An Adventist Perspective on Common Core

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The Common Core State Standards (CCSS) are a hot topic these days. Every student going in for a degree in education, and probably every elementary or high school teacher currently teaching in the United States, has at least heard these words several times and more than likely has seen them referenced in multiple places, including the front of a variety of textbooks which they themselves might use. Yet, many educators do not know much about these standards and how they impact our schools.

More specifically, what do these standards mean for Seventh-day Adventist (SDA or Adventist) educators? While some Adventist educators may teach at Adventist schools and use the Adventist educational standards as their guidelines, does that mean that these Common Core Standards do not affect the Adventist classroom or school? Or what about the Adventist educators who have chosen to teach outside of the Adventist system in order to show God’s love to a different set of students. How do these standards affect their higher aims, or do they?

The Common Core State Standards were developed by the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO) in 2009. These standards were to provide not only high academic goals for K-12 students but also to provide consistency among the states in educational goals for students. In this professional project I plan to look at the implications of the Common Core English Language Arts (ELA), specifically focusing on literature. The Common Core Reading Literature standards cover what students should know, understand, or be able to do in the area of literature books and stories, such as with the English class familiar books like The Adventures of Huckleberry Finn or Pride and Prejudice.
In this paper I intend to look at the literature standards through a Seventh-day Adventist perspective to see what impact they might have on our students and our schools. In view of the Great Controversy and knowing that Satan is hard at work in this world, maybe these standards deserve a second look. Should we be implementing everything Common Core suggests, or are there some things that we as Adventists should be aware of or even concerned about? In order to achieve this goal, I plan to compare the CCSS and the SDA North American Division Office of Education (NAD) literature education standards, as well as look at some of the rationale, appendices, and guidelines for the Common Core Standards and the SDA Standards. In order to make my scope of research and discussion a manageable topic, I plan to focus my attention on the English language arts area of literature for the 9th through 12th grades.

**Literature Review**

To begin learning about this topic, I looked for peer-reviewed articles on the topics of the Common Core State Standards and pros and cons of this topic and the impact of them specifically in the area of Reading or English Language Arts (ELA). I was not able to find any articles with the joint terms CCSS and Adventist, and most of what is available on the CCSS was directly related to specific programs, strategies, or implementation of various aspects of CCSS, not dealing with the CCSS as a whole, which made it difficult to find articles relevant to my broader topic. I was able to find a few useful articles dealing with CCSS and literature in a broad way which are listed below.

**Peer-Reviewed Articles**

In the article “A Call for Subterfuge: Shielding the ELA Classroom from the Restrictive Sway of the Common Core” (Gilbert, 2014), Chris Gilbert stated that the Common Core English
Language Arts standards left an important piece out of the reading classroom: the students’ and teacher’s interests. By leaving this piece out, the reading classroom is incorrectly focused on the text instead of on the students. While an English class should educate students in the correct terminology and skills, it should also inspire students to learn and read more, but Gilbert argued that this cannot be the case in a classroom strictly adhering to these standards.

To remedy this problem, Gilbert recommended that teachers use personal standards to compensate for that lack. He recommends that teachers add to their guiding standards areas that allow them to use personal interests, student interests, and texts that invite readers to look deeper for meaning. Thus, teaching topics and using texts that have intrinsic meaning for the teacher and or students allows the teacher to connect with the student beyond the purely academic realm and make learning real.

Hollenbeck and Saternus (2013) conducted a review of the Literature and Informational Text CCSS Strands, and the Comprehension and Collaboration areas in Speaking and Listening, both at the K—5 level, specifically looking for what types of strategies were mentioned in the standards. Their findings showed that, while there were many comprehension strategies included, the areas of metacognition and text management were lacking in many strategies. The authors found this to be concerning because in order to help our students become critical, independent readers, they need to not only know the skills, but also to connect those skills to everyday reading.

The authors pointed out that the lacking metacognition or text management strategies are not as easily measured or tested as are the included comprehension strategies, leading the authors to suggest that perhaps the outcome-based nature of standards and testing missed the
goal of reading instruction in teaching students to be able to read and comprehend independently.

Janet Alsup (2013) added an interesting perspective on the educational buzzword of “text complexity,” a term defined in CCSS Appendix A (2010a) (discussed below). As a former high school English professor, she found that, in lieu of the new views of text complexity guidelines, many educators were abandoning longer works of fiction in favor of more nonfiction and interdisciplinary texts. Alsup disagreed with this view, arguing that CCSS has overemphasized quantitative measures of complexity over qualitative, and longer texts that have been traditionally taught in an English class offer complexity and develop critical thinking skills in the minds of teenagers and thus should still be used by educators in the English classroom.

Wixson and Valencia (2014) looked at the definition of text complexity in this article and were concerned with its narrow definition that could create misconceptions in an English class. They argued that the most important elements in deciding text complexity are not the quantitative measures but the intended use of the text and the reader as the interpreter of the text. In addition, if a teacher were to switch the texts they have been using in their classroom for many years for more complex texts, but no change in instruction, the quality of the education would not have improved. Educators need to take time to choose texts and match to them appropriate tasks that will help the students grow but also provide enough structure to make sure the students succeed in understand the text.
**CCSSI Website Resources**

At this point I went to Common Core State Standards Initiative (CCSSI) website, http://www.corestandards.org/, to look for other sources. Listed below are some pertinent sources that I found.

CCSS Appendix A (NGA & CCSSO, 2010a) reviewed some of the research behind the standards. In the area of reading, a prominent part of the discussion centered on text complexity, starting with a discussion of how students entering college and the workforce are underprepared for the task before them. The CCSS standards are based on three areas for measuring text complexity, namely quantitative measures, qualitative measures, and reader and task considerations. These three areas are discussed in depth, such as how multiple themes in a story or multiple layers to a story can change the complexity and meanings of the text. The text complexity progression is shown to continue to grow throughout the grades through high school, allowing students to gradually increase their ability to interact with complex texts.

CCSS Appendix B (NGA & CCSSO, 2010b) focused mainly on the text exemplars which are recommended to teachers as good examples of literature, though not required. Appendix B described the criterion of choosing exemplar texts, lists exemplar texts for all of the grade bands, and give some select excerpts from many of the text exemplars to give teachers an idea of the content of the material. Some sample performance tasks were included at the end to help teachers in implementing these or other texts in the classroom.

The CCSS webpage entitled “Key Shifts in English Language Arts” (NGA & CCSSO, 2016) gave some insight into what makes these standards different from other ELA standards that may have come before. The two main points related to my topic are “regular practice with
complex texts and their academic language” and “reading, writing, and speaking grounded in evidence from texts, both literary and informational” (emphasis in the original). This page explained why text complexity in the classroom will help students be better prepared for college and their career and expounded upon the goal of having students being able to answer questions and find answers within a text rather than just using prior knowledge to find the answers.

David Conley (2014), the co-chair of the CCSS validation committee, touched on the rationale for the standards and the impact these standards will have on our classrooms as the standards are implemented, in addition to a number of other topics. While this article does repeat some of the same material discussed in other articles, it does so in a concise and easy to read manner.

In “Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12” by David Coleman and Susan Pimentel (2012), two of the lead authors of the CCSS, discussed the key criteria for ELA text selection for teacher use. These guidelines are meant to help teachers as they choose the texts best suited, and also meeting these criteria, for their classroom.

Adventist and Other Resources

After exhausting resources on the CCSSI website, I turned to the Adventist Education website (http://adventisteducation.org/) to look for sources of the ELA guidelines used in Adventist schools. These are mentioned below in addition to some other pertinent sources for Adventist educators.
The “SDA Language Arts Standards” for grades 9 to 12 (NAD Office of Ed., 2010a, 2010b, 2010c, 2010d) not only list the Language Arts (LA) standards for each grade, but also give the goals of Adventist education, with a clear focus on Christ and a life after this world is gone, and the rationale for the standards in integrating Seventh-day Adventist beliefs into each area of the curriculum. Unfortunately, these standards do not clearly define which standards apply to literature, so I will discuss later how I arrived at a set of NAD literature standards instead of LA standards.

A short article entitled “Standards for Student Learning in Adventist Schools” (NAD Office of Ed., 2014) discussed how the worldview of Adventists is the pivotal lens through which all Adventist standards are based. The article goes on to answer a few questions about the CCSS and the Adventist response to these standards, which is to utilize these standards in improving the SDA standards to uphold the highest standards possible.

The article “A Brief Summary of the Guide to the Teaching of Literature in Seventh-day Adventist Schools” (Dept. of Ed., GC, 2013) followed by the complete Guide to the Teaching of Literature in Seventh-day Adventist Schools, delineated the guiding principles that should govern our choice of literature for the Adventist classroom, as well as guidelines for what appropriate literature should avoid.

An important study in the Adventist realm is the CognitiveGenesis Study conducted by the Center for Research on K-12 Adventist Education (Kido & Thayer, 2012). This study provides some interesting data on how students in SDA schools perform in each subject area in comparison to the national average, an important piece to consider when looking at how the NAD standards compare with the CCSS.
No Adventist educator’s library is complete without the book *Education* (White, 1952). From the “Eden School” which God designed for Adam and Eve, to Christ’s teachings here on earth, and to the “School of the Hereafter,” this book lays open for the educator the ways in which God has worked and still works to teach us and desires for us to teach. The author points to many texts and Bible stories to lay out God’s plan for us in educating His children, using the Bible as the foundation for all education and God’s second book of nature as part of His perfect plan.

As Seventh-day Adventists, we claim to base our lives and our teachings on the words of the Bible, which we believe to be the inspired Word of God. The Bible not only lays out principles of how we as teachers should conduct ourselves, but also to what goals and aims we should direct our students. An article discussing the Adventist perspective is not complete without seeing what God’s Word, the Holy Bible, says on the topic. For this paper, any texts I quote will be from the King James Version of the Bible, although sometimes considered outdated, certainly a classic even so.

A book which offered a unique perspective was *The Story-Killers* (Moore, 2013) from the popular press. It covered a number of the points mentioned above as well as focused on how reading stories with our students helps us to foster a strong character and positive virtues in students, making them ready, not only for college and career, but for life.

**Comparison of CC Lit with NAD Lit**

While educators know that the Common Core literature (CC lit) standards have been around since 2009 and many teachers are familiar with them, how should the Seventh-day Adventist teacher relate to them? Since the SDA NAD lit standards are supposed to be based off
both the old NAD standards and the Common Core standards, that sounds like they should include the best of both worlds. So, should the SDA academy teacher in an SDA school ignore the CC lit standards, using only the NAD lit? Conversely, should the SDA high school teacher in the public or non-SDA school setting only use the CC lit standards?

**Organization**

Since I desired to know the difference between the two sets of standards, I decided to compare the NAD lit with the CC lit standards placing the two sets of standards side-by-side to see the differences. Before beginning, I assumed that there would probably be a difference between the two in regards to religious beliefs, but would there be any academic differences?

