

Curriculum Guide

The Integrated Language Arts

**English
Handwriting
Reading
Spelling**

Grades K-8

**Office of Education
North American Division
of Seventh-day Adventists**

2004

The North American Division

The North American Division includes the United States and Canada, as well as the Islands of Bermuda, St. Pierre, and Miquelon. With such a diversity of cultures, this curriculum guide is designed to ensure that uniform standards are maintained. In those places, within the Division where governmental academic requirements differ from those of this guide, appropriate adjustments may be made as long as the Seventh-day Adventist philosophy is maintained.

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Introduction

The primary goal of the *K—8 Integrated Language Arts Curriculum Guide* for the Seventh-day Adventist school system is to help students incorporate a Christ-centered perspective in all areas of communication. A secondary goal is to assist students in developing critical thinking skills as they view, listen, read, speak, visually represent, and write. Mastery of these six elements that comprise the language arts is the key to success for the life-long learner in every discipline across the curriculum.

The vision guiding the development of the *K—8 Integrated Language Arts Curriculum Guide* is that all students must have the opportunities and resources to develop communication skills. These skills will enable students to pursue life goals and to participate fully as informed, productive members of society. The integration of these elements is central to the language arts discipline. The student must use, identify, and be able to transfer these elements into daily life.

This *K—8 Integrated Language Arts Curriculum Guide* was designed with the teacher in mind for the development of lesson plans that integrate all of the **essential learnings** to ensure a successful program. It is anticipated that a variety of sources will be referenced to develop lesson plans and that these plans will meet the varying needs of individual students.

The way society lives and works today is much different than in the recent past. Students are increasingly drawn into an information-based, high-tech society. Many students will be employed in positions that will require the use of higher-level thinking skills. Therefore, a carefully integrated language arts curriculum guide has been developed.

The *K—8 Integrated Language Arts Curriculum Guide* is divided to reflect the two types of communication – receptive and expressive. Receptive communication is the receiving of information that includes viewing, listening, and reading. Expressive communication is the conveying of information that includes speaking, visually representing, and writing. Integration of all six areas of communication must be accomplished to make a balanced language arts program.

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Philosophy

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Through the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker.

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.

Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person – physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

General Goals

The goals of the *K—8 Integrated Language Arts Curriculum Guide* are to:

- Process all aspects of communication through a Christ-centered perspective and Christian principles.
- Assist students in becoming literate and able to successfully engage in creative and higher-level thinking skills.
- Develop and demonstrate spiritual values, civic responsibilities, and respect for cultural diversity.
- Address needs of students throughout the language arts curriculum spectrum.
- Foster the use of appropriate communication in worship, learning, and leisure interactions.
- Promote communication skills and competencies with an attitude of mission and service.
- Vary delivery of information for enhanced learning potential.
- Use a communication style compatible with a high-tech, information-based world.
- Advocate and demonstrate legal and ethical principles in the use of technological information.

Essential Learnings

Seventh-day Adventist education embodies not only the highest academic models, but also the church's legacy of beliefs, values, and spiritual convictions. With this in mind, the essential learning elements are outlined by grade using the National Council of Teachers of English and International Reading Association *Standards for the English Language Arts* (1996), and correlated with the goals and essential core elements of the North American Division *Journey to Excellence* (2003). The essential learnings specify the skills and concepts to be incorporated at each grade. The essential learnings progress and develop along a continuum creating a framework for teachers to use in shaping curriculum.

Receptive and Expressive Language

To achieve balanced literacy a student needs integrated and interconnected language arts experiences that are both receptive (viewing, listening, reading) and expressive (speaking, visually representing, writing).

Receptive language is the taking in of information. The receptive language arts are defined as:

- **Viewing** is the comprehension of visual media with other literacy knowledge. Visual media includes, but is not limited to: film, video, print advertisements, commercials, photographs, book illustrations, charts, graphs, and diagrams.
- **Listening** is a complex multi-step process by which spoken language is converted to meaning in the mind. It involves receiving, attending, and assigning meaning while employing different types of listening skills:
 - discriminative (to distinguish sounds)
 - aesthetic (for pleasure or enjoyment)
 - efferent (to understand a message)
 - critical (to evaluate a messages)
- **Reading** is a complex process of decoding words and attaching meaning. A balanced reading program includes the following areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The reading process involves the orchestration of a number of different strategies in a coordinated and fluent manner to construct meaning from print. Although the reading process can be broken down into discrete subskills which must be specifically taught, performing the subskills one at a time does not constitute the act of reading. This process is best learned within a comprehensive instructional framework, including the teaching of specific reading skills and strategies.

Expressive language involves the giving of information. The expressive language arts are defined as:

- **Speaking** is the oral communication of thoughts, feelings, and ideas. There are three main types of speech:
 - aesthetic talk (lived through experiences of literature)
 - efferent talk (to inform or persuade)
 - drama
- **Visually Representing** is the creation of sign systems to demonstrate understanding with consideration to audience, purpose, and form. Visual representations are used to organize information and represent relationships about topics studied. It includes, but is not limited to, graphic organizers, video productions, dramatizations, story quilts, and various illustrations.
- **Writing** is a strategic process for the written communication of thoughts, feelings, and ideas. The writing process has been divided into five stages: pre-writing, drafting, revising, editing, and publishing. Writing in the fullest sense means more than developing, composing, and spelling. In classrooms, the subskills associated with writing should first be taught in the context of a students' own writing. Children learn these skills best when they are purposely taught through an explicit systematic mode of instruction.

A carefully developed integrated language arts curriculum, exemplifying Seventh-day Adventist standards, will ensure that all students are literate and can successfully communicate. A curriculum built with these essential elements in mind imparts more than academic knowledge. It promotes the balanced development of the whole child, to prepare individuals for citizenship in this world and in the world to come.

Standards for the English Language Arts (1996)

International Reading Association

National Council of Teachers of English

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

Journey to Excellence (2003)

A Focus on Adventist Education in the 21st Century

North American Division Office of Education

Goals and Essential Core Elements for Curriculum in Seventh-day Adventist Schools Connection to the Integrated Language Arts Curriculum

The following **goals** have been established to support the unique philosophy of Adventist education. Each student will:

- I. Surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.

- II. Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.

- III. Develop a sense of self-worth, skills in interpersonal relationships, and understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.

- IV. Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments.

- V. Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

- B. Have a growing knowledge of God's Word and enjoyment in its study.
- E. Value God's revelation of Himself through inspired writings and creation.
- F. Respond to God's love by using one's spiritual gifts to serve others.
- G. Recognize that God gave the Ten Commandments to show us how to love Him and each other.
- H. Value and participate in worship along and with others.

- A. Be an active participant in one's local church.
- C. Become involved in spreading the gospel throughout the world.
- E. Appreciate the heritage of the Seventh-day Adventist Church.
- F. Relate to lifestyle choices and cultural issues based on biblical principles.

- A. Recognize that God's ideal for the basic unit of society is the family.
- C. Acquire knowledge, attitudes, and skills essential to meeting family responsibilities whether living alone or with others.
- D. Recognize that God's unconditional love gives one self-worth.

- A. Exhibit concern and sensitivity for other peoples and cultures.
- B. Participate actively in local, national, and global communities.
- D. Use a Biblical perspective to analyze history and current events.

- E. Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities.
- F. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.

JOURNEY TO EXCELLENCE

Goals and Essential Core Elements for Curriculum in Seventh-day Adventist Schools Connection to the Integrated Language Arts Curriculum (continued)

The following **goals** have been established to support the unique philosophy of Adventist education. Each student will:

VI. Adopt a systematic, logical, and Biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.

VII. Recognize the value and importance of effective communication and develop the requisite skills.

VIII. Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.

IX. Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.

X. Develop a Christian work ethic with an appreciation for the dignity of service.

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

- A. Broaden intellectual abilities through the study of God's Word.
- B. Use critical and creative thinking skills in "real-world" experiences.
- C. Develop one's intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts.
- D. Utilize effective study techniques to locate, organize, and learn information.
- E. Apply the principles of life-long learning.
- F. Approach all intellectual pursuits from a Biblical perspective.

- A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language.
- B. Apply a Christ-centered perspective to all forms of personal expression and media.
- C. Understand how sensitivity to the differences of others affects communication.
- D. Recognize how media and information technology impacts communication.
- E. Utilize communication skills to enhance one's Christian witness.

- A. Develop responsible decision-making skills.
- C. Acquire skill in the use of technologies.
- E. Value cooperation and teamwork when interacting in groups.
- F. Develop conflict resolution skills.

- A. View God as the Author of beauty both in His creation and in human expression.
- B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts.
- C. Develop fine arts talents through practice, performance, and presentation.
- D. Use aesthetic expression as a means of communication and service.

- A. Develop an awareness of career options and opportunities in a changing world, as well as in the church.
- C. Develop skills that will enhance employability.
- D. Experience the joy of serving others.
- E. Identify one's interests, abilities, and values, understanding their relationship to career options.

