



**Adventist Education**

A JOURNEY TO EXCELLENCE

# Elementary English Language Arts

2013

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

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

## ADVENTIST EDUCATION STANDARDS

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

— THE CORE OF ADVENTIST EDUCATION CURRICULUM

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

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

— COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

## STANDARDS CODING

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

## CREDITS

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

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## 2013 ELEMENTARY ENGLISH LANGUAGE ARTS — READING FOUNDATIONS

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

## 2013 ELEMENTARY ENGLISH LANGUAGE ARTS — 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>	<b>LA.K.RL.1</b> With prompting, ask and answer questions about key details (RL.K.1) <b>LA.K.RL.2</b> With prompting, retell familiar stories, including key details (RL.K.2) <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)
	<b>Craft and Structure</b>	<b>LA.K.RL.4</b> With prompting, ask and answer questions about unknown words in a text (RL.K.4) <b>LA.K.RL.5</b> Recognize common types of texts (e.g., Scripture, storybooks, poems) (RL.K.5) <b>LA.K.RL.6</b> With prompting, name and define the role of the author and illustrator (RL.K.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.K.RL.7</b> With prompting, describe the relationship between illustrations and the story (RL.K.7) <b>LA.K.RL.8</b> With prompting, compare and contrast characters (e.g., adventures and experiences) (RL.K.9) <b>LA.K.RL.9</b> Predict story outcomes using picture clues <b>LA.K.RL.10</b> Make connections between a text and personal life experiences <b>LA.K.RL.11</b> With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion <b>LA.K.RL.12</b> Choose literature that reflects the teachings in God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.K.RL.13</b> Actively engage in group reading activities, including stories and poetry, with purpose and understanding (RL.K.10) <b>LA.K.RL.14</b> Use picture clues to read a story <b>LA.K.RL.15</b> With support, read literature for pleasure
<b>1</b>	<b>Key Ideas and Details</b>	<b>LA.1.RL.1</b> Ask and answer questions about key details (RL.1.1) <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) <b>LA.1.RL.3</b> Describe story elements (characters, settings, and major events) using key details; sequence story events orally (RL.1.3)
	<b>Craft and Structure</b>	<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) <b>LA.1.RL.5</b> Differentiate between informational and story books (RL.1.5) <b>LA.1.RL.6</b> Identify who is telling the story (RL.1.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.1.RL.7</b> Use illustrations and details to describe story elements (RL.1.7) <b>LA.1.RL.8</b> Compare and contrast characters (e.g., adventures and experiences) (RL.1.9) <b>LA.1.RL.9</b> Predict story events and outcomes using picture clues <b>LA.1.RL.10</b> Distinguish between fantasy and reality, right and wrong, fact and opinion <b>LA.1.RL.11</b> Make connections between a text and personal life experiences <b>LA.1.RL.12</b> Choose literature that reflects the teachings in God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.1.RL.13</b> Read stories and poetry of appropriate complexity (RL.1.10) <b>LA.1.RL.14</b> Read literature for pleasure
<b>2</b>	<b>Key Ideas and Details</b>	<b>LA.2.RL.1</b> Demonstrate understanding of key details by asking and answering questions (RL.2.1) <b>LA.2.RL.2</b> Retell stories from diverse cultures and determine the main idea(s) or lesson(s) (RL.2.2) <b>LA.2.RL.3</b> Describe how characters in a story respond to major events and challenges (RL.2.3) <b>LA.2.RL.4</b> Sequence story events
	<b>Craft and Structure</b>	<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) <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) <b>LA.2.RL.7</b> Differentiate characters' points of view, including voice adaptation when reading dialogue aloud (RL.2.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.2.RL.8</b> Use illustrations and words in print or digital text to demonstrate understanding of story elements (RL.2.7) <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) <b>LA.2.RL.10</b> Predict story events and outcomes using picture clues and text <b>LA.2.RL.11</b> Distinguish between fantasy and reality, right and wrong, fact and opinion <b>LA.2.RL.12</b> Make connections between a text and personal life experiences <b>LA.2.RL.13</b> Choose literature that reflects the teachings in God's Word
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.2.RL.14</b> Read and comprehend stories and poetry of appropriate complexity, with scaffolding as needed (RL.2.10) <b>LA.2.RL.15</b> Read literature for pleasure