The two sets of standards are clearly organized differently. The CC lit standards (NGA & CCSSO, 2009a, 2009b) are grouped into nine strands (RL.9-10.8 is not applicable to literature) for the 9th and 10th grades combined and nine strands for the 11th and 12th grades (RL.11-12.8 is not applicable to literature), also combined. On the other hand, the NAD lit (NAD Office of Ed., 2010a, 2010b, 2010c, 2010d) includes four sets of standards, one for each grade from 9th to 12th, and these standards are grouped under the title English Language Arts with no definition as to which standards apply to literature, writing, speaking, or listening. Thus, in order to compare the two groups of standards, I had to choose the standards from the NAD ELA that seemed to apply to literature and compare the 9th and 10th NAD chosen lit standards with the CC lit 9-10 standards, then repeat with the 11th and 12th grade standards. Instead of just nine strands, the NAD ELA standards are organized with seven to nine standards and then subcategories that further define the standards with somewhere between fifteen and nineteen standards for each grade that applied to literature, depending on the grade. While the CC lit
does have similarities between the 9-10 and the 11-12 standards, the NAD lit has some
standards and subcategories which repeat exactly the same from one grade to the next, though
not all of them do. Any repeating standards have been combined with a forward slash such as
in the following example: LA.9.1.1 repeats in grades 10, 11, and 12 with the same wording, thus
by using a forward slash the combined standard is called LA.9/10/11/12.1.1.

**Process of Comparing and Contrasting**

Having selected the NAD standards that best seemed to represent the literature
guidelines for teachers, I began my comparison by listing each of the CC lit standards separately
in the far left column of a table. (This table is included in Appendices A and B.) Then I went
through each CC lit standard again and placed next to it the NAD lit standard or standards which
best seemed to match the concepts, strategies, or topics covered in the CC lit. While some
areas were easy to find two comparable NAD lit standards to match to the CC lit, others
required three to nine NAD lit standards to cover all of the elements in the CC lit and may have
even contained elements that were not addressed in the CC lit. In addition, several NAD lit
standards were applicable in quite a number of CC lit areas and therefore were repeated in a
number of corresponding CC lit standards.

After creating a somewhat comparable list of CC lit standards on the left to NAD lit
standards in the middle, I began to go through each CC lit standard with its comparable NAD lit
standards and note the similarities and differences between them. At first, there were a lot of
differences that seemed to pop up, but many of them were small or addressed in another area.
For example, CCSS.ELA-Literacy.RL.9-10.1 asks students to cite evidence from the text to
support the student’s analysis of the explicit and inferred meanings of the text. The 9th through
10th grade NAD lit does not address using text citations, though the 12th grade NAD lit does in LA.12.4.1. There are probably a number of reasons this skill might be applied at different levels for the two sets of standards, and with some of the other differences I will discuss below, there may be simply differences in wording though the meaning may be implied to mean the same, but each teacher will have to make their own decision as to whether or not these differences impact learning or classroom instruction.

Differences

Because there are naturally a number of similarities between the two sets of standards and because I am more interested in the differences between them, I will begin by discussing the differences of where the NAD lit either clearly or seemingly had an area, component, or topic not listed that was included in the CC lit, starting with the first CC lit standard and going through each following mostly in order. In general, I have tried to compare similar grade levels; for example, for a CC lit 9-10 standard, I tried to find a similar standard in the 9th or 10th grade NAD lit. However, on occasion I have compared standards with another from a different grade level if it was the only standard that applied to that area, skill, or topic. Note that for the CC lit standards I will be using a shortened title, RL.9-10.1 instead of CCSS.ELA-Literacy.RL.9-10.1, for ease of reading. This shortened title still includes the grade level and all of the standards are taken from the ELA literature standards.

Common Core lit. The first CC lit standard, RL.9-10.1, asks students to analyze the explicit meanings of the text as well as the inferences, but inferences are not mentioned in the 9th through 12th grade NAD lit. The topic of inferences may or may not be implied by other words the NAD lit includes such as “analyze” or “interpret” (LA.9/10/11/12.2.1). In the 11-12 CC
lit band, RL.11-12.1 further expands on this topic, asking students to analyze the text’s explicit, inferred, and uncertain meanings. The only comparable NAD lit standards to this standard are LA.12.4.1, “explain with justification, the author’s intended meaning,” and LA.12.4.2, “use textual evidence to justify an interpretation of literary works.” These two NAD standards do not specify explicit, inferred, or uncertain meanings, but there is at least some overlap between the two sets of standards in this area.

RL.9-10.2 and RL.11-12.2 want students to “. . . provide an objective summary of the text,” but this skill is not mentioned in the NAD lit until the twelfth grade in LA.12.4.6, and, even then, does not contain the focus of objectivity that the CC lit includes. It is not clear why one set of standards would find this to be necessary at the ninth and tenth grades while the other standard would not include it until the twelfth grade.

In RL.9-10.3, students are asked to look at how characters interact with other characters and develop the plot or theme. These elements are not listed in the NAD lit specifically, though they may be implied in LA.9.4.1: “Analyze literary elements (characters and their motivation, setting, plot, conflict, etc.).”

RL.11-12.3 requires students to analyze the impact of the author’s choices regarding developing and relating elements of the story or drama, and gives examples of setting, order of events, and character development. Setting, order of events, or characters are not specifically mentioned in the eleventh or twelfth NAD lit, however LA.11.4.2 states that students should be able to “critique story elements and literary devices to determine how they impact literature,” which may refer to the setting, order of events, and/or character development, though these
are not said to be related to analyzing the impact of the author’s choices. NAD lit LA.9.4.1 does mention analyzing setting and characters, but, again, not in reference to the author’s choices.

RL.9-10.4 requires students to “determine the meaning of words and phrase as they are used in the text, including figurative and connotative meanings;” and “analyze the cumulative impact of specific word choices on meaning and tone.” RL.11-12.4 adds to this, asking students’ analysis to include “. . . words with multiple meanings or language that is particularly fresh, engaging, or beautiful.” The NAD lit does address the development of vocabulary in LA.9/10.2.5, but it does not specify whether that is in context in a text nor specifically combine the development of vocabulary with the overall impact of words on the text, meaning, or tone in the ninth or tenth standards other than in LA.9.4.4, “Identify supporting evidence for . . . tone.” In part the areas dealing with meaning are addressed in LA.12.4.1, “Explain . . . the author’s intended meaning,” but there does not appear to be a comparable NAD lit standard dealing with the impact of word choice on meaning and tone.

The 9-10 CC lit (RL.9-10.5) requires students to analyze the choice’s the author made to create different effects by structuring the text, ordering events, and manipulating time and is repeated in further detail in RL.11-12.5, especially in reference to how these structures and events “. . . contribute to [the text’s] overall structure and meaning.” These three areas of structuring text, ordering events, and manipulating time are not specifically addressed, though these may be implied by “. . . how these devices contribute to the impact of literature” (LA.10.4.2), the devices here referring to “flashback, simile, metaphor, foreshadowing, symbolism, personification, [and] alliteration” (LA.10.4.1). LA.11.4.2 states that students should be able to “critique story elements and literary devices to determine how they impact
literature,” which may refer to the text structure, order of events, and/or manipulation of time, though these are not said to be related to analyzing the impact of the author’s choices.

RL.9-10.6 requires students to analyze texts from outside the United States, especially looking at the point of view or cultural experience. The NAD 9-10 lit does not specifically address using literature from outside the U.S., though it addresses understanding self and others (LA.10.4), which could imply using literature from outside the U.S. Also, it does address finding and discussing global and cultural values (LA.10.4.4) which could also imply literature from outside the U.S. One of the eleventh grade standards (LA.11.4.1) asks students to “understand how literature reflects and affects . . . cultural influences.” Thus this CC lit standard is not directly mirrored in the NAD lit but does seem to be implied.

In RL.11-12.6, students are asked to analyze a text where understanding requires discernment between what is stated and what is not, but the NAD lit does not address texts containing a meaning different to what is stated. Analysis is mentioned in LA.9/10/11/12.2.1, and the author’s intended meaning is addressed in LA.12.4.1, but there is no mention of any opposite meaning.

In reference to RL.9-10.7, students are supposed to analyze different artistic mediums, noting the differences between them. Unfortunately, other than giving an example of a painting and a poem, the CC lit standard does not define exactly what mediums it means by “artistic mediums.” The NAD lit does not include the words “artistic mediums” or “mediums” of any kind, but it does include two standards which mention “media.” LA.9/10/11/12.2.6 asks students to, “Evaluate media (accuracy, validity, reliability, manipulation),” and LA.11/12.3.1 expects students to, “Use multiple sources of literature, including mass media.” Since it is not
clear to which mediums the CC lit refers or to what forms of media the NAD lit refers, it could be that one or both of these NAD lit standards refer to the same or somewhat similar forms of artistic mediums as the CC lit specifies. Further, in RL.11-12.7, students are to analyze “multiple interpretations of a story, drama, or poem . . . evaluating how each version interprets the source text” which includes “recorded or live production of a play or recorded novel or poetry.” Again, the only comparable NAD lit standard was mentioned above and asks students to evaluate “media” and not “multiple interpretations”, though it does mention categories to be evaluated are “accuracy, validity, reliability, [and] manipulation,” which somewhat parallels the CC lit. According to Merriam-Webster.com (n.d.), “media” can be the plural form of “medium,” thus making it unclear as to whether these terms are very similar or different in intended meaning.

RL.9-10.9 wants students to analyze an author’s use of source material in creating their text, but the NAD lit does not have a standard which addresses analyzing the author’s use of source materials, though analysis is covered, as previously stated (LA.9/10/11/12.2.1).

The CC lit standard RL.11-12.9 wants students to “demonstrate knowledge” of eighteenth- through early-twentieth-century American foundational literature, including looking at multiple texts from the same period address similar topics or themes. The NAD lit does not address foundational works of American literature specifically, but LA.11.4.1 asks students to “understand how literature reflects and affects social, historical, and cultural influences” and is somewhat reechoed in LA.12.4.5, “Identify . . . how literary works reflect the values/attitudes of another place/time/culture.” The only mention of comparing multiple texts
is in LA.11.5.2 and does not address looking at the differences in the treatment of similar topics or themes.

RL.9-10.10 and RL.11-12.10 require that students be able to “read and comprehend literature” at their appropriate grade level, such as eleventh graders should be able to read eleventh grade appropriate literature. The NAD ninth through twelfth grade lit does not discuss or address the difficulty of texts. However, it does say students should “be able to understand literature . . .” in LA.11.4, and it also specifies that the Bible (called “God’s Word”) should be studied as part of the course, for both intellectual and personal reasons (LA.9/10/11/12.1.1 and LA.9/10/11/12.1.2). This is the only text mentioned in the ninth through twelfth grade NAD lit as an example of what students should be reading.

**NAD lit.** Having covered the areas where the NAD lit is lacking or doesn’t explicitly cover the same elements in comparison to the CC lit, now I will look at elements included in the NAD lit that were not stated in the CC lit, though, again, they may be implied. I will begin with the standards that are overarching general standards and repeat in each grade from ninth to twelfth grade, the move to the ninth grade specific literature standards and up through the grades in order.

Standard LA.9/10/11/12.1.1 through standard LA.9/10/11/12.1.6 all deal with a Christian perspective on language arts, and thus are not reflected in the CC lit. The areas mentioned here are to “broaden intellectual abilities through the study of God’s Word”; “discover personal meaning that leads to enjoyment in the study of God’s Word”; “apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life”; “value God’s inspired writings and created works as sources of His revelation”; “make Biblically-
based choices when encountering all forms of media communication”; and “employ Christian principles as a basis for appreciation and expression.” A number of these elements are not included even if we remove the words “Christian” or “God’s Word.” Intellectual abilities are not mentioned in the CC lit, neither are enjoyment, personal meaning, principles, morality, integrity, ethical behavior, making choices when encountering media, using principles as a basis for appreciation and expression, and, naturally in today’s society, there is no mention of God at all. Again, while these elements are included in the NAD lit and not in the CC lit, it is possible that some of them are mentioned in another area of the Common Core Standards.