Viewing

Viewing is the comprehension of visual media with other literacy knowledge. Visual media includes, but is not limited to: film, video, print advertisements, commercials, photographs, book illustrations, charts, graphs, and diagrams.

| Kindergarten | Grade 1 | Grade 2 |
|---|--|---|
| <ul style="list-style-type: none"> • View attentively and respectfully • View pictures to gain meaning • Predict unknown words from picture clues • Answer questions as a means to understanding content • Sequence story events using pictures • Identify similarities and differences from at least two sources • Identify types of visual media • Share thoughts and feelings after viewing visual media • Distinguish characteristics between: <ul style="list-style-type: none"> • fantasy and reality • good and evil • right and wrong • Recognize that God’s ideal for quality viewing is an important factor of developing Christian character | <ul style="list-style-type: none"> • Use picture clues to predict content • Sequence story events orally using visual media • Identify similarities and differences in simple visual media from two or more sources • Compare and contrast works read and viewed • Distinguish characteristics between: <ul style="list-style-type: none"> • fantasy and reality • good and evil • right and wrong • Assess gestures and facial expressions related to visual media • Answer questions as a means to understanding content when viewing written and/or visual information • Share thoughts and feelings after viewing visual media • Understand that media messages and products are created by people • Recognize that God’s ideal for quality viewing is an important factor of developing Christian character | <ul style="list-style-type: none"> • Use picture clues to predict content • Explain personal thoughts and feelings after viewing visual media • Distinguish characteristics between: <ul style="list-style-type: none"> • fantasy and reality • good and evil • right and wrong • Ask and respond to questions as a means to understanding content when viewing written and/or visual media • State the main idea or message in visual media • Gather and sequence events from visual media selections • Use visual media as a means to witness and serve • Recognize that God’s ideal for quality viewing is an important factor of developing Christian character |

Viewing

| Grade 3 | Grade 4 | Grade 5 |
|---|--|---|
| <ul style="list-style-type: none"> • Describe the main idea or message in visual media • Ask and respond to questions as a means to understanding content from visual media • Analyze information learned from media • Identify and describe specific thoughts and feelings from visual media • Summarize and sequence events and ideas from visual media selections • Identify the main format of visual media: <ul style="list-style-type: none"> • quiz show • billboards • t-shirts • Acknowledge how biblical principles impact the decision-making process with regards to visual media • Recognize that God’s ideal for quality viewing is an important factor of developing Christian character | <ul style="list-style-type: none"> • View visual media for a specific learning purpose • Ask questions for clarification of visual media • Determine word meaning using electronic devices • Recognize how impressions of visual media can influence understanding • Know the main formats and characteristics of media • Acknowledge how biblical principles impact the decision-making process with regards to visual media • Recognize that God’s ideal for quality viewing is an important factor of developing Christian character | <ul style="list-style-type: none"> • Analyze visual media for a specific purpose • Ask questions for clarification of visual media • Understand similarities and differences among a variety of media • Interpret impressions from visual media that influence understanding • Determine correct word meaning according to visual context using electronic devices • Acknowledge how biblical principles impact the decision-making process with regards to visual media • Recognize that God’s ideal for quality viewing is an important factor of developing Christian character |

| Grade 6 | Grade 7 | Grade 8 |
|--|--|---|
| <ul style="list-style-type: none"> • Scan for a specific purpose using visual media • Apply correct word meaning according to written and visual context using electronic devices • Define and interpret examples of literary forms from visual media • Gather and interpret details from visual media to answer specific questions and build understanding • Develop and answer questions that will extend the understanding of visual media • Understand the different purposes of various media • Use biblical foundations to analyze history and current events viewed through visual media • Acknowledge how biblical principles impact the decision-making process with regards to visual media • Analyze visual media to determine both hidden and overt messages • Recognize that God’s ideal for quality viewing is an important factor of developing Christian character | <ul style="list-style-type: none"> • Scan, infer, and summarize for a specific purpose using visual media • Apply correct word meaning according to written and visual context using electronic devices • Develop, organize, and answer detailed questions that will extend the understanding of viewed media • Draw conclusions from details in visual media to answer specific questions and build understanding • Understand how the type of media affects coverage of events or issues • Evaluate examples of literary forms from visual media • Use biblical foundations to analyze history and current events viewed through visual media • Acknowledge how biblical principles impact the decision-making process with regards to visual media • Analyze visual media to determine both hidden and overt messages • Recognize that God’s ideal for quality viewing is an important factor of developing Christian character | <ul style="list-style-type: none"> • Locate and interpret examples of literary forms from visual media • Determine the cause and effect of detailed answers to extend the understanding of visual media • Scan, infer, and summarize for a specific purpose using visual media • Apply correct word meaning according to written and visual context using electronic devices • Create analogies, metaphors, and/or similes from visual media and answer specific questions to demonstrate understanding • Define aspects of media production and distribution • Use biblical foundations to analyze history and current events viewed through visual media • Acknowledge how biblical principles impact the decision-making process with regards to visual media • Analyze visual media to determine both hidden and overt messages • Recognize that God’s ideal for quality viewing is an important factor of developing Christian character |

Viewing

Linkage to the English Language Arts Standards

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Journey to Excellence Connection

| | |
|---|--|
| <p>The following goals have been established to support the unique philosophy of Adventist education. Each student will:</p> | <p>Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</p> |
| <p>I. Surrender one’s whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one’s life.</p> | <p>B. Have a growing knowledge of God’s Word and enjoyment in its study.</p> |
| <p>II. Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.</p> | <p>F. Relate to lifestyle choices and cultural issues based on biblical principles.</p> |
| <p>III. Develop a sense of self-worth, skills in interpersonal relationship, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.</p> | <p>A. Recognize that God’s ideal for the basic unit of society is the family. D. Recognize that God’s unconditional love gives one self-worth.</p> |
| <p>VI. Adopt a systematic, logical, and Biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.</p> | <p>D. Utilize effective study techniques to locate, organize, and learn information.</p> |
| <p>VII. Recognize the value and importance of effective communication and develop the requisite skills.</p> | <p>A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language. B. Apply a Christ-centered perspective to all forms of personal expression and media. D. Recognize how media and information technology impacts communication. E. Utilize communication skills to enhance one’s Christian witness</p> |
| <p>IX. Develop an appreciation of the beautiful, both in God’s creation and in human expression, while nurturing individual ability in the fine arts</p> | <p>A. View God as the Author of beauty both in His creation and in human expression.</p> |

Listening

Listening is a complex, multi-step process by which spoken language is converted to meaning in the mind. It involves receiving, attending, and assigning meaning while employing different types of listening skills.

| Kindergarten | Grade 1 | Grade 2 |
|--|--|--|
| <ul style="list-style-type: none"> • Make eye contact • Listen to a variety of media; e.g. books, audio tapes, videos • Listen to others while waiting for turn to speak • Listen and interact in informal conversations • Listen and follow one- and two-step directions • Ask questions as a means to understand listening • Listen to Bible stories with reverence | <ul style="list-style-type: none"> • Make eye contact • Listen attentively and respectfully to others while waiting for turn to speak • Summarize auditory information • Ask questions as a means to understand listening • Listen to and recite familiar stories with rhyme and patterns using clear delivery • Listen and stay on the topic when participating in a conversation • Listen and respond in various situations; e.g. conversations, formal presentations, group learning activities, media presentations, drama, directions, and messages • Listen to Bible stories and God’s Word with reverence | <ul style="list-style-type: none"> • Maintain eye contact • Use appropriate posture facing the speaker • Avoid distracting or interrupting others, including the speaker, or being distracted by others • Provide immediate feedback; e.g. nod, applaud, laugh, etc. • Ask and answer relevant questions briefly and politely • Determine purpose for listening • Contribute to group/class discussions • Listen and respond appropriately in various situations; e.g. formal conversations, presentations, group learning activities, media presentations, drama, directions, and messages • Listen to Bible stories and God’s Word with reverence |

Listening

| Grade 3 | Grade 4 | Grade 5 |
|---|--|---|
| <ul style="list-style-type: none"> • Listen without interrupting • Listen for specific information in spoken text • Provide immediate feedback • Respond to oral directions • Identify how literature uses the sounds of language: <ul style="list-style-type: none"> • rhythm and pacing • rhyme, onomatopoeia, and other repeated sounds • Continue to contribute to group or class discussions • Listen to God’s Word and Bible stories with reverence | <ul style="list-style-type: none"> • Listen to, and show respect for, the ideas of others • Understand a speaker’s topic, purpose, and perspective • Provide appropriate feedback • Distinguish between: <ul style="list-style-type: none"> • facts and opinions • fiction and nonfiction • right and wrong • Identify false or misleading information • Identify persuasive messages • Use listening skills in group settings to determine goals, tasks, responsibilities, and progress • Use listening as a basis for writing and speaking • Listen and connect learning to all subjects • Identify language usage reflecting regional and cultural differences • Utilize note-taking skills to connect main points and key information presented by a speaker • Listen to God’s Word and Bible stories with reverence | <ul style="list-style-type: none"> • Avoid distracting or interrupting others • Provide appropriate feedback and response to presenter • Listen and express interest in the ideas of others • Identify point of view • Use clarifying questions to: <ul style="list-style-type: none"> • understand point of view or attitude of the speaker • clarify nonverbal messages • seek additional information • Interpret a speaker’s topic, purpose, and perspective • Take brief notes to identify main points and key information • Use listening skills in group settings to determine goals, tasks, responsibilities, and progress • Identify persuasive messages • Draw inferences and reach conclusions • Listen to God’s Word and Bible stories with reverence |