## 2013 ELEMENTARY ENGLISH LANGUAGE ARTS — READING LITERATURE (CONTINUED)

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>



## 2013 ELEMENTARY ENGLISH LANGUAGE ARTS — READING LITERATURE (CONTINUED)

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>

## 2013 ENGLISH LANGUAGE ARTS — READING — INFORMATIONAL TEXT

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

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

3	<b>Key Ideas and Details</b>	<p><b>LA.3. RI.1</b> Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RI.3.1)</p> <p><b>LA.3. RI.2</b> Determine the main idea and key details; explain how key details support the main idea (RI.3.2)</p> <p><b>LA.3. RI.3</b> 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>
	<b>Craft and Structure</b>	<p><b>LA.3. RI.4</b> Determine the meaning of content-specific words and phrases in context (RI.3.4)</p> <p><b>LA.3. RI.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information (RI.3.5)</p> <p><b>LA.3. RI.6</b> Distinguish personal point of view from that of the author (RI.3.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.3. RI.7</b> Use information from illustrations and the words in a text to demonstrate understanding (RI.3.7)</p> <p><b>LA.3. RI.8</b> Describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence) (RI.3.8)</p> <p><b>LA.3. RI.9</b> Compare and contrast the key ideas and details presented in two texts on the same topic (RI.3.9)</p> <p><b>LA.3. RI.10</b> Select informational text that affirms the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.3. RI.11</b> Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.3.10)</p> <p><b>LA.3. RI.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.3. RI.13</b> Read informational texts for personal growth and spiritual development</p>
4	<b>Key Ideas and Details</b>	<p><b>LA.4. RI.1</b> Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RI.4.1)</p> <p><b>LA.4. RI.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text (RI.4.2)</p> <p><b>LA.4. RI.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why (RI.4.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.4. RI.4</b> Determine the meaning of content-specific words and phrases in context (RI.4.4)</p> <p><b>LA.4. RI.5</b> 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><b>LA.4. RI.6</b> 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>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.4. RI.7</b> 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><b>LA.4. RI.8</b> Explain how an author uses reasons and evidence to support particular ideas (RI.4.8)</p> <p><b>LA.4. RI.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject (RI.4.9)</p> <p><b>LA.4. RI.10</b> Select informational text that affirms the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.4. RI.11</b> Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.4.10)</p> <p><b>LA.4. RI.12</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.4. RI.13</b> Read literary nonfiction for personal growth and spiritual development</p>
5	<b>Key Ideas and Details</b>	<p><b>LA.5. RI.1</b> Quote from the text when explaining what the text says explicitly and when drawing inferences (RI.5.1)</p> <p><b>LA.5. RI.2</b> 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><b>LA.5. RI.3</b> 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><b>LA.5. RI.4</b> Skim for an overview; scan to find specific information</p>
	<b>Craft and Structure</b>	<p><b>LA.5. RI.5</b> Determine the meaning of content-specific words and phrases (RI.5.4)</p> <p><b>LA.5. RI.6</b> 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><b>LA.5. RI.7</b> Analyze multiple accounts of the same event or topic, noting point of view similarities and differences (RI.5.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.5. RI.8</b> 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><b>LA.5. RI.9</b> Explain how an author uses reasons and evidence to support particular ideas, identifying which reasons and evidence support specific ideas (RI.5.8)</p> <p><b>LA.5. RI.10</b> Integrate information from several texts on the same topic in order to write or speak about the subject (RI.5.9)</p> <p><b>LA.5. RI.11</b> Select informational text that affirms the teachings in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.5. RI.12</b> Read and comprehend literary nonfiction (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.5.10)</p> <p><b>LA.5. RI.13</b> Self-monitor reading strategies and make modifications as needed</p> <p><b>LA.5. RI.14</b> Read literary non-fiction for personal growth and spiritual development</p>