NAD lit LA.9/10/11/12.2.1 asks student to “develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).” This standard is repeated in each of the ninth through twelfth standards and the wording above the section in which this is included states “Apply the following to each content standard,” meaning that higher thinking should be developed in all of the NAD lit or other ELA standards, but not emphasizing one of these skills or strategies more than another. The NAD lit emphasis on higher thinking is only partly replicated in the CC lit because there is no overarching emphasis on higher thinking, only specific higher thinking words mentioned in various standards. In the ninth through twelfth grade CC lit standards, analyze/analysis is mentioned fifteen times, determine is mentioned four times, demonstrate is mentioned one time, and evaluate (evaluating) is mentioned once. The other higher thinking terms mentioned in the NAD lit (classify, predict, generalize, solve, decide, relate, interpret, simplify) are not mentioned in the CC lit at all.

In LA.9/10/11/12.2.5, students are required to “develop vocabulary (root, prefix, suffix, etymology, usage).” As mentioned before, the CC lit does include standards dealing with
“determin[ing] the meaning of words . . .” (RL.9-10.4 and RL.11-12.4), but only in the context of “as they are used in the text.” It is not clear from the CC lit standards if this means that words are only introduced and used in relation to a text, not in students’ own writing or other engagements with the word as well. Also, there is no mention of learning a word root, prefix, suffix, etymology, or usage though this could be included in another area of the Common Core ELA standards.

LA.9/10/11/12.2.6 asks students to “evaluate media,” but also gives four areas on which to base that evaluation: accuracy, validity, reliability, and manipulation. Unfortunately, the “media” mentioned here (as well as in LA.9/10/11/12.3.1) is not qualified or defined, so it is somewhat difficult to tell how much this standard corresponds to the CC lit, which does not use the term “media.” As mentioned before, RL.9-10.7 uses the term “artistic mediums,” giving the examples of a poem and a painting, and RL.11-12.7 uses the phrase “multiple interpretations,” then gives the examples of a recorded or live play, novel, or poetry. Again, since different terms are used, it is difficult to determine exactly to what each standard refers, but the element which seems to be missing in the CC lit is that these “artistic mediums” and “multiple interpretations” are both supposed to be analyzed, but there is no foundation on which to base that analysis. In contrast, LA.9/10/11/12.2.6 asks students to evaluate specifically looking at accuracy, validity, reliability, and manipulation. These four areas are not mentioned in the CC lit in relation to the analysis or evaluation of any texts area of literature.

**Ninth grade NAD lit.** Beginning now with the individual ninth grade NAD lit standards, LA.9.4.1 wants students to “analyze literary elements (characters and their motivation, setting, plot, conflict, etc.),” but the phrase “literary elements” is not mentioned in the 9-10 CC lit.
Characters and plot are mentioned in RL.9-10.3 but with a different focus (how “complex characters . . . develop over the course of a text, [and] interact with other characters” and how characters “advance the plot”). Plot is referenced in RL.9-10.5, “where a story is set” in RL.11-12.3, and text structure in RL.9-10.5 and RL.11-12.5, but setting and conflict are not mentioned by name. In the 11-12 CC lit, RL.11-12.3 mentions “elements of a story” but does not list any of the areas specifically.

LA.9.4.2 asks students to “define, recognize, and analyze theme.” RL.9-10.2 does ask students to find the theme and analyze it, but a definition of a theme is not mentioned. Also, while the NAD has the broad phrase “analyze theme,” the CC lit specifically lists several areas to analyze. Thus, the broad NAD standard could possibly encompass more types of analysis of themes than the specific CC lit standard.

In, LA.9.4.3 students are to “define and identify literary devices.” While the phrase “literary devices” is not used in the CC 9-12 lit, RL.9-10.5, in dealing with the choices the author made in creating the text, mentions several areas specifically that could have overlapping meaning with specific literary devices: “how to structure a text, order events within it . . . , and manipulate time.”

LA.9.4.4 wants students to substantiate their interpretations of “author’s purpose . . . and point of view.” Author’s choices are mentioned in RL.9-10.5, but the author’s purpose is not. Point of view is not mentioned in the 9-10 CC lit. It is mentioned in RL.11-12.6, though not with the same view of showing supporting evidence for the point of view.

Students should be able to demonstrate what they have learned “by summarizing, asking questions, and recalling information,” as stated in LA.9/10.4.5. Summarizing is
mentioned in RL.9-10.2, but only with an added focus of objectivity. Asking questions is not mentioned in the 9-12 CC lit and neither is recalling information, though one could argue that a number of the skills listed in the CC lit standards do require recalling information.

**Tenth grade NAD lit.** Moving on to the specific 10th grade NAD lit standards, LA.10.4.1 wants students to “identify and use literary devices.” The devices listed are “flashback, simile, metaphor, foreshadowing, symbolism, personification, [and] alliteration.” Flashback is mentioned in RL.9-10.5 related to manipulating time, and this standard also mentions the structuring of a text and ordering of events, though it does not mention any other literary devices noted in this NAD lit standard. Possibly in reference to simile or metaphor, RL.9-10.4 does discuss “. . . the meaning of words and phrases . . . , including figurative and connotative meanings,” but it does not name these or other literary devices.

NAD lit standard LA.10.4.2 is closely linked to the NAD standard above in that it wants students to “explain/analyze, with specific references, how these devices contribute to the impact of literature.” “Textual evidence” is mentioned in RL.9-10.1, but not in relation to literary devices. There are several standards in the CC lit where the impact of an area is discussed (RL.9-10.2, RL.9-10.4, RL.9-10.5), but since these points do not specifically mention the literary devices referred to in the NAD lit, it is difficult to determine if these standards have the same meaning as the above NAD standard.

The NAD lit standard LA.10.4.3 asks students to “compare and contrast personal life experiences to literature.” Unfortunately, the phrase “compare and contrast” is not mentioned specifically in any 9-10 CC lit standard, though it is implied in RL.9-10.7 in analyzing two artistic
“Personal life experiences” are not mentioned anywhere in the 9-12 CC lit, nor is there any reference to connecting a text to the reader’s life.

The “values” mentioned in LA.10.4.4 (“spiritual, global, cultural”), are also absent from the CC lit, possibly due to the religious undertones. The only somewhat comparable CC lit standard here would be RL.9-10.6 which references “. . . a particular point of view or cultural experience” coming from world literature. There could be global or cultural values mentioned here, but not specifically stated as such.

**Eleventh grade NAD lit.** Continuing with the 11th grade NAD lit, LA.11.4.1 asks students to “understand how literature reflects and affects social, historical, and cultural influences.” Cultural experience is mentioned in RL.9-10.6 but not how literature reflects and affects those influences. Historical influences are discussed in RL.11-12.9, however only in the context of American foundational works. There is no mention of social influences nor how “literature reflects and affects” this area.

LA.11.4.2 returns to the topic of story elements and literary devices, asking students to “critique” them in order “to determine how they impact literature.” As mentioned in the discussion of the 9th and 10th grade NAD lit standards, story elements and literary devices are mentioned in only a few places, not necessarily by those titles, and do not specifically reference all of the story elements or literary devices that are mentioned in the NAD lit. “Impact” is mentioned in RL.11-12.3 in looking at the “impact of the author’s choices regarding how to develop and relate elements of a story or drama,” which has a similar meaning to the NAD standard, with the distinction of the NAD lit using the word impact to refer to literary devices or story elements and here it is used to refer to the author’s choices in using story elements.
“Impact” is also mentioned in RL.11-12.4 in discussing the “. . . impact of specific word choices on meaning and tone, . . .” but is not discussed in relation to literary devices specifically. The structuring of the text is mentioned in RL.11-12.5 and how this “. . . contribute[s] to its overall structure and meaning as well as its aesthetic impact.” Thus there are some distinct parallels in this area, but all of the corresponding CC lit standards use the word “analyze” instead of the NAD lit word “critique” which has a slightly different nuance of deciding whether or not the author used these devices and elements in the best way or with the best results versus simply analyzing what the author did.

In LA.11.4.3, students are to “identify the theme(s) of literary selections with specific textual references.” Themes are covered in RL.11-12.2, but textual references are not mentioned in relation to theme(s), only in relation to RL.11-12.1 which discusses “what the text says.”

LA.11.5.1 asks students to “research and evaluate the author’s purpose for writing.” While the author’s choices are discussed in RL.11-12.3 and RL.11-12.5, there is no mention of researching nor evaluating the author’s choices. The author’s purpose for writing is also not addressed.

Compare and contrast is not specifically mentioned in the 11-12 CC lit, but it is listed in the NAD lit in LA.11.5.2: “Compare and contrast specific works of literature” (as well as in LA.10.4.3, already discussed). The term could be implied, however, in RL.11-12.9, looking at how two or more foundational American works cover a similar theme or topic, or in RL.11-12.7, “analyze multiple interpretations of a story. . . .” The NAD lit does not specify here what works of literature are to be compared, so foundational American works or multiple interpretations of
one story seem to be applicable in this case, though perhaps is more limited in use than the original intent.

LA.11.5.3 asks students to “determine the value of literature by critically examining its relevance, insights, and messages.” While messages or meanings of text are covered in a number of CC lit standards (RL.11-12.1, RL.11-12.2, RL.11-12.5, RL.11-12.6), none of these or any of the other CC lit standards address the value of literature. Also not addressed is the relevance of literature or its insights.

LA.11.8.1 calls for students to “refine personal views, beliefs, and motivations through reading. . . .” In the 9-12 CC lit there is no mention of personal views, beliefs, or motivations, and students are not encouraged to refine or change their views, beliefs, or motivations in any way. Also on the topic of beliefs, LA.11.8.2 requires students to “analyze/evaluate views, beliefs, and motivations of others with respect.” While students are supposed to read works from other cultures or places around the world, as addressed in RL.9-10.6, there is no mention of how students are to relate to that “. . . particular point of view or cultural experience, . . .” and this CC lit standard only addressed the views mentioned in these works, not the beliefs or motivations of those characters or authors.

**Twelfth grade NAD lit.** Looking now at the 12th grade NAD lit standards, LA.12.4.1 asks students to “explain with justification the author’s intended meaning.” What the text says, means, and implies is well covered in the 11-12 CC lit (RL.11-12.1, RL.11-12.2, RL.11-12.4), but the only references to the author are in RL.11-12.3 and RL.11-12.5 and refer to the “author’s choices,” not “intended meaning.” In addition, when discussing the choices the author made in developing the text, there is no justification required for that discussion.
LA.12.4.2, also on the topic of justification, requires students to “use textual evidence to justify an interpretation of literary works.” This is closely mirrored by RL.11-12.1 which states students are to “cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. . . .” The only difference here is the slight nuance between “analysis of what the text says” and “an interpretation,” the first implying that there is one set meaning or set of meanings, while the second could imply that the interpretation the student is justifying may be only one of a number of possible interpretations.