| Grade 6 | Grade 7 | Grade 8 |
|---|--|--|
| <ul style="list-style-type: none"> • Maintain eye contact when involved in a conversation • Use appropriate posture facing the speaker • Avoid distracting or interrupting the speaker • Provide immediate feedback; e.g. nod, applaud, laugh, etc. • Analyze presentations using established criteria • Understand a speaker’s topic, purpose, and perspective • Answer relevant questions briefly and politely • Identify the tone, mood, and key emotions • Adapt listening strategies to fit various situations; e.g. plays, concerts, lectures, formal presentations, sports events, and talking with others • Connect information to prior knowledge or own experiences • Take notes to identify main point and key information • Analyze both verbal and nonverbal communication • Distinguish between: <ul style="list-style-type: none"> • fiction and nonfiction • facts and opinions • right and wrong • Follow multi-step instructions • Listen critically when conducting an interview • Listen to God’s Word with reverence | <ul style="list-style-type: none"> • Maintain eye contact when involved in a conversation • Answer relevant questions in an appropriate manner • Listen attentively to show respect to the speaker • Use appropriate posture facing the speaker • Provide immediate feedback; e.g. nod, applaud, laugh, etc. • Listen to understand a speaker’s topic, purpose, and perspective • Listen with an open mind • Wait until all information has been received to form an opinion • Adapt listening strategies to fit various situations; e.g. plays, concerts, lectures, formal presentations, sports events, and talking with others • Analyze: <ul style="list-style-type: none"> • the accuracy and validity of spoken information • the impact of words and persuasive techniques • the impact of selection of content • Take notes that identify main point and key information • Listen to God’s Word with reverence | <ul style="list-style-type: none"> • Maintain eye contact when involved in a conversation • Answer relevant questions briefly and politely • Listen attentively, with an open mind, to show respect to the speaker • Use appropriate posture facing the speaker • Understand a speaker’s topic, purpose, and perspective • Provide immediate feedback, e.g. nod, applaud, laugh, etc. • Wait until all information has been received to form an opinion • Adapt listening strategies to fit various situations; e.g. plays, concerts, lectures and formal presentations, sports events, talking with others • Analyze presentations by purpose; e.g. inform, entertain, persuade • Understand the impact of word choice and use of figurative language • Take notes to identify main points and key information • Identify and analyze news, sitcoms, commercials, documentaries, songs, and editorials • Analyze propaganda and argumentation • Listen to God’s Word with reverence |

Listening

Linkage to the English Language Arts Standards

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Journey to Excellence Connection

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|--|--|
| <p>The following goals have been established to support the unique philosophy of Adventist education. Each student will:</p> | <p>Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</p> |
| <p>I. Surrender one’s whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one’s life.</p> | <p>H. Value and participate in worship alone and with others.</p> |
| <p>III. Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.</p> | <p>C. Acquire knowledge, attitudes, and skills essential to meeting family responsibilities whether living alone or with others.</p> |
| <p>VII. Recognize the value and importance of effective communication and develop the requisite skills.</p> | <p>A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language. C. Understand how sensitivity to the differences of others affects communication. E. Utilize communication skills to enhance one’s Christian witness.</p> |
| <p>VIII. Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.</p> | <p>E. Value cooperation and teamwork when interacting in groups. F. Develop conflict resolution skills.</p> |
| <p>X. Develop a Christian work ethic with an appreciation for the dignity of service.</p> | <p>C. Develop skills that will enhance employability.</p> |

Reading

Reading is a complex process of decoding words and attaching meaning. A balanced reading program includes the following areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

| Kindergarten | Grade 1 | Grade 2 |
|---|--|--|
| <p>Phonemic awareness:</p> <ul style="list-style-type: none"> • Identify phonemes • Categorize phonemes • Blend compound words • Blend syllables to form words • Blend phonemes to form words • Segment two words in a compound word • Segment words into syllables • Segment words into phonemes • Add, delete, or substitute phonemes to make new words • Recognize and identify rhymes using visual and then auditory cues • Letter-sound mastery: <ul style="list-style-type: none"> • recite the alphabet • identify letters: <ul style="list-style-type: none"> • uppercase • lowercase • sounds <p>Phonics:</p> <ul style="list-style-type: none"> • Graphophonemic relationships • Letter-sound associations • Letter-sound correspondences • Sound-symbol correspondences • Sound-spellings <p>Fluency:</p> <ul style="list-style-type: none"> • Recognize sight words • Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language • Read silently for pleasure | <p>Phonemic awareness:</p> <ul style="list-style-type: none"> • Identify phonemes • Categorize phonemes • Blend compound words • Blend syllables to form words • Blend phonemes to form words • Segment two words in a compound word • Segment words into syllables • Segment words into phonemes • Add, delete, or substitute phonemes to make new words • Recognize and identify rhymes using visual and then auditory cues • Letter-sound mastery: <ul style="list-style-type: none"> • recite the alphabet • identify letters: <ul style="list-style-type: none"> • uppercase • lowercase • sounds <p>Phonics:</p> <ul style="list-style-type: none"> • Graphophonemic relationships • Letter-sound associations • Letter-sound correspondences • Sound-symbol correspondences • Sound-spellings • Apply phonics elements in reading and writing <p>Fluency:</p> <ul style="list-style-type: none"> • Recognize sight words • Decode words in isolation and in connected text • Increase speed of reading while maintaining accuracy • Read aloud in a way that communicates meaning • Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language • Read silently for pleasure | <p>Phonemic awareness:</p> <ul style="list-style-type: none"> • Teach as needed <p>Phonics:</p> <ul style="list-style-type: none"> • Expand phonics elements; e.g. letter-sound correspondences, spelling patterns, syllables, and meaningful word parts • Apply phonics elements in reading and writing; e.g. identify and decode simple prefixes and suffixes <p>Fluency:</p> <ul style="list-style-type: none"> • Recognize sight words • Decode words in isolation and in connected text • Increase speed of reading while maintaining accuracy • Read aloud in a way that communicates meaning • Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language • Read silently for pleasure |

Reading

| Grade 3 | Grade 4 | Grade 5 |
|---|---|--|
| <p>Phonemic awareness:</p> <ul style="list-style-type: none">• Teach as needed <p>Phonics:</p> <ul style="list-style-type: none">• Review phonics elements:<ul style="list-style-type: none">• letter-sound correspondences• spelling patterns• syllables• meaningful word parts• Apply phonics elements in reading and writing; e.g. pronounce multi-syllable words correctly; use phonetic clues to spell <p>Fluency:</p> <ul style="list-style-type: none">• Read aloud, speaking clearly and with expression• Increase speed of reading while maintaining accuracy• Use punctuation clues to help read aloud• Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language• Read silently for pleasure | <p>Phonemic awareness:</p> <ul style="list-style-type: none">• Not formally taught <p>Phonics/Word Study:</p> <ul style="list-style-type: none">• Decode unfamiliar words <p>Fluency:</p> <ul style="list-style-type: none">• Use punctuation clues to help read aloud• Read aloud, adjust speed of reading to suit purpose and difficulty of material• Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language• Read silently for pleasure | <p>Phonemic awareness:</p> <ul style="list-style-type: none">• Not formally taught <p>Phonics/Word Study:</p> <ul style="list-style-type: none">• Decode unfamiliar words <p>Fluency:</p> <ul style="list-style-type: none">• Read aloud, adjust speed according to purpose and audience• Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language• Read silently for pleasure |

Reading

| Grade 3 | Grade 4 | Grade 5 |
|--|--|--|
| <p>Vocabulary:</p> <ul style="list-style-type: none"> • Apply a variety of strategies to learn word meanings; e.g. use dictionary and glossary • Know meanings for most of the words in a text to understand what is read • Use words accurately in oral and written language <p>Comprehension:</p> <ul style="list-style-type: none"> • Read both narrative and expository text • Understand and remember what is read • Use comprehension strategies to improve comprehension; e.g. restate and summarize text; locate titles, table of contents, chapters, and indexes • Recognize story elements: <ul style="list-style-type: none"> • plot • setting • characters • identify central problem and solution • Read for comprehension and application • Apply a Christ-centered perspective as the basis of literary studies | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Apply a variety of strategies to learn word meanings; e.g. use dictionary, glossary, and thesaurus • Use words accurately in oral and written language • Determine meaning of unfamiliar words and phrases • Understand level appropriate vocabulary • Use word origins and derivations to understand word meanings • Use a variety of strategies to extend reading vocabulary; e.g. idioms, analogies, similes, and metaphors <p>Comprehension:</p> <ul style="list-style-type: none"> • Use comprehension strategies to improve comprehension; e.g. recognize and interpret idiomatic expressions; employ synonyms and antonyms • Recognize story elements: <ul style="list-style-type: none"> • plot • setting • characters • identify central problem and solution • analyze character traits, actions, points of view • Read for comprehension and application; e.g. read for topic and main idea • Monitor reading strategies and make modifications as needed • Determine purpose for reading and select material from a variety of appropriate sources • Understand author’s purpose • Apply a Christ-centered perspective as the basis of literary studies | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Determine purpose for reading and select material from a variety of appropriate sources • Use dictionary, glossary, thesaurus, encyclopedia, card catalog, and electronic devices • Understand level appropriate vocabulary • Use word origins and derivations to understand word meanings • Use a variety of strategies to extend reading vocabulary; e.g. idioms, analogies, similes, metaphors, and abstract vocabulary • Use word meanings within the appropriate context to show ability to verify those meanings by definition, restatement, example, and compare/contrast <p>Comprehension:</p> <ul style="list-style-type: none"> • Use comprehension strategies to improve comprehension; e.g. skim for overview • Recognize story elements: <ul style="list-style-type: none"> • plot • setting • characters • identify central problem and solution • analyze character traits, actions, points of view • identify authors intent or point of view • Read for comprehension and application; e.g. scan to find specific information • Read independently, selecting appropriate reading strategies • Determine purpose for reading • Understand the use, structure, and organization of various reference and research materials. • Understand author’s purpose • Apply a Christ-centered perspective as the basis of literary studies |

