (W.K.6)</p> <p>LA.K.W.7 Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, spacing between letters)</p>
	Research to Build and Present Knowledge	<p>LA.K.W.8 Participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them) (W.K.7)</p> <p>LA.K.W.9 With support, recall experiences or gather information from provided sources to answer a question (W.K.8)</p>
	Range of Writing	LA.K.W.10 With support, write routinely for a range of tasks, purposes, and audiences
1	Text Types and Purposes	<p>LA.1.W.1 Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure (W.1.1)</p> <p>LA.1.W.2 Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure (W.1.2)</p> <p>LA.1.W.3 Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure (W.1.3)</p> <p>LA.1.W.4 Produce writing that honors God and affirms the teachings in His Word</p>
	Production and Distribution of Writing	<p>LA.1.W.5 With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing (W.1.5)</p> <p>LA.1.W.6 With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.1.6)</p> <p>LA.1.W.7 Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing between words and sentences)</p>
	Research to Build and Present Knowledge	<p>LA.1.W.8 Participate in shared research and writing projects (e.g., explore “how-to” books on a given topic and use them to write a sequence of instructions) (W.1.7)</p> <p>LA.1.W.9 With support, recall experiences or gather information from provided sources to answer a question (W.1.8)</p>
	Range of Writing	LA.1.W.10 Write routinely for a range of tasks, purposes, and audiences
2	Text Types and Purposes	<p>LA.2.W.1 Write opinion pieces that introduce a topic or book, state an opinion, include reasons that support the opinion, use linking words (e.g. because, and, also), and provide a concluding statement (W.2.1)</p> <p>LA.2.W.2 Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement (W.2.2)</p> <p>LA.2.W.3 Write narratives that recount a well-elaborated event or short sequence of events, include details (e.g., actions, thoughts, feelings), use temporal words to signal sequence, and provide a sense of closure (W.2.3)</p> <p>LA.2.W.4 Produce writing that honors God and affirms the teachings in His Word</p>
	Production and Distribution of Writing	<p>LA.2.W.5 With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)</p> <p>LA.2.W.6 With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.2.6)</p> <p>LA.2.W.7 Apply common conventions of handwriting (e.g., proper space between words, sentences, and paragraphs; margins)</p>
	Research to Build and Present Knowledge	<p>LA.2.W.8 Participate in shared research and writing projects (e.g., read books on a single topic to produce a report, record science observations) (W.2.7)</p> <p>LA.2.W.9 Recall experiences or gather information from provided sources to answer a question (W.2.8)</p>
	Range of Writing	LA.2.W.10 Write routinely for a range of tasks, purposes, and audiences