In LA.12.4.3, students are asked to “justify how literary works relate to life,” but this concept is not mentioned in the CC lit. Certainly themes and messages are fully addressed, but there is no connection to how those elements or any other relates to life outside of the text.

Next, LA.12.4.4 wants students to “summarize intellectual and emotional responses to literature.” Intellectual responses are not mentioned in the CC lit and neither are emotional responses, though emotions may at least be referred to in RL.11-12.4, “language that is particularly fresh, engaging, or beautiful, or RL.11-12.5, “aesthetic impact.” None of the CC lit standards address summarizing these responses.

Returning to the topic of culture, also addressed in the 10th and 11th NAD lit, LA.12.4.5 requires students to “identify with justification how literary works reflect the values/attitudes of another place/time/culture.” Values and attitudes are not discussed in the 9-12 CC lit, though RL.9-10.6 and RL.11-12.6 do mention “point of view” in addition to works from outside of the United States. Another time is reflected in RL.11-12.9, but only in reference to eighteenth- up to “early-twentieth-century foundational works of American literature,” not
other countries or time periods. In the discussion of the foundational American works or
different points of view, there is no mention of justification being required for those analyses.

NAD lit standard LA.12.4.6, similar to LA.9.4.5 and LA.10.4.5, requires students to
“demonstrate understanding by summarizing, asking questions, and recalling information.” The
last three areas have been dealt with previously in the discussion of LA.9.4.5 and LA.10.4.5 and
will not be repeated here since the findings are the same. However, the phrase “demonstrate
understanding,” new to this standard, is not reflected in any of the CC lit standards. Students
are often asked to analyze and determine, but the word “demonstrate,” only used one time, in
RL.11-12.9, asks students to “demonstrate knowledge of . . . foundational works of American
literature. . . .” Demonstrating knowledge of something and demonstrating an understanding of
something can be very different, the first implying knowing the facts while the second implies a
deeper comprehension beyond the facts of a topic.

This concludes the comparison of the NAD lit standards to the CC lit standards, however
the question still remains. Where do we go from here?

**Synthesis**

Having compared the two sets of standards to each other and found areas where one or
the other is missing a topic, skill, or component, it could easily be assumed that there are simply
too many differences on both sides and the best choice for a teacher is to merge the two and
teach both sets of standards. While that may provide a quick fix to solve the problem, is that
truly the best? Are there more strikes on one side or the other, or are the differences more
marked on one side or the other? And, if a teacher simply decided to teach both sets of
standards, wouldn’t that make a significant increase in the amount of concepts his students have to master by the end of the year? Is that really a feasible option for teachers?

A fundamental question a teacher will have to answer for himself and which effects the answers to the questions above is how many or what skills is it essential for a student to learn in this subject area? Is there a limit to the number of skills teachers can teach? Which is better, less or more—students knowing fewer skills, but more proficient at those skills, or more skills, but less proficient at them all? Where does the teacher draw the line?

Unfortunately, but certainly not unexpectedly, a large number of the differences between the CC lit and the NAD lit could be argued to be implied, just not specifically stated, or based on nuances of the different wording of the two standards. While these are undoubtedly differences, how many of them are actually large differences that would impact teaching in the classroom, different types of mastery by students, and/or different philosophies underlying the standards?

To look for significant differences, I went through the differences listed above and noted the main area of difference between each of the standards. For each, I decided if its impact was high, medium, or low, at least in part due to being implied, though not specifically stated in one set of standards or the other. Below I will list out the main areas of differences on each standard, essentially summarizing the comparison above, in an effort to make the comparison easier to follow. Having said that, the CC lit only has 18 standards to compare with the NAD lit’s 33 standards (excluding any exact repeating standards), so the comparison cannot be based simply on the set of standards which has the greatest number of differences or significant differences.
CC Lit Elements

I will begin by looking at the comparison of the CC lit standards and the elements they contain that the NAD lit does not, starting with a condensed summary of the missing elements in each CC lit standard.

- **RL.9-10.1 & RL.11-12.1** – Students are to analyze the explicit, inferred, and uncertain meanings of a text. The NAD lit states students are to “analyze” and “interpret” (LA.9/10/11/12.2.1) but does not mention inferred or uncertain meanings. This seems to be an important area but, since it is at least somewhat implied, it only has a medium impact.

- **RL.9-10.2 & RL.11-12.2** – Students are to provide an objective summary of a text. The NAD lit asks students to summarize in 12th grade (LA.12.4.6), but objectivity is not included. Because the purpose of summarizing is to demonstrate comprehension whether or not students remain objective, though objectivity is a good skill to learn, I believe this to be an area of low importance.

- **RL.9-10.3** – Students are to analyze characters’ interactions with each other and how characters develop the plot/theme. The NAD lit states students are to “analyze literary elements” (LA.9.4.1) which includes characters, though not specifically listing the areas mentioned in the CC lit. I would consider this difference to be of medium importance since it is covered in general but not expressly stated, particularly the interaction between the character and the plot/theme.

- **RL.11-12.3** – Students are to analyze the impact of an author’s choices regarding developing and relating story elements, such as setting, order of events, and
character development. The NAD lit asks students to critique the impact of story elements and literary devices (LA.11.4.2), although not in reference to the author’s choices, and does not specifically state the examples listed above, yet they may be implied. Setting and characters are mentioned in LA.9.4.1. This area seems to be of low importance because there are a number of ways in which this is implied, just not expressly stated.

- **RL.9-10.4 & RL.11-12.4** – Students are to determine literal, figurative, connotative, and multiple meanings of words in context and analyze the impact of words on meaning and tone. The NAD lit does not mention determining meanings of words in a text, though it does cover the development of vocabulary, and does not specifically address the impact of word choice on meaning and tone, though these may be implied by “analyze” and “interpret” (LA.9/10/11/12.2.1). This seems to be an area of low importance since it seems to be implied in a number of ways.

- **RL.9-10.5 & RL.11-12.5** – Students are to analyze the author’s choices in creating different effects through structure, ordering events, and manipulating time and how they affect the overall structure and meaning of the text. The NAD lit does address how literary devices affect the text (LA.10.4.2), though not stating the exact same areas, so I believe this area is of low importance.

- **RL.9-10.6** – Students are to analyze the point of view or cultural experiences in texts not from the United States. The NAD lit does not require texts from outside the U.S., but understanding self and others (LA.10.4), discussing global and cultural values (LA.10.4.4), and how literature “reflects and affects . . . cultural influences”
(LA.11.4.1) are all discussed. Because of the many references to different views, I would consider this area to be of low importance.

- **RL.11-12.6** – Students analytically are to discern the stated and unstated meanings in a text. The NAD addresses the author’s intended meaning (LA.12.4.1) and analysis (LA.9/10/11/12.2.1), but there is no mention of texts containing meanings different to what is stated. I feel this area is implied, and so I believe it is of low impact.

- **RL.9-10.7 & RL.11-12.7** – Students are to analyze multiple artistic mediums and comment on the differences between them and also analyze multiple interpretations of a piece of literature and evaluate how each interprets the source text. “Media” and “mass media” mentioned in the NAD lit (LA.9/10/11/12.2.6 and LA.11/12.3.1, respectively), with no examples of what media is, meaning there could be an overlap in meaning, but it is not clear which areas overlap. I would consider this to be an area of medium importance since “artistic mediums” does seem to imply at least somewhat of a different meaning than “media.”

- **RL.9-10.9** – Students are to analyze the author’s use of source materials, but the NAD lit does not address source materials. Therefore, I consider this area to be of high importance.

- **RL.11-12.9** – Students are to demonstrate knowledge of American foundational literature and look at how texts from the same period cover similar topics/themes. The NAD lit asks students to “understand how literature reflects and affects social, historical, and cultural influences” (LA.11.4.1), “identify . . . how literary works reflect the values/attitudes of another place/time/culture” (LA.12.4.5), and compare
works of literature (LA.11.5.2). However it does not address American literature specifically nor the comparison of the same themes or topics in different texts. Due to the fact that perhaps American foundational literature is addressed elsewhere in the NAD standards and comparison of literature is included in the NAD lit, I would consider this area to have a medium impact.

- **RL.9-10.10** – Students are to comprehend texts at their grade level. The NAD says students should “be able to understand literature . . .” (LA.11.4) (which could imply both harder and easier texts), and should study the Bible (LA.9/10/11/12.1.2) as part of the class, but does not include any areas mentioning the difficulty of text. Because understanding literature is at least similar to comprehending it, I would say this area is of low importance and impact.

  In this comparison, it seems there was only one area which would have a high impact on instruction and four areas of medium impact, though I do realize that another educator might rank these differences in a different way. The main area that was not addressed in the NAD lit was that of the author’s use of source materials in RL.9-10.9. In general, the areas of medium impact were referring to specific skills or strategies students were to use in looking at a text, but each teacher will have to decide for himself if these skills are implied by the NAD lit, essential to add to the NAD lit, or simply good extra skills for students to know if there is enough time in the year to cover them.

**NAD Lit Elements**

  Transitioning to look at the NAD literature now, I will restate the shortened NAD standards and note the important details not contained in the CC lit.
Repeating NAD standards.

- **LA.9/10/11/12.1.1** – Students are to “broaden intellectual abilities through the study of God’s Word.” Broadening intellectual abilities is not mentioned in the CC lit. The Bible is referenced in RL.9-10.9, but not as something which should be included in the literature class. Ellen White (1952) says, “As a means of intellectual training, the Bible is more effective than any other book, or all other books combined” (p. 124). According to the CognitiveGenesis report (2012), the national norm percentile rank for students in reading was 63 and in language arts was 62 compared to the SDA students at 71 for reading and 70 for language arts. If the Bible is one of the key differences between our program and many of the other schools out there, then could it be that this is one of our keys to success, even though we ignore “text complexity” in our standards? If so, then leaving out this piece will have a high impact on students’ learning.

- **LA.9/10/11/12.1.2** – Students are to find personal meaning and enjoyment in reading the Bible. “When a real love for the Bible is awakened, and the student begins to realize how vast is the field and how precious its treasure, he will desire to seize upon every opportunity for acquainting himself with God’s word” (White, 1952, p. 191). Again, the Bible is not included in the CC lit, and enjoyment of literature or personal meaning are also not included, as noted by Gilbert (2014) who suggests adding this to the CC ELA standards, thus turning the focus from the text back to the student because “successful instruction centers on students” (p. 28), making this area also one of high importance.
• LA.9/10/11/12.1.3 – Students are to apply Biblical principles to life, including morals, ethics, and integrity. “As the pupils see that the lessons of the Bible apply to their own lives, teach them to look to it as counselor” (White, 1952, p. 188). Principles are not mentioned in the CC lit, and neither are morals, ethics, nor integrity. This is an area of high importance since it involves helping students develop the principles, through the stories discussed in class, that will guide them the rest of their lives.

• LA.9/10/11/12.1.4 – Students are to “value God’s inspired writings and created works as sources of His revelation.” White states, “Every part of the Bible is given by inspiration of God and is profitable” (1952, p. 191). “We can trace the line of the world’s teachers as far back as human records extend; but the Light was before them. As the moon and the stars of our solar system shine by the reflected light of the sun, so, as far as their teaching is true, do the world’s great thinkers reflect the rays of the Sun of Righteousness. Every gleam of thought, every flash of the intellect, is from the light of the world” (pp. 13, 14). There is no mention of God nor divine inspiration in the CC lit, thus this area of high importance.