Reading

| Grade 6 | Grade 7 | Grade 8 |
|---|---|--|
| <p>Vocabulary:</p> <ul style="list-style-type: none"> • Understand grade level vocabulary • Increase word knowledge at grade level through systematic vocabulary development across the curriculum • Use word origins and derivations to understand word meanings <p>Comprehension:</p> <ul style="list-style-type: none"> • Understand the use, structure, and organization of various reference and research materials; e.g. recognize and determine meaning of non-standard usage—images, slang, dialects • Use specific strategies to understand confusing parts of text; e.g. context clues • Recognize story elements: <ul style="list-style-type: none"> • plot • setting • characters • identify central problem and solution • analyze character traits, actions, points of view • identify authors intent or point of view • identify genre • Understand specific devices an author uses to accomplish purpose • Read for comprehension and application • Apply a Christ-centered perspective as the basis of literary studies | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Understand grade level vocabulary • Increase word knowledge at grade level through systematic vocabulary development across the curriculum; e.g. decide which of a word’s several meanings fit the context • Use word origins and derivations to understand word meanings <p>Comprehension:</p> <ul style="list-style-type: none"> • Understand the use, structure, and organization of various reference and research materials • Use specific strategies to understand confusing parts of text; e.g. make and verify predictions about text and determine both direct and implied meanings • Read for comprehension and application • Consult other sources to clarify meaning • Apply a Christ-centered perspective as the basis of literary studies | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Understand grade level vocabulary • Increase word knowledge at grade level through systematic vocabulary development across the curriculum; e.g. decide which of a word’s several meanings fit the context • Use word origins and derivations to understand word meanings; e.g. Greek, Latin <p>Comprehension:</p> <ul style="list-style-type: none"> • Understand the use, structure, and organization of various reference and research materials • Use specific strategies to understand confusing parts of text; e.g. predict, clarify, question, and summarize • Read for comprehension and application • Underline, highlight, and use margin notes or sticky notes • Apply a Christ-centered perspective as the basis of literary studies |

Linkage to the English Language Arts Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Journey to Excellence Connection

| | |
|---|--|
| <p>The following goals have been established to support the unique philosophy of Adventist education. Each student will:</p> | <p>Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</p> |
| <p>I. Surrender one’s whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one’s life.</p> | <p>B. Have a growing knowledge of God’s Word and enjoyment in its study. E. Value God’s revelation of Himself through inspired writings and creation. G. Recognize that God gave the Ten Commandments to show us how to love Him and each other. H. Value and participate in worship alone and with others.</p> |
| <p>II. Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.</p> | <p>E. Appreciate the heritage of the Seventh-day Adventist Church. F. Relate to lifestyle choices and cultural issues based on biblical principles.</p> |
| <p>III. Develop a sense of self-worth, skills in interpersonal relationships, and understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.</p> | <p>C. Acquire knowledge, attitudes, and skills essential to meeting family responsibilities whether living alone or with others.</p> |
| <p>IV. Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments.</p> | <p>D. Use a Biblical perspective to analyze history and current events.</p> |

Journey to Excellence Connection (continued)

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|--|--|
| <p>The following goals have been established to support the unique philosophy of Adventist education. Each student will:</p> | <p>Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</p> |
| <p>V. Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.</p> | <p>E. Achieve a balance in work and leisure, balancing physical, mental, social, and spiritual activities. F. Recognize the interaction of physical, mental, and spiritual health with emotional and social well-being.</p> |
| <p>VI. Adopt a systematic, logical, and Biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.</p> | <p>A. Broaden intellectual abilities through the study of God’s Word. B. Use critical and creative thinking skills in “real-world” experiences. C. Develop one’s intellectual potential in natural sciences and mathematics; arts and humanities; social sciences, and applied arts. D. Utilize effective study techniques to locate, organize, and learn information. E. Apply the principles of life-long learning. F. Approach all intellectual pursuits from a Biblical perspective.</p> |
| <p>VII. Recognize the value and importance of effective communication and develop the requisite skills.</p> | <p>A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language. B. Apply a Christ-centered perspective to all forms of personal expression and media. D. Recognize how media and information technology impacts communication. E. Utilize communication skills to enhance one’s Christian witness.</p> |
| <p>VIII. Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.</p> | <p>A. Develop responsible decision-making skills.</p> |
| <p>IX. Develop an appreciation of the beautiful, both in God’s creation and in human expression, while nurturing individual ability in the fine arts.</p> | <p>A. View God as the Author of beauty both in His creation and in human expression. B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts.</p> |
| <p>X. Develop a Christian work ethic with an appreciation for the dignity of service.</p> | <p>C. Develop skills that will enhance employability. E. Identify one’s interests, abilities, and values, understanding their relationship to career options.</p> |

Speaking

Speaking is the oral communication of thoughts, feelings, and ideas.

| Kindergarten | Grade 1 | Grade 2 |
|--|--|--|
| <ul style="list-style-type: none"> • Learn simple rules for conversation: <ul style="list-style-type: none"> • make eye contact • wait for turn to speak • stay on topic • Use songs, rhymes, and rhythms to remember key information • Participate in a variety of group oral activities; e.g. participate in role playing • Share information and ideas clearly; e.g. speak in clear and complete sentences • Deliver brief oral presentations; e.g. poems, memory verses, and songs • Communicate effectively, applying a Christ-centered perspective in all forms of personal expression | <ul style="list-style-type: none"> • Follow simple rules for conversation: <ul style="list-style-type: none"> • make eye contact • wait for turn to speak • ask questions • stay on topic • Speak effectively in various situations: <ul style="list-style-type: none"> • clarify and stay on topic • adopt language to fit the situation • use appropriate tone and volume • Deliver brief oral recitations: <ul style="list-style-type: none"> • retell stories in sequence • recount personal experiences • participate in readers theater • Communicate effectively, applying a Christ-centered perspective in all forms of personal expression | <ul style="list-style-type: none"> • Apply rules of conversation: <ul style="list-style-type: none"> • use correct vocabulary or speech • take turns • raise hand to speak • focus attention on speaker • behave with Christian courtesy • Use different voice level, phrasing, and intonation for different situations: <ul style="list-style-type: none"> • informal discussion • class discussion • reports to the class • language used at home • language used in school • Convey clear and focused main idea with supporting details appropriate to audience and purpose • Ask questions to clarify information • Communicate effectively, applying a Christ-centered perspective in all forms of personal expression |

Speaking

| Grade 3 | Grade 4 | Grade 5 |
|--|--|---|
| <ul style="list-style-type: none"> • Speak clearly using correct grammar and words appropriate to audience and situation • Convey a clear main point when speaking: <ul style="list-style-type: none"> • express ideas in a logical manner • use specific vocabulary to establish tone and present information • use facial expressions and gestures • Respond to questions and comments; e.g. give reasons in support of opinions • Ask questions in class; e.g. when confused, seek the opinions and comments of others • Communicate effectively, applying a Christ-centered perspective in all forms of personal expression | <ul style="list-style-type: none"> • Use a variety of verbal and non-verbal communication skills to speak effectively for different purposes: <ul style="list-style-type: none"> • eye contact • notes and memory aids • formal and informal language • projection • tone and volume • rate • articulation • pace • phrasing • Convey clearly focused main idea with supporting details in proper sequence, making connection and transition among ideas and elements • Identify persuasive messages • Communicate effectively, applying a Christ-centered perspective in all forms of personal expression | <ul style="list-style-type: none"> • Use oral language skills in a variety of settings: <ul style="list-style-type: none"> • speeches • presentations • narratives • Use organizational patterns to clarify content • Communicate ideas using oral and visual means appropriate to topic, context, and purpose; e.g. gestures and facial expressions • Understand the main ideas and supporting details in spoken texts; e.g. presentations by peers and guest speakers • Identify persuasive messages • Participate in group discussions, refine and use cooperative group processes: <ul style="list-style-type: none"> • active listening • discussion leader • facilitator • Communicate effectively, applying a Christ-centered perspective in all forms of personal expression |

| Grade 6 | Grade 7 | Grade 8 |
|--|--|--|
| <ul style="list-style-type: none"> • Use appropriate verbal and non-verbal techniques for oral presentations: <ul style="list-style-type: none"> • modulation of voice • inflection • tempo • word choice • grammar • feeling • expression • tone • volume • Use effective speaking skills in varied situations: <ul style="list-style-type: none"> • stories • dramas • jokes • speeches • debates • interviews • Participate in group discussions; refine and use cooperative group processes <ul style="list-style-type: none"> • active listening • discussion leader • facilitator • Communicate effectively, applying a Christ-centered perspective in all forms of personal expression | <ul style="list-style-type: none"> • Use appropriate verbal and non-verbal techniques for oral presentations: <ul style="list-style-type: none"> • modulation of voice • inflection • tempo • word choice • grammar • feeling • expression • tone • volume • enunciation • physical gestures • body movement • eye contact • posture • Use correct vocabulary in speech: <ul style="list-style-type: none"> • specialized language • metaphorical language • sensory details • Participate in group discussions; refine and use cooperative group processes <ul style="list-style-type: none"> • active listening • discussion leader • facilitator • Engage assertively but politely in opinion dialogues • Ask questions to elaborate and clarify ideas • Identify strategies used by speakers in oral presentations • Describe the impact non-print media has on consumers • Communicate effectively, applying a Christ-centered perspective in all forms of personal expression | <ul style="list-style-type: none"> • Use appropriate verbal and non-verbal techniques for oral presentations: <ul style="list-style-type: none"> • modulation of voice • inflection • tempo • word choice • grammar • feeling • expression • tone • volume • enunciation • physical gestures • body movement • eye contact • posture • Participate in group discussions; refine and use cooperative group processes <ul style="list-style-type: none"> • active listening • discussion leader • facilitator • Understand the ways in which language differs across a variety of social situations; e.g. formal and informal speech • Strive for a rhythmic and natural flow of words and ideas • Develop narratives, skits, lab reports, progress reports, research reports, and commercials for oral presentations • Analyze the impact of media on consumers • Communicate effectively, applying a Christ-centered perspective in all forms of personal expression |