WRITING

GRADE	CONTENT	SKILLS (CCSEL A ALIGNMENT)
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 in ways that affirm the teachings in His Word.
Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer’s Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
3	Text Types and Purposes	<p>LA.3.W.1 Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons, linking words and phrases (e.g., because, therefore, since, for example), and a conclusion (W.3.1)</p> <p>LA.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions), linking words and phrases (e.g., also, another, and, more, but), illustrations when useful, and a conclusion (W.3.2)</p> <p>LA.3.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, temporal words and phrases, clear event sequences, a situation, a narrator and/or characters, and a conclusion (W.3.3)</p> <p>LA.3.W.4 Produce writing that honors God and affirms the principles in His Word</p>
	Production and Distribution of Writing	<p>LA.3.W.5 With support, produce writing in which the development and organization are appropriate to task and purpose (W.3.4)</p> <p>LA.3.W.6 With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.3.5)</p> <p>LA.3.W.7 With support, use technology to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate (W.3.6)</p> <p>LA.3.W.8 Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing) and decipher cursive writing</p>
	Research to Build and Present Knowledge	<p>LA.3.W.9 Conduct short research projects that build knowledge about a topic (W.3.7)</p> <p>LA.3.W.10 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W.3.8)</p>
	Range of Writing	<p>LA.3.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.3.10)</p>
4	Text Types and Purposes	<p>LA.4.W.1 Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons and organized information, linking words and phrases (e.g., for instance, in order to, in addition), and a conclusion (W.4.1)</p> <p>LA.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions, quotations, examples) grouped in paragraphs and sections, precise language and content-specific vocabulary, ideas linked within categories using words and phrases (e.g., another, for example, also, because), formatting (e.g., headings), illustrations and multimedia when useful, and a conclusion (W.4.2)</p> <p>LA.4.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, transitions, clear event sequences, a situation, a narrator and/or characters, and a conclusion (W.4.3)</p> <p>LA.4.W.4 Produce writing that honors God and affirms the principles in His Word</p>
	Production and Distribution of Writing	<p>LA.4.W.5 Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, similarities and differences) are appropriate to task, purpose, and audience (W.4.4)</p> <p>LA.4.W.6 With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.4.5)</p> <p>LA.4.W.7 With support, use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills), as well as to interact and collaborate (W.4.6)</p> <p>LA.4.W.8 Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing)</p>
	Research to Build and Present Knowledge	<p>LA.4.W.9 Conduct short research projects that build knowledge through investigation of different aspects of a topic (W.4.7)</p> <p>LA.4.W.10 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and list sources (W.4.8)</p> <p>LA.4.W.11 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.4.9)</p>
	Range of Writing	<p>LA.4.W.12 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.4.10)</p>
5	Text Types and Purposes	<p>LA.5.W.1 Write opinion pieces on topics or texts that include: an introduction; a point of view with reasons and well-organized information; linking words, phrases, and clauses (e.g., consequently, specifically); and a conclusion (W.5.1)</p> <p>LA.5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction with a general observation and focus; well-organized supporting details (e.g., facts, definitions, quotations, examples); precise language and content-specific vocabulary; ideas linked within/across categories using words and phrases (e.g., in contrast, especially); formatting (e.g., headings); illustrations and multimedia when useful; and a conclusion (W.5.2)</p> <p>LA.5.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing), sensory details, transitions, clear event sequences, a specific situation, a narrator and/or characters, and a conclusion (W.5.3)</p> <p>LA.5.W.4 Produce writing that honors God and affirms the principles in His Word</p>
	Production and Distribution of Writing	<p>LA.5.W.5 Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, comparison and contrast, problem and solution) are appropriate to task, purpose, and audience (W.5.4)</p> <p>LA.5.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting or trying a different approach (W.5.5)</p> <p>LA.5.W.7 With support, use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills), as well as to interact and collaborate (W.5.6)</p> <p>LA.5.W.8 Apply common conventions of handwriting</p>
	Research to Build and Present Knowledge	<p>LA.5.W.9 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (W.5.7)</p> <p>LA.5.W.10 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, in notes and finished work, and list sources (W.5.8)</p> <p>LA.5.W.11 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.5.9)</p>
	Range of Writing	<p>LA.5.W.12 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.5.10)</p>

WRITING

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
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 in ways that affirm the teachings in His Word.
Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer’s Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
6	Text Types and Purposes	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)
		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)
		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)
		LA.6.W.4 Write for meaning from a Biblical worldview
Production and Distribution of Writing	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)	
	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)	
	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)	
Research to Build and Present Knowledge	LA.6.W.8 Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate (W.6.7)	
	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)	
	LA.6.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9)	
Range of Writing	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)	
7	Text Types and Purposes	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)
		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)
		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)
		LA.7.W.4 Write for meaning from a Biblical worldview
Production and Distribution of Writing	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)	
	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)	
	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)	
Research to Build and Present Knowledge	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)	
	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)	
	LA.7.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.7.9)	
Range of Writing	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)	
8	Text Types and Purposes	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)
		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)
		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)
		LA.8.W.4 Write for meaning from a Biblical worldview
Production and Distribution of Writing	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)	
	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)	
	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)	
Research to Build and Present Knowledge	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)	
	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)	
	LA.8.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.8.9)	
Range of Writing	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)	