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

6	<b>Key Ideas and Details</b>	<p><b>LA.6. RI.1</b> Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RI.6.1)</p> <p><b>LA.6. RI.2</b> 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><b>LA.6. RI.3</b> Analyze how a key individual, event, or idea is introduced, illustrated, and developed (e.g., through examples or anecdotes) (RI.6.3)</p>
	<b>Craft and Structure</b>	<p><b>LA.6. RI.4</b> Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings (RI.6.4)</p> <p><b>LA.6. RI.5</b> 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><b>LA.6. RI.6</b> Determine an author's point of view or purpose and explain how it is conveyed (RI.6.6)</p>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.6. RI.7</b> Synthesize information presented in different media or formats to develop a coherent understanding of a topic (RI.6.7)</p> <p><b>LA.6. RI.8</b> Evaluate the argument and specific claims in a text, identifying those that are supported by reasons and evidence (RI.6.8)</p> <p><b>LA.6. RI.9</b> Compare and contrast one author's presentation of events with that of another (RI.6.9)</p> <p><b>LA.6. RI.10</b> Select informational text that affirms the principles in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.6. RI.11</b> Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.6.10)</p> <p><b>LA.6. RI.12</b> Use a variety of reference and research materials, both print and digital</p> <p><b>LA.6. RI.13</b> Read literary nonfiction for pleasure, personal growth, and spiritual development</p>
7	<b>Key Ideas and Details</b>	<p><b>LA.7. RI.1</b> Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RI.7.1)</p> <p><b>LA.7. RI.2</b> 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><b>LA.7. RI.3</b> 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>
	<b>Craft and Structure</b>	<p><b>LA.7. RI.4</b> 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><b>LA.7. RI.5</b> 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><b>LA.7. RI.6</b> 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>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.7. RI.7</b> Compare and contrast print and multimedia versions of the text, analyzing each medium's portrayal of the subject (RI.7.7)</p> <p><b>LA.7. RI.8</b> Analyze the argument in a text to validate the reasoning and evidence that support the claims (RI.7.8)</p> <p><b>LA.7. RI.9</b> 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><b>LA.7. RI.10</b> Select informational text that affirms the principles in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.7. RI.11</b> Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.7.10)</p> <p><b>LA.7. RI.12</b> Use a variety of reference and research materials, both print and digital</p> <p><b>LA.7. RI.13</b> Read literary nonfiction for pleasure, personal growth, and spiritual development</p>
8	<b>Key Ideas and Details</b>	<p><b>LA.8. RI.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says both explicitly and implicitly (RI.8.1)</p> <p><b>LA.8. RI.2</b> 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><b>LA.8. RI.3</b> 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>
	<b>Craft and Structure</b>	<p><b>LA.8. RI.4</b> 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><b>LA.8. RI.5</b> Analyze paragraph structure, including the role of particular sentences in developing and refining a key concept (RI.8.5)</p> <p><b>LA.8. RI.6</b> 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>
	<b>Integration of Knowledge and Ideas</b>	<p><b>LA.8. RI.7</b> Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea (RI.8.7)</p> <p><b>LA.8. RI.8</b> Evaluate the validity of an argument, recognizing when irrelevant evidence is introduced (RI.8.8)</p> <p><b>LA.8. RI.9</b> 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><b>LA.8. RI.10</b> Select informational text that affirms the principles in God's Word</p>
	<b>Range of Reading and Level of Text Complexity</b>	<p><b>LA.8. RI.11</b> Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.8.10)</p> <p><b>LA.8. RI.12</b> Use a variety of reference and research materials, both print and digital</p> <p><b>LA.8. RI.13</b> Read literary nonfiction for pleasure, personal growth, and spiritual development</p>