Speaking

Linkage to the English Language Arts Standards

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language convention (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Journey to Excellence Connection

| The following goals have been established to support the unique philosophy of Adventist education. Each student will: | Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to: |
|---|--|
| I. Surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life. | F. Respond to God's love by using one's spiritual gifts to serve others. H. Value and participate in worship alone and with others |
| II. Desire to know, live, and share the message and mission of the Seventh-day Adventist Church. | A. Be an active participant in one's local church. C. Become involved in spreading the gospel throughout the world. |
| III. Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others. | C. Acquire knowledge, attitudes, and skills essential to meeting family responsibilities whether living alone or with others. |
| IV. Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments. | A. Exhibit concern and sensitivity for other people and cultures. B. Participate actively in local, national, and global communities. |
| VI. Adopt a systematic, logical, and Biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge. | E. Apply the principles of life-long learning. |
| VII. Recognize the value and importance of effective communication and develop the requisite skills. | A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language. B. Apply a Christ-centered perspective to all forms of personal expression and media. C. Understand how sensitivity to the differences of others affects communication. E. Utilize communication skills to enhance one's Christian witness. |

Journey to Excellence Connection (continued)

| | |
|---|---|
| <p>The following goals have been established to support the unique philosophy of Adventist education. Each student will:</p> | <p>Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</p> |
| <p>VIII. Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.</p> | <p>E. Value cooperation and teamwork when interacting in groups. F. Develop conflict resolution skills.</p> |
| <p>IX. Develop an appreciation of the beautiful, both in God’s creation and in human expression, while nurturing individual ability in the fine arts.</p> | <p>B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts. C. Develop fine arts talents through practice, performance, and presentation. D. Use aesthetic expression as a means of communication and service.</p> |
| <p>X. Develop a Christian work ethic with an appreciation for the dignity of service.</p> | <p>A. Develop an awareness of career options and opportunities in a changing world, as well as in the church. C. Develop skills that will enhance employability. D. Experience the joy of serving others.</p> |

Visually Representing

Visually representing is the creation of sign systems to demonstrate understanding with consideration to audience, purpose, and form. Visual representations are used to organize information and represent relationships about topics studied. It includes, but is not limited to, graphic organizers, video productions, dramatizations, story quilts, and various illustrations.

| Kindergarten | Grade 1 | Grade 2 |
|--|---|--|
| <ul style="list-style-type: none"> • Experiment with visual forms of communication; e.g. clay, charts, posters, picture books • Design visual media to model what makes presentations appealing: <ul style="list-style-type: none"> • gestures • expressions • color • Design visual media to show how information can be obtained • Create pictures to tell a story • Create visual media to promote the spreading of the gospel | <ul style="list-style-type: none"> • Create visual media to demonstrate understanding • Develop visual media to connect information with personal experiences: <ul style="list-style-type: none"> • charts • photographs • dramatics • Create pictures to demonstrate understanding of a story • Create visual media to promote the spreading of the gospel | <ul style="list-style-type: none"> • Create visual media to connect information with personal experiences: <ul style="list-style-type: none"> • drama • charts • illustrations • videos • photographs • tables • Create visual media to demonstrate understanding • Produce visual media to differentiate real and imaginary information; e.g. t-chart • Create visual media to promote the spreading of the gospel |

Visually Representing

| Grade 3 | Grade 4 | Grade 5 |
|--|---|---|
| <ul style="list-style-type: none"> • Create visual media to show main idea and supporting details • Develop visual media to organize and group specific information: <ul style="list-style-type: none"> • tablets • charts • webs • diagrams • Show how choices and biblical principles are influenced by visual media • Create visual media to promote the spreading of the gospel | <ul style="list-style-type: none"> • Construct visual media to demonstrate specific information: <ul style="list-style-type: none"> • charts • webs • diagrams • Generate visual media to communicate topic, context, and purpose • Utilize the main formats of visual media to differentiate: <ul style="list-style-type: none"> • television quiz show format <ul style="list-style-type: none"> • host/hostesses • contestants • competition for prizes • types of advertising <ul style="list-style-type: none"> • billboards • T-shirts • commercials • films and magazines • Create visual media to promote the spreading of the gospel | <ul style="list-style-type: none"> • Develop visual media to model responsible decision-making skills • Present visual media to clarify goals, solutions, and courses of action • Demonstrate how visual media techniques establish mood; e.g. use of camera angles and lighting • Develop visual media to show similarities and differences; e.g. presentation of similar material in documentary, Internet, and radio • Create visual media to promote the spreading of the gospel |

Visually Representing

| Grade 6 | Grade 7 | Grade 8 |
|---|---|--|
| <ul style="list-style-type: none">• Produce visual media to support an opinion• Generate visual media to compare and contrast information• Design visual media to conduct an interview• Demonstrate how media effects the coverage of events or issues:<ul style="list-style-type: none">• advertising• television• newspaper• Create visual media to promote the spreading of the gospel | <ul style="list-style-type: none">• Create visual media to clarify ideas• Construct visual media to support a presentation• Develop visual media to model responsible decision-making skills• Develop visual media for taking, keeping, and reviewing notes• Create visual media to promote the spreading of the gospel | <ul style="list-style-type: none">• Create visual media to support a presentation• Model visual media techniques to show the impact on a particular audience:<ul style="list-style-type: none">• advertisements• exaggerated claims• commercials• subliminal messages• photographs of appealing lifestyles• Demonstrate aspects of media production and distribution:<ul style="list-style-type: none">• plan and produce• role of professionals; e.g. cinematographer, graphic artist, political cartoonist, producer, script writer, actor, director• Create visual media to promote the spreading of the gospel |

Visually Representing

Linkage to the English Language Arts Standards

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
12. Student use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Journey to Excellence Connection

| | |
|--|---|
| <p>The following goals have been established to support the unique philosophy of Adventist education. Each student will:</p> | <p>Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</p> |
| <p>II. Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.</p> | <p>C. Become involved in spreading the gospel throughout the world. F. Relate to lifestyle choices and cultural issues based on biblical principles.</p> |
| <p>VI. Adopt a systematic, logical, and Biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.</p> | <p>C. Develop one’s intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts.</p> |
| <p>VII. Recognize the value and importance of effective communication and develop the requisite skills.</p> | <p>B. Apply a Christ-centered perspective to all forms of personal expression and media. D. Recognize how media and information technology impacts communication.</p> |
| <p>VIII. Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.</p> | <p>C. Acquire skill in the use of technologies.</p> |
| <p>IX. Develop an appreciation of the beautiful, both in God’s creation and in human expression, while nurturing individual ability in the fine arts.</p> | <p>B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts. C. Develop fine arts talents through practice, performance, and presentation. D. Use aesthetic expression as a means of communication and service.</p> |
| <p>X. Develop a Christian work ethic with an appreciation for the dignity of service.</p> | <p>A. Develop an awareness of career options and opportunities in a changing world, as well as in the church C. Develop skills that will enhance employability. D. Experience the joy of serving others</p> |

Writing

Writing is a strategic process for the written communication of thoughts, feelings, and ideas.

| Kindergarten | Grade 1 | Grade 2 |
|---|---|---|
| <p>Writing:</p> <ul style="list-style-type: none"> • Dictate or write a personal experience in sequential order • Use writing and visual media to describe familiar people, places, things, and experiences • Support story details with visual media • Practice the writing process: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing • Apply writing skills to a variety of genre and audiences; e.g. poems, stories, letters, journals • Write from a Christ-centered perspective | <p>Writing:</p> <ul style="list-style-type: none"> • Practice the writing process: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing • Use a variety of genre to express ideas for different audiences: <ul style="list-style-type: none"> • picture stories • stories • poetry • journals • letters • Use visual media to convey ideas • Write simple instructions • Write to invite or thank • Write simple rhymes • Write brief descriptions with sensory details • Write narratives containing two or more sequenced events • Differentiate between declarative, interrogative, imperative, and exclamatory sentences • Write sentences that are declarative, interrogative, and imperative • Gather and organize information for writing; e.g. books, Internet, or other media • Write three-sentence paragraphs that develop a central idea • Write from a Christ-centered perspective | <p>Writing:</p> <ul style="list-style-type: none"> • Practice the writing process: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing • Write for various purposes to: <ul style="list-style-type: none"> • share • inform • explain • invite • Begin using characteristics of good writing: <ul style="list-style-type: none"> • ideas and content • organization • voice • word choice • sentence fluency • conventions • Use visual media when appropriate to convey an idea • Generate friendly and thank-you letters, descriptions, narratives, reports, and rhymes • Use a variety of descriptive words in writing activities • Write complete sentences with correct sentence structure • Develop paragraphs with one topic and at least four supporting details • Identify and organize related information connecting information from different subjects • Evaluate one's own and other's writing • Identify and write sentences that are declarative, interrogative, imperative, and exclamatory • Write from a Christ-centered perspective |

