



Adventist Education

A JOURNEY TO EXCELLENCE

Elementary English Language Arts

READING

2013

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

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

READING STANDARDS

Elementary English Language Arts

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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READING — READING FOUNDATIONS

GRADE	CONTENT	SKILLS (CCSS/ELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
K	Print Concepts	LA.K.RF.1 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) LA.K.RF.2 Recognize and name all upper- and lowercase letters (RF.K.1d)
	Phonological Awareness	LA.K.RF.3 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)
	Phonics and Word Recognition	LA.K.RF.4 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)
	Fluency	LA.K.RF.5 Read emergent-reader texts with purpose and understanding (RF.K.4) LA.K.RF.6 Begin to develop silent reading strategies
1	Print Concepts	LA.1.RF.1 Recognize the beginning and ending of a sentence (RF.1.1)
	Phonological Awareness	LA.1.RF.2 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)
	Phonics and Word Recognition	LA.1.RF.3 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)
	Fluency	LA.1.RF.4 Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.1.4a-b) LA.1.RF.5 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c) LA.1.RF.6 Continue to develop silent reading strategies
2	Phonics and Word Recognition	LA.2.RF.1 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)
	Fluency	LA.2.RF.2 Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.2.4a-b) LA.2.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c) LA.2.RF.4 Use silent reading strategies
3	Phonics and Word Recognition	LA.3.RF.1 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)
	Fluency	LA.3.RF.2 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) LA.3.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.3.4c) LA.3.RF.4 Use silent reading strategies
4	Phonics and Word Recognition	LA.4.RF.1 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)
	Fluency	LA.4.RF.2 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) LA.4.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.4.4c) LA.4.RF.4 Use silent reading strategies
5	Phonics and Word Recognition	LA.5.RF.1 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)
	Fluency	LA.5.RF.2 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) LA.5.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.5.4c) LA.5.RF.4 Use silent reading strategies
6	Fluency	LA.6.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience LA.6.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading
7	Fluency	LA.7.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience LA.7.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading
8	Fluency	LA.8.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience LA.8.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading

READING — LITERATURE

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

READING — LITERATURE

GRADE	CONTENT	SKILLS (CCSS/ELA ALIGNMENT)
3	Key Ideas and Details	<p>LA.3.RL.1 Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RL.3.1)</p> <p>LA.3.RL.2 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>LA.3.RL.3 Describe characters (e.g., traits, feelings, motivations) and explain their roles in the sequence of events (RL.3.3)</p>
	Craft and Structure	<p>LA.3.RL.4 Determine the meaning of words and phrases in context, distinguishing literal from nonliteral language (RL.3.4)</p> <p>LA.3.RL.5 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>LA.3.RL.6 Distinguish personal point of view from that of the narrator or characters (RL.3.6)</p>
	Integration of Knowledge and Ideas	<p>LA.3.RL.7 Explain how illustrations relate to the text of the story (RL.3.7)</p> <p>LA.3.RL.8 Compare and contrast the themes, settings, plots, and characters of stories written by the same author (RL.3.9)</p> <p>LA.3.RL.9 Make connections between a text and personal life experiences and other texts</p> <p>LA.3.RL.10 Make connections between a text and personal life experiences</p>
	Range of Reading and Level of Text Complexity	<p>LA.3.RL.11 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.3.10)</p> <p>LA.3.RL.12 Self-monitor reading strategies and make modifications as needed</p> <p>LA.3.RL.13 Read literature for pleasure, personal growth, and spiritual development</p>
4	Key Ideas and Details	<p>LA.4.RL.1 Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RL.4.1)</p> <p>LA.4.RL.2 Identify a theme of a story, drama, or poem; summarize the text (RL.4.2)</p> <p>LA.4.RL.3 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>
	Craft and Structure	<p>LA.4.RL.4 Determine the meaning of words and phrases in context, including idioms (RL.4.4)</p> <p>LA.4.RL.5 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>LA.4.RL.6 Compare and contrast the point of view between first- and third-person narrations in different stories (RL.4.6)</p>
	Integration of Knowledge and Ideas	<p>LA.4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text (RL.4.7)</p> <p>LA.4.RL.8 Compare and contrast literature with similar themes and topics from different cultures (RL.4.9)</p> <p>LA.4.RL.9 Make connections between a text and personal life experiences and other texts</p> <p>LA.4.RL.10 Select literature that reflects the teachings in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.4.RL.11 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.4.10)</p> <p>LA.4.RL.12 Self-monitor reading strategies and make modifications as needed</p> <p>LA.4.RL.13 Read literature for pleasure, personal growth, and spiritual development</p>
5	Key Ideas and Details	<p>LA.5.RL.1 Quote from the text when explaining what the text says explicitly and when drawing inferences (RL.5.1)</p> <p>LA.5.RL.2 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>LA.5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama (RL.5.3)</p> <p>LA.5.RL.4 Skim for an overview; scan to find specific information</p>
	Craft and Structure	<p>LA.5.RL.5 Determine the meaning of words and phrases in context, including figurative language such as metaphors and similes (RL.5.4)</p> <p>LA.5.RL.6 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>LA.5.RL.7 Explain how a narrator's or speaker's point of view influences how events are described (RL.5.6)</p>
	Integration of Knowledge and Ideas	<p>LA.5.RL.8 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (RL.5.7)</p> <p>LA.5.RL.9 Compare and contrast stories in the same genre with respect to their treatment of similar themes and topics (RL.5.9)</p> <p>LA.5.RL.10 Make connections between a text and personal life experiences and other texts</p> <p>LA.5.RL.11 Select literature that reflects the teachings in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.5.RL.12 Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently (RL.5.10)</p> <p>LA.5.RL.13 Self-monitor reading strategies and make modifications as needed</p> <p>LA.5.RL.14 Read literature for pleasure, personal growth, and spiritual development</p>