• LA.9/10/11/12.1.5 – Students are to base decisions on the Bible when encountering media communications. “The Holy Scriptures are the perfect standards of truth, and as such should be given the highest place in education” (White, 1952, p. 17). There are no guidelines to base decisions on referenced in the CC lit, nor how to evaluate media communications. This area is of high impact.

• LA.9/10/11/12.1.6 – Students are to use “Christian principles as a basis for appreciation. . . .” “Finally, brethren, whatsoever things are true, whatsoever things
are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things” (Philippians 4:8). Again, the CC lit neither includes nor references any principles for students to use. This area is of high impact.

- **LA.9/10/11/12.2.1** – Students are to “develop higher thinking,” including ten different areas. The CC lit mentions two of these thinking skills, and two more not on the NAD list, but the other eight listed are not included. Analysis is mentioned 15 times, determine four times, demonstrate one time, and evaluate one time in the 9-12 CC lit. In *Education*, Ellen White says, “It is the work of true education . . . to train the youth to be thinkers, and not mere reflectors of other men’s thoughts” (1952, p. 17). Since we want our students leaving our schools as deep thinkers, these skills are essential but only partially addressed in the CC lit, and this area is of high impact.

- **LA.9/10/11/12.2.5** – Students are to “develop vocabulary (root, prefix, suffix, etymology, usage).” The CC lit does not address learning vocabulary other than in context (RL.9-10.4 and RL.11-12.4), however, because this area could be covered in another area of the Common Core English language arts/literacy standards, I would consider this to be of low impact.

- **LA.9/10/11/12.2.6** – Students are to “evaluate media (accuracy, validity, reliability, manipulation).” If the word “media” refers to some of the same areas as the CC lit words “artistic mediums” or “multiple interpretations,” then according to the CC lit, students are to analyze these areas, which has a different nuance than evaluate, and
the CC lit does not mention areas which to consider in analysis or evaluation (accuracy, etc.). In this age of our young peoples’ overexposure to media, it seems that being able to evaluate media (and it is unclear if the CC lit covers the NAD meaning of media) is essential, thus making this area of high importance.

- **LA.9/10.4.5 & LA.12.4.6** – Students are to show or demonstrate (respectively) “understanding by summarizing, asking questions, and recalling information.” Summarizing is mention in RL.9-10.2, but only with the added focus of objectivity. The other areas are not addressed, making this area of high impact.

**9th grade NAD lit.**

- **LA.9.4.1** – Students are to “analyze literary elements (characters and their motivation, setting, plot, conflict, etc.).” The CC lit does not mention “literary elements,” but does address characters (RL.9-10.3) and “story elements” (RL.11-12.3) as well as implies a few other areas that are not names specifically. Because each area is mentioned in a specific context, such as “analyze how complex characters . . . , develop . . . , interact with other characters, and advance the plot or develop the theme” (RL.9-10.3), it is possible that the broader NAD standard would cover areas that would not be included in the narrower CC lit standard. Therefore, I feel this area has a medium impact.

- **LA.9.4.2** – Students are to “define . . . and analyze theme.” The CC lit asks students to analyze theme in a few specific ways, but does not ask students to define theme and is more limited in its scope of theme analysis. This area seems to be of medium impact.
• LA.9.4.3 – Students are to “define and identify literary devices.” While the CC lit does mention several areas that could be specific literary devices (RL.9-10.5), it is not stated and only somewhat implied that students are to define or identify these areas. This area has a medium impact.

• LA.9.4.4 – Students are to substantiate their interpretations of “author’s purpose . . . and point of view.” Point of view is mentioned in the 11-12 CC lit (RL.11-12.6), but with a different focus. Author’s purpose is not mentioned, therefore this area is of medium impact.

10th grade NAD lit.

• LA.10.4.1 – Students are to “identify . . . literary devices.” Flashback is mentioned in RL.9-10.5, and simile and metaphor might be implied as well (RL.9-10.4). A few other literary devices may be implied, though not specifically stated. This area is of medium impact considering some devices are mentioned or alluded to, but identifying those devices is not directly stated.

• LA.10.4.2 – Students are to “explain/analyze, with specific references, how these devices contribute to the impact of literature.” Textual evidence is mentioned in relation to a different topic (RL.9-10.1). Effect is discussed (RL.9-10.2, RL.9-10.4, RL.9-10.5), but it is unclear if these areas refer to the same devices referred to in the NAD lit. Because this area is only somewhat implied and is very unclear as to what is or is not covered, this area would be of high impact.

• LA.10.4.3 – Students are to “compare and contrast personal life experiences to literature.” Compare and contrast is implied in the 9-10 CC lit (RL.9-10.7), but the
connection between literature and personal life experiences is not mentioned anywhere in the CC lit, making this area of high importance.

- **LA.10.4.4** – Students are to “identify and discuss values in literature (spiritual, global, cultural).” Values or the specific values mentioned here are not discussed in the CC lit other than “a particular point of view of cultural experience” (RL.9-10.6), which does not include identifying values. Thus, because this area is not included, this area is of high impact.

**11th grade NAD lit.**

- **LA.11.4.1** – Students are to “understand how literature reflects and affects social, historical, and cultural influences.” While historical American themes and topics are discussed (RL.11-12.9) and cultural experience is mentioned (RL.9-10.6), social influences are not mentioned, neither is how literature reflects and affects these influences addressed. Thus this area is only slightly covered and is of high impact.

- **LA.11.4.2** – Students are to “critique story elements and literary devices to determine how they impact literature.” Impact is discussed with somewhat of a similar meaning, only the CC lit asks students to “analyze . . . the author’s choices regarding . . . relat[ing] elements of a story” (RL.11-12.3). Again, the CC lit does not list story element or literary devices, so while there is some overlap, it is difficult to discern exactly what areas are not covered here, making this area of medium impact.

- **LA.11.4.3** – Students are to “identify the theme(s) . . . with specific textual references.” While theme is thoroughly addressed (RL.11-12.2), textual references
specifically in relation to theme is not addressed. This area is covered in part, so I would consider this area to be of medium impact.

- **LA.11.5.1** – Students are to “research and evaluate the author’s purpose for writing.” Author’s choices are mentioned elsewhere, but the author’s purpose is not addressed, nor is the need to research and evaluate the author’s purpose. Thus, this area is a high impact area.

- **LA.11.5.2** – Students are to “compare and contrast specific works of literature.” Comparison is implied in looking at two or more American foundational works (RL.9-10.9) or in “analyze multiple interpretations of a story . . .” (RL.11-12.7), but is never outright stated in the CC lit. Since the NAD lit standard has a broader interpretation which could imply two separate works of literature, it can be assumed that this standard is addressed in the CC lit only in part, making this area of high impact.

- **LA.11.5.3** – Students are to “determine the value of literature by critically examining its relevance, insights, and messages.” The meanings of a text are covered in a few standards, (RL.11-12.1, RL.11-12.2, RL.11-12.5, RL.11-12.6), but the value, insights, or relevance of literature is not addressed. This area has a high impact.

- **LA.11.8.1** – Students are to “refine personal views, beliefs, and motivations through reading. . . .” Personal views, beliefs, and motivations are not addressed in the CC lit, and neither is the refinement of those views, etc. This area, therefore, is of high impact.

- **LA.11.8.2** – Students are to “analyze/evaluate views, beliefs, and motivations of others with respect.” While student are to analyze a “point of view or cultural
experience” in works from other countries (RL.9-10.6), there is no mention of evaluating those views, and beliefs and motivations are not addressed. Also, treating other’s views, etc., with respect is missing in the CC lit, making this area one of high importance.

12th grade NAD lit.

- LA.12.4.1 – Students are to “explain with justification the author’s intended meaning.” The author’s intended meaning is not addressed, though author’s choices are (RL.11-12.3, RL.11-12.5), but no justification is required for that discussion. This area has a high impact.

- LA.12.4.2 – Students are to “use textual evidence to justify an interpretation of literary works.” RL.11-12.1 is similar, but regarding textual evidence, uses the phrase “to support analysis of what the text says.” The subtle nuance between the two implies that “an interpretation” means there might be a number of possible interpretations, while “analysis of what the text says” could imply one set meaning, as in the text mean just this one thing. This area then is of medium importance, somewhat similar, but still some areas of difference.

- LA.12.4.3 – Students are to “justify how literary works relate to life,” but there is no relation of literature to life in the CC lit. Therefore this area has a high impact on instruction.

- LA.12.4.4 – Students are to “summarize intellectual and emotional responses to literature.” Neither intellectual nor emotional responses are addressed in the CC lit, though emotional responses may be implied in “aesthetic impact” (RL.11-12.5) or
“language that is particularly fresh . . . or beautiful” (RL. 11-12.4), but these do not address summarizing these responses. Because this area is little addressed, I believe it to be a high impact area.

- **LA.12.4.5** – Students are to “identify with justification how literary works reflect the values/attitudes of another place/time/culture.” While point of view is mentioned (RL.9-10.6 and RL.11-12.6) and American foundational literature (RL.11-12.9), there is no other mention of values/attitudes or another place/time/culture. Therefore this area has a high impact.

Summarizing the above list, certainly longer than the differences in the CC lit, there are 22 areas (excluding repeating standards) where the difference between the NAD lit and the CC lit is high, eight areas of medium differences, and one area where the difference is of low importance. The areas of high impact are as follows:

- **LA.9/10/11/12.1.1** – “Broaden intellectual abilities through the study of God’s Word.”
- **LA.9/10/11/12.1.2** – “Discover personal meaning that leads to enjoyment in the study of God’s Word.”
- **LA.9/10/11/12.1.3** – “Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.”
- **LA.9/10/11/12.1.4** – “Value God’s inspired writings and created works as sources of His revelation.”
- **LA.9/10/11/12.1.5** – “Make Biblically-based choices when encountering all forms of media communications.”
• LA.9/10/11/12.1.6 – “Employ Christian principles as a basis for appreciation. . . .”

• LA.9/10/11/12.2.1 – “Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).”

• LA.9/10/11/12.2.6 – “Evaluate media (accuracy, validity, reliability, manipulation).”

• LA.9/10.4.5 & LA.12.4.6 – “Show” or “demonstrate” (respectively) “understanding by summarizing, asking questions, and recalling information.”

• LA.10.4.2 – “Explain/analyze, with specific references, how these [literary] devices contribute to the impact of literature.”

• LA.10.4.3 – “Compare and contrast personal life experiences to literature.”

• LA.10.4.4 – “Identify and discuss values in literature (spiritual, global, cultural).”

• LA.11.4.1 – “Understand how literature reflects and affects social, historical, and cultural influences.”

• LA.11.5.1 – “Research and evaluate the author’s purpose for writing.”

• LA.11.5.2 – “Compare and contrast specific works of literature.”

• LA.11.5.3 – “Determine the value of literature by critically examining its relevance, insights, and messages.”

• LA.11.8.1 – “Refine personal views, beliefs, and motivations through reading. . . .”

• LA.11.8.2 – “Analyze/evaluate views, beliefs, and motivations of others with respect.”

• LA.12.4.1 – “Explain with justification the author’s intended meaning.”