Writing

| Grade 3 | Grade 4 | Grade 5 |
|---|---|---|
| <p>Writing:</p> <ul style="list-style-type: none"> • Practice the writing process: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing • Begin using characteristics of good writing: <ul style="list-style-type: none"> • ideas and content • organization • voice • word choice • sentence fluency • conventions • Use different types of writing according to purpose: <ul style="list-style-type: none"> • write for a specific audience • write in response to literature • write friendly and business letters • write invitations and thank-you notes • Write simple paragraphs: <ul style="list-style-type: none"> • indent first word of a paragraph • use a single idea in a topic sentence • add supporting facts and details • end with a conclusive summary statement • Gather information from various sources to use in writing: <ul style="list-style-type: none"> • dialogue • simple technical directions • lists • math problems • simple stories • explain information • descriptive information • descriptive poems • Write from a Christ-centered perspective | <p>Writing:</p> <ul style="list-style-type: none"> • Practice the writing process: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing • Continue using characteristics of good writing: <ul style="list-style-type: none"> • ideas and content • organization • voice • word choice • sentence fluency • conventions • Use different types of writing according to purpose: <ul style="list-style-type: none"> • write for a specific audience • write in response to literature • write friendly and business letters • write invitations and thank-you notes • write informational reports • Write full, clear paragraphs that develop a central idea • Select an organizational structure to fit purpose: <ul style="list-style-type: none"> • chronological • cause and effect • similarities and differences • posing and answering a question • Describe or explain objects, events, and experiences • Write from a Christ-centered perspective | <p>Writing:</p> <ul style="list-style-type: none"> • Practice the writing process: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing • Continue using characteristics of good writing: <ul style="list-style-type: none"> • ideas and content • organization • voice • word choice • sentence fluency • conventions • Write multiple-paragraph forms that develop a central idea • Use introductory, body, and concluding paragraphs • Use organizational patterns to clarify content: <ul style="list-style-type: none"> • cause and effect • comparison and contrast • problem and solution • chronological, spatial and logical flow of ideas • Synthesize information from multiple sources • Support a clear persuasive position with key ideas and references to various sources • Write from a Christ-centered perspective |

Writing

| Grade 6 | Grade 7 | Grade 8 |
|---|--|---|
| <p>Writing:</p> <ul style="list-style-type: none"> • Practice the writing process: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing • Continue using characteristics of good writing: <ul style="list-style-type: none"> • ideas and content • organization • voice • word choice • sentence fluency • conventions • Clearly develop the main idea and support it with details • Create an outline that balances all aspects of the composition • Support written ideas with reliable sources • Use a variety of sentence structures of varying lengths to create a natural rhythm • Check for effective transitions between sentences to unify ideas • Reflect and evaluate one’s own writing, identifying strengths and weaknesses • Use time lines, outlines, notes or graphic organizes to organize ideas and information • Write clear, coherent and focused essays and reports including footnotes and italics • Use concrete language and sensory details to establish and develop setting, plot, characters, conflict, and resolution • Use similes, metaphors, personifications, and hyperboles • Write entertaining and complete stories • Use an effective point of view and narrative voice • Write from a Christ-centered perspective | <p>Writing:</p> <ul style="list-style-type: none"> • Practice the writing process: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing • Continue using characteristics of good writing: <ul style="list-style-type: none"> • ideas and content • organization • voice • word choice • sentence fluency • conventions • Select and research a topic for a given purpose • Gather, evaluate, and select information to support a topic • Develop a main idea using a variety of supporting details • Organize information and ideas in systematic ways • Write with cadence and pleasing sound combinations • Choose words that will impact the audience • Cite information in appropriate ways; e.g. footnote, bibliography, endnote • Reflect and evaluate one’s own writing, identifying strengths and weaknesses • Write essays within a given timeframe • Develop written projects across the curriculum; e.g. lab reports, progress reports, sequenced directions, proposals, and editorials • Use technical terms correctly • Compare and contrast writing and speaking • Write from a Christ-centered perspective | <p>Writing:</p> <ul style="list-style-type: none"> • Practice the writing process: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing • Continue using characteristics of good writing: <ul style="list-style-type: none"> • ideas and content • organization • voice • word choice • sentence fluency • conventions • Continue enhancing the writing modes: <ul style="list-style-type: none"> • persuasive • expository • narrative • descriptive • Narrow the topic to achieve an appropriate focus • State main idea clearly in a cohesive one sentence thesis • Explain the thesis with supporting details • Establish coherence within and between paragraphs through effective transitions and parallel structures • Write technical directions, lab reports, progress reports, formal research, and proposals • Use proper citations as needed in research papers • Write documents related to career development including simple business letters, job applications, and contract bids • Write from a Christ-centered perspective |

Writing

| Kindergarten | Grade 1 | Grade 2 |
|--|---|--|
| <p>Grammar:</p> <p>Capitalization</p> <ul style="list-style-type: none">• Begin to use capitalization <p>Punctuation</p> <ul style="list-style-type: none">• Begin to use ending punctuation <p>Usage</p> <ul style="list-style-type: none">• Use standard English | <p>Grammar:</p> <p>Capitalization</p> <ul style="list-style-type: none">• Capitalize sentence beginnings, proper nouns, the pronoun <i>I</i>, and titles <p>Punctuation</p> <ul style="list-style-type: none">• Write complete sentences with ending punctuation <p>Usage</p> <ul style="list-style-type: none">• Use standard English• Begin to develop sentence and paragraph structure• Correctly use:<ul style="list-style-type: none">• subject/verb agreement• possessive nouns and pronouns• plural and singular nouns• apostrophes in contractions | <p>Grammar:</p> <p>Capitalization</p> <ul style="list-style-type: none">• Capitalize proper nouns, months, days of the week, titles, and initials of people <p>Punctuation</p> <ul style="list-style-type: none">• Use basic rules of punctuation correctly:<ul style="list-style-type: none">• commas in dates• items in a series• greeting and closing of a letter• Use quotation marks to show conversation <p>Usage</p> <ul style="list-style-type: none">• Use standard English• Understand word and sentence order• Use correct verb tenses |

Writing

| Grade 3 | Grade 4 | Grade 5 |
|---|--|--|
| <p>Grammar:</p> <p>Capitalization</p> <ul style="list-style-type: none"> • Capitalize titles, initials, acronyms, and abbreviations of proper nouns • Capitalize geographic names, holidays, book titles, and special events correctly <p>Punctuation</p> <ul style="list-style-type: none"> • Use periods in abbreviations and initials • Use commas in dates, locations, addresses, and items in a series • Use a colon between hour and minute and in Bible texts • Use quotation marks in direct quotations and dialogue <p>Usage</p> <ul style="list-style-type: none"> • Indent the beginning of a paragraph • Identify and use parts-of-speech: <ul style="list-style-type: none"> • nouns <ul style="list-style-type: none"> • common and proper • singular and plural • Identify and use parts-of-speech: <ul style="list-style-type: none"> • possessives • pronouns <ul style="list-style-type: none"> • agreement with indefinite pronouns • verbs <ul style="list-style-type: none"> • irregular • linking • auxiliary • verb phrases • various types of adjectives • adverbs, conjunctives, prepositions, and interjections • Write concise and varied sentences • Identify and use types of phrases, clauses, and sentences • Recognize and use direct and indirect objects • Use precise words to clarify meanings | <p>Grammar:</p> <p>Capitalization</p> <ul style="list-style-type: none"> • Capitalize names of magazines, newspapers, historical periods, works of art, musical compositions, organizations, and the first word in quotations <p>Punctuation</p> <ul style="list-style-type: none"> • Use commas and quotation marks in direct quotes • Use a colon between hour and minute and in Bible texts • Use parenthesis to convey meaning • Use underlining and italics for titles, books, newspapers, and magazines <p>Usage</p> <ul style="list-style-type: none"> • Write clear, correct, and complete sentences: <ul style="list-style-type: none"> • recognize fragment and run-on sentences • combine short related sentences • Provide connections, descriptions, explanations, and details: <ul style="list-style-type: none"> • use conjunctions • use adjectives and adverbs • use prepositional and participle phrases • Identify and use declarative, interrogative, imperative, and exclamatory sentences • Recognize and write simple and complex subjects and predicates | <p>Grammar:</p> <p>Capitalization</p> <ul style="list-style-type: none"> • Continue to broaden capitalization skills <p>Punctuation</p> <ul style="list-style-type: none"> • Continue to broaden punctuation skills <p>Usage</p> <ul style="list-style-type: none"> • Identify and correctly use all parts of speech: <ul style="list-style-type: none"> • common, proper, plural, singular nouns • singular and plural pronouns • noun-verb agreement • verb tenses • adjectives and adverbs • prepositional phrases • Use clear and fluent sentences • Use paragraph breaks • Use negatives correctly |