READING — LITERATURE

GRADE	CONTENT	SKILLS (CCSS/ELA ALIGNMENT)
6	Key Ideas and Details	<p>LA.6.RL.1 Cite textual evidence to support analysis of what the text says both explicitly and implicitly (RL.6.1)</p> <p>LA.6.RL.2 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>LA.6.RL.3 Describe how a plot unfolds and how the characters respond as the plot progresses (RL.6.3)</p>
	Craft and Structure	<p>LA.6.RL.4 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>LA.6.RL.5 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>LA.6.RL.6 Explain how an author develops the point of view of the narrator (RL.6.6)</p>
	Integration of Knowledge and Ideas	<p>LA.6.RL.7 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>LA.6.RL.8 Compare and contrast texts in different genres in terms of their approaches to similar themes and topics (RL.6.9)</p> <p>LA.6.RL.9 Make connections between a text and personal life experiences, other texts, and the world</p> <p>LA.6.RL.10 Select literature that reflects the principles of God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.6.RL.11 Read and comprehend literature of appropriate complexity, independently and proficiently (RL.6.10)</p> <p>LA.6.RL.12 Self-monitor reading strategies and make modifications as needed</p> <p>LA.6.RL.13 Read literature for pleasure, personal growth, and spiritual development</p>
7	Key Ideas and Details	<p>LA.7.RL.1 Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (RL.7.1)</p> <p>LA.7.RL.2 Determine a theme and analyze its development throughout the text; provide an objective summary of the text (RL.7.2)</p> <p>LA.7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) (RL.7.3)</p>
	Craft and Structure	<p>LA.7.RL.4 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>LA.7.RL.5 Analyze how a text's structure (e.g., soliloquy, sonnet) contributes to its meaning (RL.7.5)</p> <p>LA.7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text (RL.7.6)</p>
	Integration of Knowledge and Ideas	<p>LA.7.RL.7 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>LA.7.RL.8 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>LA.7.RL.9 Make connections between a text and personal life experiences, other texts, and the world</p> <p>LA.7.RL.10 Select literature that reflects the teachings in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.7.RL.11 Read and comprehend literature of appropriate complexity, independently and proficiently (RL.7.10)</p> <p>LA.7.RL.12 Self-monitor reading strategies and make modifications as needed</p> <p>LA.7.RL.13 Read literature for pleasure, personal growth, and spiritual development</p>
8	Key Ideas and Details	<p>LA.8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says both explicitly and implicitly (RL.8.1)</p> <p>LA.8.RL.2 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>LA.8.RL.3 Analyze how dialogue or incidents in a story or drama propel the action, reveal character, and/or provoke a decision (RL.8.3)</p>
	Craft and Structure	<p>LA.8.RL.4 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>LA.8.RL.5 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>LA.8.RL.6 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>
	Integration of Knowledge and Ideas	<p>LA.8.RL.7 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>LA.8.RL.8 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>LA.8.RL.9 Make connections between a text and personal life experiences, other texts, and the world</p> <p>LA.8.RL.10 Select literature that reflects the principles of God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.8.RL.11 Read and comprehend literature of appropriate complexity, independently and proficiently (RL.8.10)</p> <p>LA.8.RL.12 Self-monitor reading strategies and make modifications as needed</p> <p>LA.8.RL.13 Read literature for pleasure, personal growth, and spiritual development</p>