## 2013 ENGLISH LANGUAGE ARTS — WRITING

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we write for a variety of purposes and audiences?		<b>Big Idea:</b> We honor God when we choose to write in ways that affirm the teachings in His Word.
<b>Assessments:</b> Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer’s Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
<b>K</b>	<b>Text Types and Purposes</b>	<p><b>LA.K.W.1</b> 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><b>LA.K.W.2</b> 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><b>LA.K.W.3</b> 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><b>LA.K.W.4</b> Produce writing that honors God and affirms the teachings in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.K.W.5</b> With support, respond to questions and suggestions from peers and add details to strengthen writing (W.K.5)</p> <p><b>LA.K.W.6</b> 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><b>LA.K.W.7</b> Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, spacing between letters)</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.K.W.8</b> 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><b>LA.K.W.9</b> With support, recall experiences or gather information from provided sources to answer a question (W.K.8)</p>
	<b>Range of Writing</b>	<b>LA.K.W.10</b> With support, write routinely for a range of tasks, purposes, and audiences
<b>1</b>	<b>Text Types and Purposes</b>	<p><b>LA.1.W.1</b> 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><b>LA.1.W.2</b> Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure (W.1.2)</p> <p><b>LA.1.W.3</b> 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><b>LA.1.W.4</b> Produce writing that honors God and affirms the teachings in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.1.W.5</b> With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing (W.1.5)</p> <p><b>LA.1.W.6</b> 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><b>LA.1.W.7</b> Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing between words and sentences)</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.1.W.8</b> 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><b>LA.1.W.9</b> With support, recall experiences or gather information from provided sources to answer a question (W.1.8)</p>
	<b>Range of Writing</b>	<b>LA.1.W.10</b> Write routinely for a range of tasks, purposes, and audiences
<b>2</b>	<b>Text Types and Purposes</b>	<p><b>LA.2.W.1</b> 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><b>LA.2.W.2</b> Write informative/explanatory texts that introduce a topic, use facts to develop the topic, and provide a concluding statement (W.2.2)</p> <p><b>LA.2.W.3</b> 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><b>LA.2.W.4</b> Produce writing that honors God and affirms the teachings in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.2.W.5</b> With adult and peer support, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)</p> <p><b>LA.2.W.6</b> 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><b>LA.2.W.7</b> Apply common conventions of handwriting (e.g., proper space between words, sentences, and paragraphs; margins)</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.2.W.8</b> 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><b>LA.2.W.9</b> Recall experiences or gather information from provided sources to answer a question (W.2.8)</p>
	<b>Range of Writing</b>	<b>LA.2.W.10</b> Write routinely for a range of tasks, purposes, and audiences

## 2013 ENGLISH LANGUAGE ARTS — WRITING (CONTINUED)

3	<b>Text Types and Purposes</b>	<p><b>LA.3.W.1</b> 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><b>LA.3.W.2</b> 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><b>LA.3.W.3</b> 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><b>LA.3.W.4</b> Produce writing that honors God and affirms the principles in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.3.W.5</b> With support, produce writing in which the development and organization are appropriate to task and purpose (W.3.4)</p> <p><b>LA.3.W.6</b> With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.3.5)</p> <p><b>LA.3.W.7</b> 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><b>LA.3.W.8</b> Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing) and decipher cursive writing</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.3.W.9</b> Conduct short research projects that build knowledge about a topic (W.3.7)</p> <p><b>LA.3.W.10</b> 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>
	<b>Range of Writing</b>	<p><b>LA.3.W.11</b> 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	<b>Text Types and Purposes</b>	<p><b>LA.4.W.1</b> 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><b>LA.4.W.2</b> 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><b>LA.4.W.3</b> 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><b>LA.4.W.4</b> Produce writing that honors God and affirms the principles in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.4.W.5</b> 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><b>LA.4.W.6</b> With adult and peer support, develop and strengthen writing by planning, revising, and editing (W.4.5)</p> <p><b>LA.4.W.7</b> 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><b>LA.4.W.8</b> Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing)</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.4.W.9</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic (W.4.7)</p> <p><b>LA.4.W.10</b> 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><b>LA.4.W.11</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (W.4.9)</p>
	<b>Range of Writing</b>	<p><b>LA.4.W.12</b> 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	<b>Text Types and Purposes</b>	<p><b>LA.5.W.1</b> 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><b>LA.5.W.2</b> 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><b>LA.5.W.3</b> 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><b>LA.5.W.4</b> Produce writing that honors God and affirms the principles in His Word</p>
	<b>Production and Distribution of Writing</b>	<p><b>LA.5.W.5</b> 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><b>LA.5.W.6</b> With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting or trying a different approach (W.5.5)</p> <p><b>LA.5.W.7</b> 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><b>LA.5.W.8</b> Apply common conventions of handwriting</p>
	<b>Research to Build and Present Knowledge</b>	<p><b>LA.5.W.9</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (W.5.7)</p> <p><b>LA.5.W.10</b> 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><b>LA.5.W.11</b> Draw evidence from literary or informational texts to support analysis, reflection, and research (W.5.9)</p>
	<b>Range of Writing</b>	<p><b>LA.5.W.12</b> 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>