Writing

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| <p>Grammar:</p> <p>Capitalization</p> <ul style="list-style-type: none">Continue to broaden the use of capitalization skills <p>Punctuation</p> <ul style="list-style-type: none">Continue to broaden the use of punctuation skills <p>Usage</p> <ul style="list-style-type: none">Identify and use proper parts of speech:<ul style="list-style-type: none">possessive and irregular plural nounsrelative, demonstrative, possessive, subject, and object | <p>Grammar:</p> <p>Capitalization</p> <ul style="list-style-type: none">Continue to broaden the use of capitalization skills <p>Punctuation</p> <ul style="list-style-type: none">Expand uses of punctuation by using:<ul style="list-style-type: none">hyphensdashesbracketssemicolons <p>Usage</p> <ul style="list-style-type: none">Use parts of speech correctlyWrite complete, clear, and varied sentences:<ul style="list-style-type: none">avoid sentence fragmentsavoid run-on sentencesWrite complete, clear, and varied sentences:<ul style="list-style-type: none">use simple, compound, and complex sentencesvary sentence lengthvary word choice | <p>Grammar:</p> <p>Capitalization</p> <ul style="list-style-type: none">Continue to broaden the use of capitalization skills <p>Punctuation</p> <ul style="list-style-type: none">Continue to broaden the use of punctuation skills <p>Usage</p> <ul style="list-style-type: none">Use of italics, marginal notes, and footnotes properlyDemonstrate knowledge of parts of speech and sentence structureUse a variety of sentence structures in writingEstablish cohesiveness within and between paragraphs through effective transitions and parallel structuresAcknowledge sources when paraphrasing information or directly quoting from sources |

Writing

| Kindergarten | Grade 1 | Grade 2 |
|--|--|---|
| <p>Handwriting:</p> <ul style="list-style-type: none">• Print from left to right• Correctly form upper and lower case letters• Print own name correctly• Correctly form the numbers 0 to 10• Leave proper spacing between letters <p>Spelling:</p> <ul style="list-style-type: none">• Experiment with invented spelling• Begin to write letters and words in isolation• Connect letters to sounds to spell simple words• Begin using phonetic and spelling strategies• Correctly spell basic consonant-vowel-consonant (CVC) and consonant-vowel-consonant-consonant (CVCC) words | <p>Handwriting:</p> <ul style="list-style-type: none">• Use correct formation of upper and lower case letters• Form letters and words so they can be easily read by others• Leave proper spacing between words and sentences <p>Spelling:</p> <ul style="list-style-type: none">• Use invented spelling with proper sound sequencing• Spell words with familiar phonetic patterns correctly• Use conventional spelling of short, high-frequency words; e.g. sight and CVC/CVCC words | <p>Handwriting:</p> <ul style="list-style-type: none">• Use correct margins• Form letters and words so they can be easily read by others• Leave proper spacing between words, sentences, and paragraphs <p>Spelling:</p> <ul style="list-style-type: none">• Transition from invented spelling to conventional spelling• Correctly spell high-frequency sight words• Use phonetic patterns and spelling rules |

Writing

| Grade 3 | Grade 4 | Grade 5 |
|--|--|--|
| <p>Handwriting:</p> <ul style="list-style-type: none">• Leave appropriate spacing between edge of paper and writing• Distinguish between front and back of writing paper• Use appropriate paper heading consistently• Write legibly in manuscript and cursive with proper form and size• Begin to read cursive writing <p>Spelling:</p> <ul style="list-style-type: none">• Spell grade appropriate words• Spell correctly, use assigned words commonly misspelled and high frequency words• Spell correctly and use phonetic rules, vowel combinations, and consonant substitutions• Proofread to correct spelling errors• Use phonetic patterns and spelling rules | <p>Handwriting:</p> <ul style="list-style-type: none">• Use correct margins and paper heading• Write smoothly and legibly in manuscript• Write legibly in cursive with proper size and form• Form letters and words that can be read easily by others <p>Spelling:</p> <ul style="list-style-type: none">• Spell words correctly• Use spelling conventions in written work• Use high frequency commonly misspelled words from grade level list• Use dictionary and other sources to spell words• Use phonetic patterns and spelling rules | <p>Handwriting:</p> <ul style="list-style-type: none">• Write cursive legibly in all subject areas <p>Spelling:</p> <ul style="list-style-type: none">• Spell words correctly in written reports• Spell varying subject area words correctly• Use phonetic patterns and spelling rules |

Writing

| Grade 6 | Grade 7 | Grade 8 |
|---|---|---|
| <p>Handwriting:</p> <ul style="list-style-type: none">• Use clear penmanship and/or word processing in all subject areas <p>Spelling:</p> <ul style="list-style-type: none">• Use correct spelling• Spell words appropriate to grade level in all areas of curriculum• Use phonetic patterns and spelling rules | <p>Handwriting:</p> <ul style="list-style-type: none">• Use clear penmanship and/or word processing in all subject areas <p>Spelling:</p> <ul style="list-style-type: none">• Use correct spelling• Spell words appropriate to grade level in all areas of curriculum• Use phonetic patterns and spelling rules | <p>Handwriting:</p> <ul style="list-style-type: none">• Use clear penmanship and/or word processing in all subject areas <p>Spelling:</p> <ul style="list-style-type: none">• Use correct spelling• Spell words appropriate to grade level in all areas of curriculum• Use phonetic patterns and spelling rules |

Writing

Linkage to the English Language Arts Standards

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Journey to Excellence Connection

| | |
|--|---|
| <p>The following goals have been established to support the unique philosophy of Adventist education. Each student will:</p> | <p>Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</p> |
| <p>I. Surrender one’s whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one’s life.</p> | <p>F. Respond to God’s love by using one’s spiritual gifts to serve others.</p> |
| <p>II. Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.</p> | <p>C. Become involved in spreading the gospel throughout the world.</p> |
| <p>III. Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.</p> | <p>C. Acquire knowledge, attitudes, and skills essential to meeting family responsibilities whether living alone or with others.</p> |
| <p>IV. Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others, and accept responsibility for local, national, and global environments.</p> | <p>A. Exhibit concern and sensitivity for other peoples and cultures.</p> |
| <p>VI. Adopt a systematic, logical, and Biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.</p> | <p>A. Broaden intellectual abilities through the study of God’s Word. B. Use critical and creative thinking skills in “real-world” experiences. C. Develop one’s intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts. D. Utilize effective study techniques to locate, organize, and learn information. E. Apply the principles of life-long learning. F. Approach all intellectual pursuits from a Biblical perspective</p> |

Writing

Journey to Excellence Connection (continued)

| <p>The following goals have been established to support the unique philosophy of Adventist education. Each student will:</p> | <p>Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:</p> |
|---|---|
| <p>VII. Recognize the value and importance of effective communication and develop the requisite skills.</p> | <p>A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language. B. Apply a Christ-centered perspective to all forms of personal expression and media. C. Understand how sensitivity to the differences of others affects communication. E. Utilize communication skills to enhance one’s Christian witness.</p> |
| <p>VIII. Function responsibly in the everyday world, using Christian principles of stewardship, economy, and personal management.</p> | <p>C. Acquire skill in the use of technologies.</p> |
| <p>IX. Develop an appreciation of the beautiful, both in God’s creation and in human expression, while nurturing individual ability in the fine arts.</p> | <p>B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts. D. Use aesthetic expression as a means of communication and service.</p> |
| <p>X. Develop a Christian work ethic with an appreciation for the dignity of service.</p> | <p>A. Develop an awareness of career options and opportunities in a changing world, as well as in the church. C. Develop skills that will enhance employability. D. Experience the joy of serving others.</p> |

Appendix

Four Types of Listening

| Type | Description | Examples |
|-----------------------|----------------------------------|---|
| Discriminative | Distinguish among sounds | <ul style="list-style-type: none"> • Participate in phonemic awareness activities • Notice rhyming words in poems and songs • Recognize alliteration and onomatopoeia • Experiment with tongue twisters • Distinguish between environmental noises; e.g. piano key, dog barking |
| Aesthetic | Listen for pleasure or enjoyment | <ul style="list-style-type: none"> • Listen to stories and poems read aloud • Use Directed Listening-Thinking Approach • View video versions of stories • Listen to books on tape • Watch students perform plays • Participate in readers theatre • Participate in conversations |
| Efferent | Listen to understand a message | <ul style="list-style-type: none"> • Use anticipation guides • Listen to oral reports • Use clusters and graphic organizers • View informational videos • Participate in book talks • Participate in writing groups • Do note taking/note making • Listen during mini-lessons • Listen to students share projects • Listen to informational books read aloud or at a listening center |
| Critical | Evaluate messages | <ul style="list-style-type: none"> • Listen to debates and political speeches • View commercials and other advertisements • Evaluate themes and arguments in books read aloud |

Stages of Phonemic Awareness Development¹

Recognition that sentences are made up of words.

Recognition that words can rhyme — then production thereof

Recognition that words can begin with the same sound — then production thereof

Recognition that words can end with the same sound — then production thereof

Recognition that words can have the same medial sound(s) — then production thereof

Recognition that words can be broken down into syllables — then production thereof

Recognition that words can be broken down into onset and rime² — the production thereof

Recognition that words can be broken down into individual phonemes — then production thereof

Recognition that sounds can be deleted from words to make new words — then production thereof

Ability to blend sounds to make words

Ability to segment words into constituent sounds

¹ Hempenstall, Dr. Kerry. (1997) *Phonemic Awareness What Does it Mean?* Retrieved November 5, 2003 from http://www.educationnews.org/phonemic_awareness_what_does_it_.htm

² “Identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime)” from *Put Reading First: The Research Building Blocks for Teaching Children to Read* (2001), p. 13.

The Reading Process

An effective literacy program utilizes various genre and trade books. It should cover both reading in the content areas and reading for pleasure. Instruction should be given in each of these areas, as different specific comprehension skills are needed.