• LA.12.4.3 – “Justify how literary works relate to life.”
LA.12.4.4 – “Summarize intellectual and emotional responses to literature.”

LA.12.4.5 – “Identify with justification how literary works reflect the values/attitudes of another place/time/culture.”

Looking at the NAD lit medium impact areas, these in general seem to mirror the medium impact CC lit areas in that they are primarily specific skills that are implied to a point, but may not be specifically stated in the same wording.

Possible Conclusions

Having reviewed the two sets of standards and noted the areas which need attention, I find that, while there are more standards to compare in the NAD lit as opposed to the CC lit, there are strikingly more high impact areas in the NAD lit than in the CC lit. Many of these areas are not just areas that were not addressed in the CC lit, they are also foundational elements of SDA education that we believe to be important that are missing in the CC lit, such as what students base their decisions and life principles on, relating literature to life, thinking deeply, and looking critically for the messages, values, and attitude expressed in a literature work. If we were to get rid of these areas in literature classes, I would daresay that the education we provide would have a decidedly different impact on our students than those educators with an Adventist worldview might wish.

After intensively comparing the two sets of standards, a general trend that I find is that the NAD lit is usually more general and broad in wording, “Define, recognize, and analyze theme” (LA.9.4.2), versus the more specific CC lit standards “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details . . .” (CCSS.ELA-Literacy.RL.9-10.2). Thus,
the NAD lit standards tend to cover more broad areas than are listed in the CC lit, while the CC lit covers more specific small details/skills/strategies that are not specifically stated in the NAD lit, thus accounting for the important number of differences between the standards.

Below is Chart 1. This is provided to illustrate the difference in number between the high, medium, and low impact differences found in each set of standards (excluding any repeating NAD standards), total number of standards with differences, and the total number of standards compared.

**Chart 1: Number of High, Medium, and Low Impact Areas for Each Set of Standards**

<table>
<thead>
<tr>
<th></th>
<th>High Impact</th>
<th>Medium Impact</th>
<th>Low Impact</th>
<th>Number of Standards with Differences</th>
<th>Total Number of Lit Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC Lit Standards</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>NAD Lit Standards</td>
<td>22</td>
<td>8</td>
<td>1</td>
<td>31</td>
<td>33</td>
</tr>
</tbody>
</table>

As you can see in Chart 1, a large number of differences found in the NAD lit were high impact areas, whereas a large number of differences found in the CC lit standards were low impact areas. Chart 1 also shows the large difference between the number of standards compared and number of standards with differences in the CC lit, and the small difference in the same area in regards to the NAD lit. This is further exemplified in Chart 2 which turn the data in the previous chart into percentages, showing the percentage of high, medium, and low impact areas out of the number of standards with differences. This allows a more equal comparison since the number of standards are uneven, with the NAD lit having more than the CC lit. Percentages for Chart 2 have been rounded to the nearest tenth of a decimal.
Chart 2: Percentage of High, Medium, and Low Impact of Standards with Differences

<table>
<thead>
<tr>
<th></th>
<th>High Impact Areas of Standards with Differences</th>
<th>Medium Impact Areas of Standards with Differences</th>
<th>Low Impact Areas of Standards with Differences</th>
<th>Standards with Differences Compared to Total Number of Lit Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC Lit Standards</td>
<td>8.3%</td>
<td>33.3%</td>
<td>58.3%</td>
<td>66.6%</td>
</tr>
<tr>
<td>NAD Lit Standards</td>
<td>71%</td>
<td>25.8%</td>
<td>3.2%</td>
<td>93.9%</td>
</tr>
</tbody>
</table>

As demonstrated above, 58.3% of the differences in the CC lit were areas of low impact while 71% of the differences in the NAD lit were high impact areas. I realize that another educator might rank the standards with differences dissimilar to my own rankings, but according to my interpretation, the NAD lit has a substantial number of areas that would be lacking in the CC lit.

**Application**

Hopefully you find yourself asking at this point, *what does this mean for my classroom and teaching?* There are a number of different options that the Adventist educator could choose after assimilating this information including personalizing the standards, ignoring the differences, and trying to teach them all.

**Options in the Adventist School**

1. The Adventist educator in the SDA school currently teaching the NAD lit standards could choose to look through the CC lit differences and incorporate all of the standards with differences or only the standards with differences that are most necessary based on what is already included in the literature class.
2. The Adventist educator in the SDA school currently teaching the CC lit standards could choose to look through the NAD lit differences and incorporate all of the standards with differences or only the standards with differences that are most necessary based on what is already included in the literature class.

3. As an alternative to the two options above, the Adventist educator in the SDA school currently teaching the NAD lit standards could choose to look at the differences between standards and choose the set of standards that best fit the needs of his students, the goals of his school, and the goals of him as a teacher, thereby ignoring the areas that are lacking in one set of standards or the other.

Options in the Public or Non-SDA School

4. The Adventist educator in the public or non-SDA school setting currently teaching the CC lit standards could choose to look through the NAD lit differences and incorporate the standards with differences that his teaching position will allow, based on religious beliefs and restrictions, or only the standards with differences that are most necessary based on what is already included in the literature class. For example, even if the teacher is in the public school setting, he could take the standard, “Discover personal meaning that leads to enjoyment in the study of God’s Word,” (LA.9/10/11/12.1.2) and focus in his secular class on the enjoyment of reading, an area not addressed in the CC lit and often seen now in students who would rather watch a movie than read a book. As another example, a teacher could integrate all of the higher thinking skills listed in the NAD lit (LA.9.2.1) into his class, thus striving to make sure his students are “thinkers, and not mere reflectors of other men’s thoughts” (Education, p. 17). In this subtle way,
the educator could still strive to point his students to God’s ideal without expressly stating it.

5. The Adventist educator in the public or non-SDA school currently teaching the CC lit standards could choose to look at the differences between standards and choose the set of standards that his teaching position will allow, based on religious beliefs and restrictions, in order to best fit the needs of his students, the goals of his school, and the goals of him as a teacher, thereby ignoring the areas that are lacking in one set of standards or the other.

Alternative Option

After looking at the above options, perhaps you find yourself asking the question though, *is that it? I’m just supposed to integrate any further standards into my teaching, and that’s the end of it?* Especially for the Adventist teacher in a public school setting who may or may not be able to integrate many of the standards into the literature class, I suggest that there is one other option which may strengthen your credibility for what you teach and allow your worldview to impact your classroom in a greater way.

Literature teachers know that in any literature class, there are innumerable options for what literature to use. While teachers may be given a set list of books available to use for the year, many teachers are welcome to integrate other texts based on school or personal funding, student and teacher interests, and need. In the Adventist school setting, there is a set of guidelines (Department of Education, 2013) to aid the literature teacher in choosing texts that reflect the Adventist beliefs and each unique school setting. However, the constituency of each school is slightly different, allowing for a wide range of literature in the Adventist teacher’s
classroom, whether public, non-SDA, or SDA. Thus, if a teacher wants to make sure a text is appropriate for the literature classroom, it would follow that perhaps the differences between the CC and NAD lit might offer some light on where the teacher would need to draw the line between what is appropriate or not for his or her classroom.

In order to examine the possibility of using these standards to evaluate a potential text for the Adventist teacher’s classroom, I looked at the CCSS ELA Appendix B (NGA & CCSSO, 2010b) list of text exemplars for a text that would be familiar to many Adventist teachers as an oft used literature book in many classrooms. The text exemplar lists included for each grade are a list of texts which the creators of Common Core find to be of exemplary quality due to their complexity, quality, and range (p. 2). I wanted to look at my chosen text through the eyes of the high impact standards found in my comparisons above to see if the text would be advantageous for the Adventist teacher to use (in the right setting, with the right age group, etc.) in the literature classroom.

After looking at the text exemplars in the CCSS ELA Appendix B, some of which I was unfamiliar and other which I feel would be completely inappropriate in an Adventist context, one that seemed to at least be a familiar classic which many teachers may have at least heard of is the book To Kill a Mockingbird (Lee, 2002). Again, while this book may or may not be appropriate for the SDA context, it is at least a text which many literature educators have at heard of, if not read, in their own educational experiences and is one which some teachers may have also used in their classes.

I personally had not read the book before, though I was familiar with the title and the basic storyline, and found it to be an interesting book. My first impressions were that, having
lived in the south myself, the dialogue and manner in which the book is written communicates the cultural aspect of the book extremely well, though I was somewhat surprised at language that was used and the topics discussed, such as the “ghost” next door and other gothic elements. On the other hand, I could also see some important morals and truths such as how to view people who are different or perceived as different. Knowing that “every gleam of thought, every flash of intellect, is from the Light of the world” (Education, 1952, p. 14), the basic question seems to be, is this a book worth teaching, or does the “gleam of thought” and jewel of a moral truth outweigh the negatives that may be sustained by using a text such as this with impressionable students?

**To Kill a Mockingbird: Comparison.** The following is a checklist of high impact areas from the CC and NAD lit with which to assess the validity of using this text in an Adventist teacher’s classroom. I first listed the standard then commented on how the book is aligned or does not allow for the skills and discussion required by the standard. (A printable checklist of the standards is available in Appendix C.) This is certainly not a comprehensive evaluation of the book, only a main point or two that seem to stand out in regards to each standard.

- RL.9-10.9 – “Analyze how an author draws on and transforms source material in a specific work. . . .” In the case of *To Kill a Mockingbird*, there are no specific source materials which the author drew the story from since it is in part based on the author’s own family, neighbors, and experiences growing up (Biography.com Editors, n.d.). Thus, this book would not allow a reader to look at direct source materials for the ideas of the story, though of course there would be pictures and articles from that era that might shed some light on understanding the story. Some might argue that the book *Go Set a
Watchman by Harper Lee was the original version of To Kill a Mockingbird (ibid.), but I don’t believe this has quite the same as the CC authors would have intended.

☐ LA.9/10/11/12.1.1 – “Broaden intellectual abilities through the study of God’s Word.”

The book does not directly include much mention of the Bible, though church and religion are part of the story. Having said that, there may be parallel topics that would lend themselves well to study in the Bible such as a deep look at two of the main characters, Scout and Jem, and their relationship with their father, Atticus, contrasted with the picture of family and parenting given in the Bible. Since there are several incidences where Scout and Jem deliberately disobey their father, then instances where their father portrays a permissive attitude towards parenting, it would be interesting to see what the Bible says on this topic.

☐ LA.9/10/11/12.1.2 – “Discover personal meaning that leads to enjoyment in the study of God’s Word.” As mentioned previously, the book does not directly include much from the Bible, though connections can certainly be made between the two. In the previous example, students could take the principles of children’s attitudes and parenting guidelines and apply them to their own lives and the attitudes they see in the world around them. This only partially fulfills the meaning of the standard.

☐ LA.9/10/11/12.1.3 – “Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.” Since the book deals in large part with morality, integrity, and ethics on the topics of justice and injustice, truth and lies, race and discrimination, and gossip, this book would certainly necessitate numerous discussions of morality, integrity, and ethics, as well as then applying those principles to our modern life with its
many more horrors and evils. Having said that, it could also be argued that we should only read materials that contain good actions and characters based on Philippians 4:8 “Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.” While I do agree with this verse, I also realize that the topics covered in To Kill a Mockingbird are also fully covered in the Bible. Doesn’t the coverage of the story of the Levite and his concubine in Judges 19-21, ending with the verse “Every man did that which was right in his own eyes” (Judges 21:25, last half), require the same wisdom in discernment of maturity of students and appropriateness of topic as this book? Thus, perhaps the question should be, would the students reading this book be able to “apply Biblical principles of Christian morality, integrity, and ethical behavior” to this story? In some cases, perhaps yes, but for other situations, perhaps high school students would not be the best audience for these topics.