## 2013 ENGLISH LANGUAGE ARTS — WRITING (CONTINUED)

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		
6	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)		
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)		
6	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				
7	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)		
7	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)		
7	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				
8	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)		
8	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)		
8	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)		

## 2013 ENGLISH LANGUAGE ARTS — SPEAKING AND LISTENING

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
<b>Essential Question:</b> How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?		<b>Big Idea:</b> 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.
<b>Assessments:</b> 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	<b>LA.K.SL.1</b> 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) <b>LA.K.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.K.2) <b>LA.K.SL.3</b> Ask and answer questions to seek help, get information, or clarify meaning (SL.K.3)
	Presentation of Knowledge and Ideas	<b>LA.K.SL.4</b> Describe familiar people, places, things, and events and, with prompting, provide additional detail (SL.K.4) <b>LA.K.SL.5</b> Add visual displays to descriptions as desired (SL.K.5) <b>LA.K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6) <b>LA.K.SL.7</b> Give brief oral presentations (e.g., poems, memory verses, songs) <b>LA.K.SL.8</b> Demonstrate reverence when listening to God's Word and participating in prayer
1	Comprehension and Collaboration	<b>LA.1.SL.1</b> 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) <b>LA.1.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.1.2) <b>LA.1.SL.3</b> 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	<b>LA.1.SL.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4) <b>LA.1.SL.5</b> Add visual displays to descriptions when appropriate (SL.1.5) <b>LA.1.SL.6</b> Speak in complete sentences when appropriate to task and situation (SL.1.6) <b>LA.1.SL.7</b> Give brief oral presentations (e.g., stories, personal experiences, readers theater) <b>LA.1.SL.8</b> Demonstrate reverence when listening to God's Word and participating in prayer
2	Comprehension and Collaboration	<b>LA.2.SL.1</b> 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) <b>LA.2.SL.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2) <b>LA.2.SL.3</b> 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	<b>LA.2.SL.4</b> 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) <b>LA.2.SL.5</b> Create digital recordings (e.g., stories, poems, songs), with visuals when appropriate to clarify meaning (SL.2.5) <b>LA.2.SL.6</b> Speak in complete sentences when appropriate to task and situation (SL.2.6) <b>LA.2.SL.7</b> Demonstrate reverence when listening to God's Word and participating in prayer
3	Comprehension and Collaboration	<b>LA.3.SL.1</b> 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) <b>LA.3.SL.2</b> 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) <b>LA.3.SL.3</b> Ask and answer questions about information from a speaker (SL.3.3)
	Presentation of Knowledge and Ideas	<b>LA.3.SL.4</b> 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) <b>LA.3.SL.5</b> Create digital recordings (e.g., stories, poems) that demonstrate fluency, with visuals when appropriate to clarify meaning (SL.3.5) <b>LA.3.SL.6</b> Speak in complete sentences when appropriate to task and situation (SL.3.6) <b>LA.3.SL.7</b> Demonstrate reverence to God when speaking and listening
4	Comprehension and Collaboration	<b>LA.4.SL.1</b> 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) <b>LA.4.SL.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.4.2) <b>LA.4.SL.3</b> Identify reasons and evidence a speaker provides to support particular points (SL.4.3)
	Presentation of Knowledge and Ideas	<b>LA.4.SL.4</b> 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) <b>LA.4.SL.5</b> Use digital media for presentations when appropriate (SL.4.5) <b>LA.4.SL.6</b> 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) <b>LA.4.SL.7</b> Demonstrate reverence to God when speaking and listening