Stage 1: Prereading — engage students' interest and help them to access prior knowledge

- Activate background knowledge using:
 - concrete experiences
 - photographs
 - multimedia presentations
- Predict story line and content based on book cover and illustrations
- Introduce important vocabulary related to the topic

Stage 2: Reading — help students to comprehend what they are reading by deepening understanding and linking one part of the reading to the next

- Read books aloud
- Practice with guided reading, shared reading, buddy reading, and silent reading
- Listen to books on tape

Stage 3: Post Reading — help students find relevance in the reading and support retention

- Teach mini-lessons with small groups
- Reread the text with a buddy
- Conduct conversations to clarify content and avoid misconceptions
- Summarize and sequence main events and details
- Utilize graphic organizers
- Provide opportunities for a variety of responses to reading:
 - reading journals
 - illustrated or other media responses
 - book reports
 - art projects
 - dramatic productions

Print and Nonprint Materials Selection Criteria

Print and nonprint materials selected should exemplify quality literature and encourage discernment in individual selection. The following criteria are provided as guidelines for selecting appropriate print and nonprint materials.

- Support Seventh-day Adventist beliefs
- Support the local school's curriculum
- Match the maturity level of the students
- Relate to various cultures
- Address current issues
- Free of gender or ethnic bias
- Present information with accuracy
- Demonstrate good literary style

Avoid print and nonprint materials that:

- Emphasize evolution. However, brief references to evolution whose major content is of value can be used as an opportunity for the teacher to bring out the differences in Biblical creation and evolution.
- Picture evil as desirable and goodness as trivial.
- Highlight vulgarity, eroticism, sentimentalism, and escapism. Materials in which minimal references of profanity are found may be selected **if it is clearly marginal and content has significant value.**

Culling Criteria

The following criteria are provided as guidelines for discarding print and nonprint materials.

1. Material does not meet the *Print and Nonprint Materials Selection Criteria*
2. Material is out-of-date or non-applicable
3. Material is in poor physical condition
4. Material is not appropriate for age level


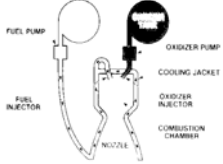




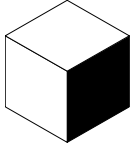
The Three Types of Speech

The following are definitions and examples of the three types of speech that students need to master in the K-8 setting.

| Types of Talk | Definitions/Characteristics | Examples |
|------------------|---|---|
| Aesthetic | <ul style="list-style-type: none"> • To share ideas. • To create and deepen interpretation. • To inform for pleasure, sharing and enjoyment. | <ul style="list-style-type: none"> • Small group conversations • Large group conversations • Teaching mini-lessons • Telling stories • Readers Theatre |
| Efferent | <ul style="list-style-type: none"> • Talk to inform or persuade. • Talk to accomplish goals. • Talk to learn information. • Talk to work out problems. | <ul style="list-style-type: none"> • K-W-L charts • Show and Tell • Oral Reports • Interviews • Debates |
| Dramatic | <ul style="list-style-type: none"> • A medium for students to use language both verbal and nonverbal in a meaningful context. Three types of dramatic activities: <ul style="list-style-type: none"> • Informal – spontaneous role-play. • Formal – Rehearsed and presented to an audience. • Most Formal – Theatrical productions. Polished and produced on a stage. | <ul style="list-style-type: none"> • Role playing • Puppets and other props • Script Writing • Theatrical Productions • Stage Plays • Videos |

Visually Representing

The following are examples of Visual Representation that students created to demonstrate understanding.

| Type | Explanation | Visual Representation |
|-------------------|---|---|
| Cluster | A web-like diagram used to organize information in hierarchical order. The topic is listed in a center circle, and main-idea rays are drawn out. A tree diagram is like a cluster because information is grouped and linked with lines. |  |
| Diagram | A drawn and labeled picture. A diagram can also show cross-sections and can be drawn to scale. |  |
| Flowchart | A chart to show the steps in a process. |  |
| Data Chart | A table in which information is sorted into categories and written in cells or sections. A special kind of data chart is a Venn diagram, in which two topics are compared and contrasted. |  |
| Map | A drawing to show geographic locations and can also show spatial connections. |  |
| Time Line | A line used to record a series of events. |  |
| Cube | A topic is examined from six different perspectives and a written summary based on each perspective is attached to each side of the cube. |  |

Sequence of Children's Handwriting Development

Handwriting Before First Grade

Teach basic handwriting skills.

- Use manipulatives; e.g. sand trays, sandpaper letters, Jell-O, etc.
- Use correct pencil grip
- Use wide-lined paper with dotted midline to guide formation of letters
- Recognize and form lower and upper case letters
- Write personal name and other common words

Handwriting in the Primary Grades

Develop legible manuscript.

- Use wide-lined paper with dotted midline to guide formation of letters
- Form upper and lower case manuscript letters
- Apply correct spacing between letters and words

Transition to Cursive Handwriting

Teach to read and write cursive.

- Introduce cursive handwriting in second or third grade
- Form upper and lower case cursive letters
- Join cursive letters to form words
- Continue manuscript writing during the transition

Handwriting in the Middle and Upper Grades

Use both manuscript and cursive.

- Write legibly for private and public writing

Stages of Spelling Development

Stage 1: Emergent Spelling

- Children string scribbles, letters, and letter-like forms together, but they do not associate the marks they make with any specific phonemes.
- This stage is typical of 3- to 5-year olds.
- Children learn:
 - compare drawing and writing
 - the direction of writing on a page
 - how to make letters
 - some letter-sound matches

Stage 2: Letter Name Spelling

- Children learn to represent phonemes in words with letters. At first their spellings are quite abbreviated, but they learn to use consonant blends and digraphs and short vowel patterns to spell many short-vowel words.
- Spellers are 5- to 7-year olds
- Children learn:
 - the alphabetic principle
 - short-vowel sounds
 - consonant sounds
 - consonant blends and digraphs

Stage 3: Within Word Pattern Spelling

- Students learn long-vowel patterns and *r*-controlled vowels, but they may confuse spelling patterns and spell *meet* as *mete*, and they reverse the order of letters, such as *form* for *from* and *gril* for *girl*.
- Spellers are 7- to 9-year olds
- Spellers learn these concepts:
 - long-vowel spelling patterns
 - complex consonant patterns
 - r-controlled vowels
 - diphthongs

Stage 4: Syllables and Affixes Spelling

- Students apply what they have learned about one-syllable words to spell longer, multi-syllabic words, and they learn to break words into syllables. They also learn to add inflectional endings (e.g., *-es*, *-ed*, *-ing*) and differentiate between homophones, such as *your-you're*.
- Spellers are often 9- to 11-year olds
- Spellers learn these concepts:
 - inflectional endings
 - syllabication
 - rules for inflectional endings
 - homophones

Stage 5: Derivational Relations Spelling

- Students explore the relationship between spelling and meaning and learn that words with related meanings are often related in spelling despite changes in sound (e.g. *wise-wisdom*, *sign-signal*, *nation-national*). They also learn about Latin and Greek root words and derivational affixes (e.g. *amphi-*, *pre-*, *-able*, *-tion*).
- Spellers are 11- to 14-year olds.
- Students learn these concepts:
 - consonant alternations
 - Greek affixes and root words
 - vowel alternations
 - etymologies
 - Latin affixes and root words

The Writing Process

Stage 1: Prewriting

- Brainstorm words or topics
- Write key thoughts or ideas
- Develop ideas utilizing graphic organizers
- Identify the audience

Stage 2: Drafting

- Write a rough draft
- Identify as rough draft and date
- Emphasize content rather than mechanics

Stage 3: Revising

- Reread writing
- Share writing in groups
- Make changes in composition to reflect reactions and comments of both teachers and classmates
- Rearrange words and sentences to improve and clarify meaning
- Vary sentence type
- Add descriptive words and details

Stage 4: Conferencing

- Read paper aloud
- Listen to comments and suggestions
- Take notes on compliments, questions, or suggestions
- Reread paper after conference
- Consider and make changes














Stage 5: Proofreading

- Proofread personal composition
- Proofread classmates' composition
- Identify and correct mechanics
- Delete unnecessary information not relevant to topic
- Edit for correct word usage
- Proofread spelling
- Meet with teacher for final editing

Stage 6: Publishing

- Make final copy of writing
- Publish writing in appropriate form
- Share published writing with appropriate audience

Common Editing Marks

| Symbol | Meaning | Example |
|---|------------------------------------|--|
|  | Check spelling. | The anemal ran. |
|  | Delete or remove. | She walked the dog . |
|  | Close the gap. | I caught the fi sh. |
|  | Add a letter, word, sentence, etc. | It lives in ^a tree. |
|  | Make a space. | The bird flies s south. |
|  | Reverse the order. | The animal (plants eats). |
|  | Add a period. | She walked home. |
|  | Add a comma. | The dog, cat and bird were pets. |
|  | Add an apostrophe. | A deers antlers are huge. |
|  | Make a capital letter. | <u>birds</u> eat seeds. |
|  | Make the letter lowercase. | A S nowshoe hare is white. |
|  | Delete some space. | That boy()is tall. |
|  | Make a paragraph break here. | Begin new paragraph here. ¶ |

Characteristics of Good Writing

Ideas and Content:

- Pose questions
- Write for short periods of time
- Compare writing samples with other students
- Edit writing based on feedback

Organization:

- Organize thoughts sequentially
- Develop a beginning, middle, and end to a piece of writing

Voice:

- Writer expresses his or her thoughts about a topic
- Tone indicates writer's personal voice

Word Choice:

- Create strong visual images using rich vocabulary

Sentence Fluency:

- Employ a variety of words and varying lengths

Conventions:

- Employ capitalization, punctuation, usage and expression skills

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