□ LA.9/10/11/12.1.4 – “Value God’s inspired writings and created works as sources of His revelation.” Because of the lack of explicit references to the Bible, the main application here would be the allusions from this story back to God’s ideal. As mentioned previously, there are a number of topics in this book that would be interesting to compare and contrast to the Biblical perspective. In a number of instances, such as when Scout is talking to Mr. Cunningham and the group of men with him (chapter 15), she displays a Christian of kindheartedness and friendliness that is often rare to see today and perhaps an example for us.
□ LA.9/10/11/12.1.5 – “Make Biblically-based choices when encountering all forms of media communications.” Depending on whether your definition of media includes print, this could include both the book itself and a video based on the book, allowing students to discuss a comparison of the two, the appropriateness of watching the movie after reading the book, etc. In one aspect, if this is an assigned book, the students don’t have the choice to read it, thus making part of the standard inapplicable.

□ LA.9/10/11/12.1.6 – “Employ Christian principles as a basis for appreciation. . . .” As mentioned before, the standard set forth in Philippians 4:8, “Finally, brethren, whatsoever things are true, . . .” might here conflict with what is presented in the book. Not only are there acts of immorality discussed, there are a number of swear words, disrespectful attitudes, and other such situations and circumstances, as well. While we do not want these to be what our students glean from the book, in fact the book is not true and presents things not honest, just, pure, lovely, and virtuous. Are these topics we want our students lingering upon?

□ LA.9/10/11/12.2.1 – “Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).” Depending on the assignments and the discussions the teacher chooses to utilize, this book and its topics could involve analyzing, evaluating, predicting, generalizing, deciding, and interpreting. For example, in the situation mentioned previously where Scout addresses Mr. Cunningham and thus the unfriendly mob (Chapter 15), some interpretation is required to delve into the reason her actions changed the mob’s attitude and the outcome of their visit. Even the ending of the book may come across first as a bit abrupt and unrelated to the main topic
of the book to the casual reader, thus necessitating further analysis into the meaning of
the short discussion between Scout and her father.

☐ LA.9/10/11/12.2.6 – “Evaluate media (accuracy, validity, reliability, manipulation).” If
the movie is watched in correlation to this book, there could certainly be some
discussion as to the accuracy, validity, reliability, and manipulation of elements in the
movie as compared to the book. Perhaps, taking it one step further, accuracy, validity,
reliability, and manipulation of the book’s storyline in relation to the historical basis for
the story could also be examined. This, however, would bring up some references which
may bring introduce less than ideal details to students. For example, Harper Lee’s
childhood friend whom Dill is patterned after, Truman Capote, as an adult wrote a book
about murder with Lee’s help, but did not acknowledge her contribution
(Biography.com Editors, n.d.), and hence perhaps is not an ideal Christian example for
students for these and other reasons.

☐ LA.9/10.4.5 & LA.12.4.6 – “Show” or “demonstrate” (respectively) “understanding by
summarizing, asking questions, and recalling information.” In part simply due to the
length and depth of the book, there are multiple opportunities for students to show and
demonstrate understanding in various ways. For example, a teacher could have students
pick character to summarize their role in the book, personality, etc., or just summarize a
section of the book or topic.

☐ LA.10.4.2 – “Explain/analyze, with specific references, how these [literary] devices
contribute to the impact of literature.” There are numerous literary devices used in the
telling of this story such as foreshadowing. The story introduces the next door neighbor
as a mysterious and shadowy character and references Jem’s injured arm in chapter one, both pointing to the conclusion of the story.

☐ LA.10.4.3 – “Compare and contrast personal life experiences to literature.” Because the main character, Scout, starts as a six-year-old in the book and her brother Jem is four years her senior, students can appreciate and relate to these two characters’ experiences, views, and perspectives, such as on the topics of school, older and younger siblings, and growing up. Also easily compared and contrasted would be social attitudes, inequalities, and topics related to family.

☐ LA.10.4.4 – “Identify and discuss values in literature (spiritual, global, cultural).” There are a number of Christian and cultural values discussed in the book, which could lead to deep discussions on the importance of those values. Having said that many of the values mentioned are of a Christian bent, one value strongly revealed at the very end of the book is that of how we treat and view others. Scout says to her father in discussion, “Atticus, he was real nice, . . .” to which her father responds, “Most people are, Scout, when you finally see them” (Lee, 2002, p. 323). On the surface, this view of treating others with respect and kindness may seem Christian in origin, but is it possible that following this value of the essential goodness of mankind deeper could lead to the belief of “if we all just treat each other nicely, the world can become a nice place”? I believe the Bible teaches that humans aren’t naturally nice, or good, on the inside: “For all have sinned, and come short of the glory of God” (Romans 3:23). Further, no amount of humans treating other humans nicely will cure this broken world—without Jesus Christ living in our hearts, our efforts are futile, and this world will never be cured until God
makes “all things new” (Revelation 21:5). Moreover, could this be interpreted as “treat nice people nicely”? Doesn’t Christ desire us to treat all others with kindness and respect, regardless of how they treat or view us, just as He did those who condemned and nailed Him to a cross? “Herein is love, not that we loved God, but that he loved us, and sent his Son to be the propitiation for our sins. Beloved, if Go so loved us, we ought also to love one another” (1 John 4:10, 11). Therefore, is it possible that this “Christian” value has its roots in beliefs that contradict Christ’s law of love?

□ LA.11.4.1 – “Understand how literature reflects and affects social, historical, and cultural influences.” This book offers a deep look at some topics such as racism, class, religion, and gender roles that were major social and cultural attitudes at the time in history when this was written, as well as the setting of the story. Thus, any of these topics can be discussed in a modern respect and how they mirror or differ from our present time and the effect they had on society back then.

□ LA.11.5.1 – “Research and evaluate the author’s purpose for writing.” There is some information on the topic of the origin of the story and author’s motivation and purpose for writing To Kill a Mockingbird, though, since “…Harper Lee became famous for avoiding the spotlight of her celebrity” (Biography.com Editors, n.d.), it may be difficult to find direct answers for all of the questions related to this topic.

□ LA.11.5.2 – “Compare and contrast specific works of literature.” Having previously mentioned some of the themes of the book, such as race, inequalities, prejudices, growing up, and others, it would be interesting to compare a theme or two from this book to another literature piece and see the similarities and differences in the
treatment of the common themes. Having said that, and not having any specific work of literature in mind at present, the teacher may not be able to find applicable works of literature that are available for use in class due to cost or availability.

- **LA.11.5.3** – “Determine the value of literature by critically examining its relevance, insights, and messages.” The book’s many themes of class, innocence, race, courage, integrity, and others demand a close accounting of whether or not these themes and values represent a Christ-like view of our world. As mentioned in reference to LA.10.4.4, there may be some messages which initially appear Christ-like in nature, but may also be paralleled to deeper meanings that are not equally virtuous. Though there are a number of Christian values portrayed, even the Christian missionary circle is somewhat less than a model in their pity for the poor people in Africa while showing distain for their black servants and neighbors (Chapter 24). In contrast, the black church service Jem and Scout attend seems to embody more Christian values, but may appear strange and undesirable to students because of the unfamiliar way that they “raise” money to help Helen Robinson with the pastor staring each member down until they donate enough to the cause. Could this solidify a young teenager’s negative view of Christianity as a solely stern and harsh religion?

- **LA.11.8.1** – “Refine personal views, beliefs, and motivations through reading. . . .” Since there are a number of good values and beliefs represented, as well as some that are not as honorable, the teacher will have to decide if this book represents values that would be worthy of passing on to students. If there are too many negative ramifications from the book (in some circumstances one might be too many), then perhaps this book could
impact the student’s views, beliefs, and motivations in a negative way. Perhaps I emphasize the negative aspects more than another teacher might deem necessary, but it is possible that a student, after reading this book, might be led to reading other books with a similar historical context, writing style, theme, etc., that do not portray the Christian values as much as this book? Thus, I feel as teachers we should be cautious in what we choose because we truly don’t know the impact and ramifications one piece of literature could have on an impressionable student’s mind.

- LA.11.8.2 – “Analyze/evaluate views, beliefs, and motivations of others with respect.”

This brings a very good point, especially in conjunction with the previous standard. While not everything our students will read may have 100% pure and noble exemplary qualities, we still can look at the views, beliefs, and motivations of others with respect, even if we disagree with those views, beliefs, and motivations. I certainly disagree with some of the decisions and actions of characters in the book, such as Jem and Scout’s choice to sneak up to the Radley Place and peek in the window, thus disobeying their father (Chapter 6). This choice would necessitate some discussion while still respecting the characters.

- LA.12.4.1 – “Explain with justification the author’s intended meaning.” Because of the thoughtful writing style, there are many places where a superficial reading might provide a different meaning than a deeper look. Thus, this book will allow teachers to challenge students to look deeply for the symbols, themes, and motifs the author used to convey meaning.
LA.12.4.3 – “Justify how literary works relate to life.” Many of the themes of this book are still topics discussed and debated today. Thus, the author’s grappling with these tough topics allows students to relate those themes and opinions to a modern setting, comparing and contrasting them with the world in which we live.

LA.12.4.4 – “Summarize intellectual and emotional responses to literature.” Certainly a book that has received major acclaim, including the Pulitzer Prize, there are many intellectual and emotional responses that warrant a closer look by students to see their impact. In addition, teachers considering teaching this book should consider the responses of their students in relation to the book—will the book have a positive impact on students?

LA.12.4.5 – “Identify with justification how literary works reflect the values/attitudes of another place/time/culture.” The values and attitudes of the South, but also of the time period written, strongly come through in this book, allowing the readers a glimpse into the setting, era, and culture of the South at this time.

To Kill a Mockingbird: Conclusions. Having looked at the above areas and made decisions in regards to the applicability of the messages of the book in relation to students, it seems a central question on the topic of the appropriateness of the book is whether or not this is appropriate for students and they will be able to “apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life” (LA.9/10/11/12.1.3) in relation to the topics of the book. This would certainly depend on the constituency of the school and the class of students itself. In addition to that question, the basic question also arises as to whether or not the book will refine students’ beliefs in a positive or negative way. Due to the fact that
the book is recommended in the CCSS ELA Appendix B as a book for the 9th and 10th grade band, would the topics, values, and attitudes represented in this book be appropriate for 14- to 16-year-olds?

After having read the book and evaluated it with the preceding checklist, I find that due to the language (swear words, disrespect), negative or non-Christian messages (hypocritical Christian ladies, the essential goodness of mankind), inappropriate or not-uplifting topics (gothic motif, rape), and other areas mentioned previously, there are serious concerns to be addressed before, or if, using this book in an Adventist teacher’s classroom. I realize that my opinion may be viewed as too strict or old-fashioned, but I also realize that “higher than the highest human thought can reach is God’s ideal for His children” (White, p. 18). “For my thoughts are not your thoughts, neither are your ways my ways, saith the Lord. For as the heavens are higher than the earth, so are my ways higher than your ways, and my thoughts than your thoughts” (Isaiah 55:8, 9).

