

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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LANGUAGE

GRADE	CONTENT	SKILLS (CCSELA 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>		
K	Conventions of Standard English	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 prepositions (e.g., to, from, in, out, on off, for, of, by, with); produce and expand complete sentences in shared language activities (L.K.1)
		LA.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize the first word in a sentence, own name, and the pronoun I; recognize and name end punctuation; write a letter or letters for most consonants and short vowel sounds; spell simple words phonetically (L.K.2)
	Vocabulary Acquisition and Use	LA.K.L.3 Determine the meaning of unknown and multiple-meaning words and phrases: identify and apply new meanings for familiar words (e.g., duck as a noun or verb); use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word (L.K.4)
		LA.K.L.4 With support, explore word relationships and nuances in word meanings: sort common objects into categories; demonstrate understanding of verbs and adjectives by relating them to their antonym; identify real-life connections between words and their use (e.g., words that are colorful); distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out their meanings (L.K.5)
		LA.K.L.5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.K.6)
1	Conventions of Standard English	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, and indefinite pronouns; use past, present, and future verb tenses; use frequently occurring adjectives, conjunctions (e.g., and, but, or, so, because) determiners (e.g., articles, demonstratives), and prepositions (e.g., during, beyond, toward); with prompting, produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences (L.1.1)
		LA.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize dates and names of people; use end punctuation; use commas in dates and to separate words in a series; use conventional spelling for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically (L.1.2)
	Vocabulary Acquisition and Use	LA.1.L.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) (L.1.4)
		LA.1.L.4 With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories; define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes); identify real-life connections between words and their use (e.g., note places at home that are cozy); distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them, or by acting out the meanings (L.1.5)
		LA.1.L.5 Use words and phrases, including frequently occurring conjunctions (e.g., and, or, because), acquired through conversations, reading and being read to, and responding to texts (L.1.6)
2	Conventions of Standard English	LA.2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use collective nouns, irregular plural nouns (e.g., feet, children, teeth, mice, fish), reflexive pronouns (e.g., myself, ourselves), the past tense of irregular verbs (e.g., sat, hid, told, drew); choose appropriate adjectives and adverbs depending on what is to be modified; produce, and expand complete simple and compound sentences (L.2.1)
		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 possessives; generalize learned spelling patterns (e.g., cage > badge, boy > boil); consult reference materials (e.g., beginning dictionary) as needed to check spellings (L.2.2)
	Knowledge of Language	LA.2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: compare formal and informal uses of English; use correct word and sentence order(L.2.3)
	Vocabulary Acquisition and Use	LA.2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a word when a known prefix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use knowledge of the meaning of individual words to predict the meaning of compound words; use print and digital glossaries or dictionaries to determine the meaning of words and phrases (L.2.4)
		LA.2.L.5 Demonstrate understanding of word relationships and nuances in word meanings: identify real-life connections between words and their use (e.g., describe foods that are spicy); distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny) (L.2.5)
		LA.2.L.6 Use words and phrases, including adjectives and adverbs, acquired through conversations, reading and being read to, and responding to texts (L.2.6)