## 2013 ENGLISH LANGUAGE ARTS — SPEAKING AND LISTENING (CONTINUED)

5	<b>Comprehension and Collaboration</b>	<p><b>LA.5.SL.1</b> 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><b>LA.5.SL.2</b> Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (SL.5.2)</p> <p><b>LA.5.SL.3</b> Summarize a speaker's points and explain how each claim is supported by reasons and evidence (SL.5.3)</p>
	<b>Presentation of Knowledge and Ideas</b>	<p><b>LA.5.SL.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL.5.4)</p> <p><b>LA.5.SL.5</b> Use digital media for presentations when appropriate (SL.5.5)</p> <p><b>LA.5.SL.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (SL.5.6)</p> <p><b>LA.5.SL.7</b> Demonstrate reverence to God when speaking and listening</p>
6	<b>Comprehension and Collaboration</b>	<p><b>LA.6.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material and refer to readings during discussion; follow rules for collegial discussions, set goals and deadlines, define roles; ask and respond to specific questions; review key ideas and demonstrate understanding of multiple perspectives through reflection and paraphrasing (SL.6.1)</p> <p><b>LA.6.SL.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to understanding a topic or text (SL.6.2)</p> <p><b>LA.6.SL.3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from those that are not (SL.6.3)</p>
	<b>Presentation of Knowledge and Ideas</b>	<p><b>LA.6.SL.4</b> Present claims and findings on an issue or topic, sequencing ideas logically and using pertinent descriptions, facts, and details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.6.4)</p> <p><b>LA.6.SL.5</b> Use a variety of media, including digital, for presentations (SL.6.5)</p> <p><b>LA.6.SL.6</b> Adapt speech to a variety of contexts and tasks (e.g., debate, drama, interview), demonstrating command of formal English when appropriate (SL.6.6)</p> <p><b>LA.6.SL.7</b> Demonstrate reverence to God when speaking and listening</p>
7	<b>Comprehension and Collaboration</b>	<p><b>LA.7.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare by researching material and using evidence from that material to probe and reflect on ideas; follow rules for collegial discussions, track progress toward goals and deadlines, define roles; pose questions that elicit elaboration; acknowledge new information expressed by others (SL.7.1)</p> <p><b>LA.7.SL.2</b> Analyze main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas provide clarity (SL.7.2)</p> <p><b>LA.7.SL.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence (SL.7.3)</p>
	<b>Presentation of Knowledge and Ideas</b>	<p><b>LA.7.SL.4</b> Present claims and findings on an issue or topic in a focused, coherent manner, emphasizing salient points and using pertinent evidence and examples; use appropriate eye contact, adequate volume, and clear pronunciation (SL.7.4)</p> <p><b>LA.7.SL.5</b> Use a variety of media, including digital, for presentations (SL.7.5)</p> <p><b>LA.7.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (SL.7.6)</p> <p><b>LA.7.SL.7</b> Demonstrate reverence to God when speaking and listening</p>
8	<b>Comprehension and Collaboration</b>	<p><b>LA.8.SL.1</b> Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity; prepare by reading or researching material, reflect on ideas under discussion, and refer to the material during discussion; follow rules for collegial discussions; pose questions that connect the ideas of several speakers; acknowledge new information expressed by others (SL.8.1)</p> <p><b>LA.8.SL.2</b> Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) (SL.8.2)</p> <p><b>LA.8.SL.3</b> Evaluate the speaker's logic, identifying relevant and irrelevant evidence (SL.8.3)</p>
	<b>Presentation of Knowledge and Ideas</b>	<p><b>LA.8.SL.4</b> Present claims and findings on an issue or topic in a focused, coherent manner, using relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.8.4)</p> <p><b>LA.8.SL.5</b> Generate a variety of media, including digital, for presentations (SL.8.5)</p> <p><b>LA.8.SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (SL.8.6)</p> <p><b>LA.8.SL.7</b> Demonstrate reverence to God when speaking and listening</p>