READING — INFORMATIONAL TEXT

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

READING — INFORMATIONAL TEXT

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
3	Key Ideas and Details	<p>LA.3.RI.1 Ask and answer questions, referring explicitly to the text, to demonstrate understanding (RI.3.1)</p> <p>LA.3.RI.2 Determine the main idea and key details; explain how key details support the main idea (RI.3.2)</p> <p>LA.3.RI.3 Describe the relationship within a series of historical events, scientific ideas or concepts, or steps in technical procedures, using language that pertains to time, sequence, and cause/effect (RI.3.3)</p>
	Craft and Structure	<p>LA.3.RI.4 Determine the meaning of content-specific words and phrases in context (RI.3.4)</p> <p>LA.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information (RI.3.5)</p> <p>LA.3.RI.6 Distinguish personal point of view from that of the author (RI.3.6)</p>
	Integration of Knowledge and Ideas	<p>LA.3.RI.7 Use information from illustrations and the words in a text to demonstrate understanding (RI.3.7)</p> <p>LA.3.RI.8 Describe the connection between sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence) (RI.3.8)</p> <p>LA.3.RI.9 Compare and contrast the key ideas and details presented in two texts on the same topic (RI.3.9)</p> <p>LA.3.RI.10 Select informational text that affirms the teachings in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.3.RI.11 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.3.10)</p> <p>LA.3.RI.12 Self-monitor reading strategies and make modifications as needed</p> <p>LA.3.RI.13 Read informational texts for personal growth and spiritual development</p>
4	Key Ideas and Details	<p>LA.4.RI.1 Refer to details and examples when explaining what the text says explicitly and when drawing inferences (RI.4.1)</p> <p>LA.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text (RI.4.2)</p> <p>LA.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why (RI.4.3)</p>
	Craft and Structure	<p>LA.4.RI.4 Determine the meaning of content-specific words and phrases in context (RI.4.4)</p> <p>LA.4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (RI.4.5)</p> <p>LA.4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic, describing the differences in focus and the information provided (RI.4.6)</p>
	Integration of Knowledge and Ideas	<p>LA.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive technologies) and explain how the information contributes to an understanding of the text (RI.4.7)</p> <p>LA.4.RI.8 Explain how an author uses reasons and evidence to support particular ideas (RI.4.8)</p> <p>LA.4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject (RI.4.9)</p> <p>LA.4.RI.10 Select informational text that affirms the teachings in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.4.RI.11 Read and comprehend informational texts (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.4.10)</p> <p>LA.4.RI.12 Self-monitor reading strategies and make modifications as needed</p> <p>LA.4.RI.13 Read literary nonfiction for personal growth and spiritual development</p>
5	Key Ideas and Details	<p>LA.5.RI.1 Quote from the text when explaining what the text says explicitly and when drawing inferences (RI.5.1)</p> <p>LA.5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (RI.5.2)</p> <p>LA.5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text (RI.5.3)</p> <p>LA.5.RI.4 Skim for an overview; scan to find specific information</p>
	Craft and Structure	<p>LA.5.RI.5 Determine the meaning of content-specific words and phrases (RI.5.4)</p> <p>LA.5.RI.6 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (RI.5.5)</p> <p>LA.5.RI.7 Analyze multiple accounts of the same event or topic, noting point of view similarities and differences (RI.5.6)</p>
	Integration of Knowledge and Ideas	<p>LA.5.RI.8 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem (RI.5.7)</p> <p>LA.5.RI.9 Explain how an author uses reasons and evidence to support particular ideas, identifying which reasons and evidence support specific ideas (RI.5.8)</p> <p>LA.5.RI.10 Integrate information from several texts on the same topic in order to write or speak about the subject (RI.5.9)</p> <p>LA.5.RI.11 Select informational text that affirms the teachings in God's Word</p>
	Range of Reading and Level of Text Complexity	<p>LA.5.RI.12 Read and comprehend literary nonfiction (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently (RI.5.10)</p> <p>LA.5.RI.13 Self-monitor reading strategies and make modifications as needed</p> <p>LA.5.RI.14 Read literary non-fiction for personal growth and spiritual development</p>

READING — INFORMATIONAL TEXT

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