LANGUAGE

GRADE	CONTENT	SKILLS (CCSELA 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>		
3	Conventions of Standard English	<p>LA.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences; form and use regular and irregular plural nouns; use abstract nouns (e.g., childhood); form and use irregular verbs; form and use the simple verb tenses (e.g., I walked, I walk, I will walk); ensure subject-verb and pronoun-antecedent agreement; form and use comparative and superlative adjectives and adverbs; use coordinating and subordinating conjunctions; produce simple, compound, and complex sentences (L.3.1)</p> <p>LA.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: capitalize appropriate words in titles; use commas in addresses; use commas and quotation marks in dialogue; form and use possessives; use conventional spelling for high-frequency and other studied words and for adding suffixes to base words; use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts); consult reference materials (e.g., beginning dictionaries) as needed to check spellings (L.3.2)</p>
	Knowledge of Language	<p>LA.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose words and phrases for effect; recognize differences between conventions of spoken and written standard English (L.3.3)</p>
	Vocabulary Acquisition and Use	<p>LA.3.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context; determine the meaning of a new word when a known affix is added to a known word; use a known root word as a clue to the meaning of an unknown word; use print and digital glossaries or beginning dictionaries to determine the meaning of words and phrases (L.3.4)</p> <p>LA.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings: distinguish literal and nonliteral meanings of words and phrases in context; identify real-life connections between words and their use; distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) (L.3.5)</p> <p>LA.3.L.6 Acquire and use conversational and content-specific words and phrases, including those that signal spatial and temporal relationships (L.3.6)</p>
4	Conventions of Standard English	<p>LA.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use relative pronouns (e.g., who, which, that, whoever), relative adverbs (e.g., where, when, why), and modal auxiliaries (e.g., can, may, must); form and use progressive verb tenses (e.g., I was walking, I am walking, I will be walking) and prepositional phrases; correctly use homonyms; order adjectives within sentences (e.g., a small red bag rather than a red small bag); produce complete sentences, correcting inappropriate fragments and run-ons (L.4.1)</p> <p>LA.4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use commas and quotation marks to denote direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence; spell grade-appropriate words, consulting references as needed (L.4.2)</p>
	Knowledge of Language	<p>LA.4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: choose precise words and phrases to convey ideas; punctuate for effect; differentiate between contexts that call for formal English and informal discourse (L.4.3)</p>
	Vocabulary Acquisition and Use	<p>LA.4.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., definitions, examples, restatements) and grade-appropriate Greek and Latin affixes and roots (e.g., telegraph, photograph, autograph) as clues to the meaning of a word or phrase; consult print and digital references, including thesauruses, for pronunciation and meaning (L.4.4)</p> <p>LA.4.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings: explain the meaning of simple similes and metaphors in context; explain the meaning of common idioms, adages, and proverbs; demonstrate understanding of words by relating them to their antonyms and synonyms (L.4.5)</p> <p>LA.4.L.6 Acquire and use content-specific words and phrases, including those that signal precise actions, emotions, or states of being that are basic to a particular topic (L.4.6)</p>
5	Conventions of Standard English	<p>LA.5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of conjunctions, prepositions, and interjections in general and in particular sentences; use verb tenses correctly, including the perfect verb tenses; use correlative conjunctions (e.g., either/or; neither/nor) (L.5.1)</p> <p>LA.5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation to separate items in a series; use a comma to separate introductory elements, to set off the words yes and no, to set off a tag question, and to indicate direct address; use underlining, quotation marks, or italics to indicate titles of works; spell grade-appropriate words, consulting references as needed (L.5.2)</p>
	Knowledge of Language	<p>LA.5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: expand, combine, and reduce sentences for meaning, reader/listener interest, and style; compare and contrast the varieties of English used in stories, dramas, or poems (L.5.3)</p>
	Vocabulary Acquisition and Use	<p>LA.5.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., cause/effect relationships and comparison) and grade-appropriate Greek and Latin affixes and roots (e.g., photograph, photosynthesis) as clues to the meaning of a word or phrase; consult print and digital references for pronunciation and meaning (L.5.4)</p> <p>LA.5.L.5 Demonstrate understanding of word relationships and nuances in word meanings: interpret figurative language, including similes and metaphors in context; explain the meaning of common idioms, adages, and proverbs; use the relationship between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words (L.5.5)</p> <p>LA.5.L.6 Acquire and use content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) (L.5.6)</p>

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6	Conventions of Standard English	<p>LA.6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use pronouns in the proper case (subjective, objective, possessive), number, and person; use intensive pronouns (e.g., I did it myself); ensure pronoun-antecedent agreement; recognize variations from standard English and use strategies to improve expression if required by context (L.6.1)</p> <p>LA.6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., commas, parentheses, brackets, dashes, hyphens) to set off nonrestrictive/parenthetical elements; spell correctly (L.6.2)</p>
	Knowledge of Language	<p>LA.6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: vary sentence patterns; maintain consistency in style and tone (L.6.3)</p>
	Vocabulary Acquisition and Use	<p>LA.6.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult print and digital references for pronunciation, meaning, and part of speech (L.6.4)</p> <p>LA.6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., personification) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions (L.6.5)</p> <p>LA.6.L.6 Acquire and use content-specific words and phrases (L.6.6)</p>
7	Conventions of Standard English	<p>LA.7.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of phrases and clauses in general as well as in particular sentences; choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; correct misplaced and dangling modifiers (L.7.1)</p> <p>LA.7.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use commas to separate coordinate adjectives; use punctuation (e.g., commas, semicolons, colons) to separate phrases and/or clauses; spell correctly (L.7.2)</p>
	Knowledge of Language	<p>LA.7.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: express ideas precisely and concisely (L.7.3)</p>
	Vocabulary Acquisition and Use	<p>LA.7.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word (L.7.4)</p> <p>LA.7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., allusions) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions (L.7.5)</p> <p>LA.7.L.6 Acquire and use content-specific words and phrases (L.7.6)</p>
8	Conventions of Standard English	<p>LA.8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of verbals (e.g., gerunds, participles, infinitives) in general as well as in particular sentences; form and use verbs in the active and passive voice; form and use the indicative, imperative, interrogative, conditional, and subjunctive mood; correct inappropriate shifts in verb voice and mood (L.8.1)</p> <p>LA.8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., comma, ellipsis, dash) to indicate a break; use an ellipsis to indicate an omission; spell correctly (L.8.2)</p>
	Knowledge of Language	<p>LA.8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: use verbs in the active/passive voice and in the conditional/subjunctive mood to achieve particular effect (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact) (L.8.3)</p>
	Vocabulary Acquisition and Use	<p>LA.8.L.4 Determine the meaning of unknown and multiple-meaning words and phrases choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word (L.8.4)</p> <p>LA.8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., irony) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions (L.8.5)</p> <p>LA.8.L.6 Acquire and use content-specific words and phrases (L.8.6)</p>