## 2013 ENGLISH LANGUAGE ARTS — LANGUAGE

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
<p><b>Note:</b> 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>		
<b>K</b>	<b>Conventions of Standard English</b>	<b>LA.K.L.1</b> 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)
		<b>LA.K.L.2</b> 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)
	<b>Vocabulary Acquisition and Use</b>	<b>LA.K.L.3</b> 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)
		<b>LA.K.L.4</b> 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)
		<b>LA.K.L.5</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.K.6)
<b>1</b>	<b>Conventions of Standard English</b>	<b>LA.1.L.1</b> 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)
		<b>LA.1.L.2</b> 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)
	<b>Vocabulary Acquisition and Use</b>	<b>LA.1.L.3</b> 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)
		<b>LA.1.L.4</b> 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)
		<b>LA.1.L.5</b> 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)
<b>2</b>	<b>Conventions of Standard English</b>	<b>LA.2.L.1</b> 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)
		<b>LA.2.L.2</b> 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)
	<b>Knowledge of Language</b>	<b>LA.2.L.3</b> 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)
	<b>Vocabulary Acquisition and Use</b>	<b>LA.2.L.4</b> 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)
		<b>LA.2.L.5</b> 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)
		<b>LA.2.L.6</b> Use words and phrases, including adjectives and adverbs, acquired through conversations, reading and being read to, and responding to texts (L.2.6)

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<b>3</b>	<b>Conventions of Standard English</b>	<b>LA.3.L.1</b> 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)
		<b>LA.3.L.2</b> 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)
	<b>Knowledge of Language</b>	<b>LA.3.L.3</b> 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)
	<b>Vocabulary Acquisition and Use</b>	<b>LA.3.L.4</b> 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)
		<b>LA.3.L.5</b> 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)
		<b>LA.3.L.6</b> Acquire and use conversational and content-specific words and phrases, including those that signal spatial and temporal relationships (L.3.6)
<b>4</b>	<b>Conventions of Standard English</b>	<b>LA.4.L.1</b> 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)
		<b>LA.4.L.2</b> 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)
	<b>Knowledge of Language</b>	<b>LA.4.L.3</b> 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)
	<b>Vocabulary Acquisition and Use</b>	<b>LA.4.L.4</b> 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)
		<b>LA.4.L.5</b> 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)
		<b>LA.4.L.6</b> 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)
<b>5</b>	<b>Conventions of Standard English</b>	<b>LA.5.L.1</b> 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)
		<b>LA.5.L.2</b> 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)
	<b>Knowledge of Language</b>	<b>LA.5.L.3</b> 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)
	<b>Vocabulary Acquisition and Use</b>	<b>LA.5.L.4</b> 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)
		<b>LA.5.L.5</b> 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)
		<b>LA.5.L.6</b> 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.4.6)

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6	Conventions of Standard English	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)
		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)
	Knowledge of Language	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)
6	Vocabulary Acquisition and Use	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)
		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)
		LA.6.L.6	Acquire and use content-specific words and phrases (L.6.6)
7	Conventions of Standard English	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)
		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)
	Knowledge of Language	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)
7	Vocabulary Acquisition and Use	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)
		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)
		LA.7.L.6	Acquire and use content-specific words and phrases (L.7.6)
8	Conventions of Standard English	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)
		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)
	Knowledge of Language	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)
8	Vocabulary Acquisition and Use	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)
		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)
		LA.8.L.6	Acquire and use content-specific words and phrases (L.8.6)