One essential element that can be added to the book, but is not intrinsically integrated is the following standard, as well as the related standards on the topic of the Bible: “discover personal meaning that leads to enjoyment in the study of God’s Word” (LA.9/10/11/12.1.2). While it is possible to include the Bible as part of the study of this book, it would also be easy to leave it out. In such a case, students could easily be led astray and follow the popular cultural beliefs and values shown forth in this book. If we want our students to be grounded in Christ, then it is essential that any study of this book or a similar book must have a strong connection pointing students back to Christ. Due to this, I personally believe this book is lacking in value for the Adventist teacher’s classroom.
Final Conclusions

In this paper I have tried to examine the differences between the Common Core Literature Standards and the North American Division’s English Language Arts literature-applicable standards. I believe it is important for Adventist educators, whether in the public or private sector, to be aware of what they are teaching or not teaching. While the Common Core State Standards seem to be the new trend in education, I would maintain that most of CC lit areas that are different than the NAD lit are of low or medium impact on the classroom and student learning. In contrast, most of the NAD lit areas that are different than the CC lit are of high impact on the classroom and student learning, as well as on that child’s relationship with God. I do realize that another educator might rank some of the standards differently, but I feel that, based on my own experience and examination of the standards, these conclusions are important for secondary literature teachers to be aware of.

This paper has only covered the area of the 9-12 CCSS literature standards and has not looked at the other areas of ELA such as informational text or writing, nor has it looked at the K-8 standards. More research would need to be done in these and the other ELA areas to see if the findings of this paper are similar for any other areas.

As a result of this paper, Appendix C provides teachers with a vetting tool to help in deciding the appropriateness of literature for the secondary classroom, based on the distinctive details of the two sets of standards. I pray that teachers who use this will find it helpful in choosing literature to point their students to Christ, the true author of our lives. If you believe as I do that we are living in the end times of this world’s history, the education we provide to
the youth of today must prepare them for a home beyond this world, and of a nature more noble than this world’s.

“True education means more than the pursuit of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. . . . In the highest sense, the work of education and the work of redemption are one” (White, pp. 1, 30).

I pray that this paper will be a blessing in your life as you strive to mirror your instruction in class to God’s ideal. May God bless and guide you as you work with His children.
References


Mistakes with the CCSS. *The Reading Teacher, 66*(7), 558–568.

http://doi.org/10.1002/TRTR.1160


10.1080/10656219.2012.698826


Appendix A

Comparison of 9th and 10th Grade Standards

Below is a comparison of the Common Core Literature (CC lit) 9th and 10th grade standards, on the left, with the NAD English Language Arts (ELA) Standards, in the middle, for the 9th and 10th grades. Unfortunately, the NAD does not have separate literature standards, so I have done my best to include only the NAD standards that pertain to literature while removing those that do not (such as those dealing only with speaking, writing, etc.). Therefore, I am referring to those standards as NAD lit standards, even though they are labeled ELA in the original standards documents.

I started by listing each of the CC lit standards on the left, then matching the corresponding NAD lit standard(s) in the middle that seemed to overlap or correspond to the CC lit. When there is not a corresponding standard, I made note of that. In the column on the right is my analysis of the similarities and differences between the standards. Any text in italics is my own personal commentary on details or elements that are unclear or lacking.

For the CC lit, there is only one standard in each box since there are no sub-categories and it is one standard for both 9th and 10th grades. The NAD lit standards, however, are two separate sets of standards, one for 9th grade and one for 10th. In the center column, some NAD lit standards begin with LA.9/10 while others only have LA.9 or LA.10 at the beginning. The 9 or 10 represents the grade level, and in order to streamline the standards, I have inserted the LA.9/10 whenever the 9th and 10th grade standards are the exact same wording for that sub-category.
<table>
<thead>
<tr>
<th><strong>CC Lit Standards 9th and 10th grades</strong></th>
<th><strong>NAD Lit Standards 9th and 10th grades</strong></th>
<th><strong>Similarities and Differences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details:</strong></td>
<td><strong>LA.9/10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)</strong></td>
<td><em>This CC lit standard requires students to use the text to support their analysis of the explicit and inferred meanings of the text.</em></td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RL.9-10.1</strong></td>
<td><strong>LA.9.4.4 Identify supporting evidence for author’s purpose, tone, and point of view.</strong></td>
<td><em>Inferences are not specifically mentioned in the NAD lit standards, though analysis and interpret are, and demonstrating understanding in different ways, including recall. Specifically citing text is also not mentioned in the NAD Lit in relation to what the text says, though it is addressed in relation to defining the author’s purpose, etc.</em></td>
</tr>
<tr>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td><strong>LA.9/10.4.5 Show understanding by summarizing, asking questions, and recalling information.</strong></td>
<td><em>The emphasis of the two is different, the NAD Lit focusing on higher thinking in general, including analysis, while the CC lit focuses on using textual evidence to support analysis but does not specifically address other areas of higher thinking, especially those which imply application of the analysis to the analyzer’s beliefs such as evaluate, decide, and ask questions.</em></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.9-10.2</td>
<td>LA.9.4.2 Define, recognize, and analyze theme.</td>
<td>The CC lit requires students to find the theme in a text, and do an in-depth analysis of how it grows and changes throughout the text. In addition, students should be able to summarize the text.</td>
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<tr>
<td>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td>LA.10.4.2 Explain/analyze, with specific references, how these devices contribute to the impact of literature.</td>
<td>The NAD lit requires students to define, recognize, and analyze the theme, but no specifications are given as to what to look for, maybe implying that the analysis approach might be different for different texts. Summarizing is addressed, but not with the CC lit focus of objectivity. Both include how details or devices change, refine, or contribute to the text.</td>
</tr>
<tr>
<td>LA.9/10.4.5 Show understanding by summarizing, asking questions, and recalling information.</td>
<td><strong>CCSS.ELA-Literacy.RL.9-10.3</strong></td>
<td>The CC lit asks students to analyze the changes in complex characters, the characters’ interactions, and the characters’ impact on the plot or theme. The NAD lit addresses analyzing characters, characters’ motivations, and plot but does not specifically address characters’ interactions with other characters or how the character affects the plot or theme, though this may be implied.</td>
</tr>
<tr>
<td>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td><strong>LA.9.4.1</strong> Analyze literary elements (characters and their motivation, setting, plot, conflict, etc.).</td>
<td></td>
</tr>
<tr>
<td><strong>LA.9/10.4.5</strong> Show understanding by summarizing, asking questions, and recalling information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft and Structure:</td>
<td>LA.9/10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)</td>
<td>The CC lit wants students to find the literal meanings of words and phrases in the text, as well as any connotations they imply, in addition to how the words as a whole impact the meaning, tone, and feeling of a passage.</td>
</tr>
<tr>
<td>---------------------</td>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.9-10.4</td>
<td>LA.9/10.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)</td>
<td>The NAD lit addresses the need for students to develop their vocabulary including usage. It also addresses analysis, but does not specifically combine the development of vocabulary with the overall impact of words on the text, meaning, tone, etc. It does address finding supporting evidence for what the author intended the purpose, tone, and point of view, though.</td>
</tr>
<tr>
<td>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</td>
<td>LA.9.4.4 Identify supporting evidence for author’s purpose, tone, and point of view.</td>
<td>The CC lit does not address learning the root, prefix, suffix, or etymology of vocabulary while the NAD lit does, however, it may be included in another area of Common Core English Language Arts Standards such as writing.</td>
</tr>
</tbody>
</table>
CCSS.ELA-Literacy.RL.9-10.5
Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

LA.9.4.1 Analyze literary elements (characters and their motivation, setting, plot, conflict, etc.).

LA.10.4.1 Identify and use literary devices (flashback, simile, metaphor, foreshadowing, symbolism, personification, alliteration).

LA.10.4.2 Explain/analyze, with specific references, how these devices contribute to the impact of literature.

LA.9.4.3 Define and identify literary devices.

LA.9.4.4 Identify supporting evidence for author’s purpose, tone, and point of view.

The CC lit requires students to analyze the choices the author made to create different effects in the text (mystery, tension, surprise, etc.) by structuring the text, ordering events, and manipulating time.

The NAD lit clearly addresses analysis of literary devices and their impacts, as well as evidence of what the author intended. It does not specifically address the choices the author made in structuring the text, ordering events, or manipulating time, though these may be implied by “how these devices contribute to the impact of literature.”

The CC lit does not specifically address identifying literary devices or elements. Nor does it list them like the NAD lit does. However it does address analyzing characters in CCSS.ELA-Literacy.RL.9-10.3 and theme in CCSS.ELA-Literacy.RL.9-10.2.

CCSS.ELA-Literacy.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LA.9/10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)

LA.10.4 Be able to read/write/view various forms of literature to develop a better understanding of self and others and be able to analyze, interpret, and draw conclusions

LA.10.4.4 Identify and discuss values in literature (spiritual, global, cultural, etc.).

The CC lit requires students to analyze texts from outside the United States, especially looking at the point of view or cultural experience.

The NAD lit does not specifically address literature from outside the U.S., though it addresses understanding self and others. It does address finding and discussing cultural values, etc.

The CC lit does not address identifying or discussing values of any type.
**Integration of Knowledge and Ideas:**

**CCSS.ELA-Literacy.RL.9-10.7**  
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

| **LA.9/10.1.6** Employ Christian principles as a basis for appreciation and expression. |
| **LA.9/10.2.1** Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) |
| **LA.9/10.2.6** Evaluate media (accuracy, validity, reliability, manipulation) |
| **LA.11/12.3.1** Use multiple sources of literature, including mass media. (The media types referred to here may or may not apply to the mediums addressed in CCSS.) |

The CC lit asks students to analyze different artistic mediums, such as a painting or drama, noting the differences therein. It is not specified exactly which other types of mediums are recommended.

The NAD lit asks students to evaluate media and use multiple sources of literature, including media, which may or may not imply the same mediums to which the CC lit refers, and does not address other artistic mediums.

NAD lit also includes Christian principles as the basis for appreciation and expression, while CC lit does not address a basis or any principles for appreciation and expression, only to analyze what is already there in the representation.

| **CCSS.ELA-Literacy.RL.9-10.9**  
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) |
| **LA.9/10.2.1** Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) |
| **LA.9/10.4.5** Show understanding by summarizing, asking questions, and recalling information. |

The CC lit wants students to analyze an author’s use of source material as a basis for text.

The NAD lit addresses analyzing and recalling information, but does not address an author’s use of source materials.
<table>
<thead>
<tr>
<th>Range of Reading and Level of Text Complexity:</th>
<th>LA.9/10.1.1 Broaden intellectual abilities through the study of God’s Word.</th>
<th>The CC lit wants students to read and comprehend grade appropriate literature proficiently by the end of the grade with help as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RL.9-10.10</td>
<td>LA.9/10.1.2 Discover personal meaning that leads to enjoyment in the study of God’s Word.</td>
<td>The NAD lit does not address the difficulty of texts. It does, however, specify that the Bible (called “God’s Word”) should be studied as part of the course, for both intellectual and personal reasons, and that students should read various forms of literature. It does not specifically mention comprehension, though is does say “show understanding.”</td>
</tr>
<tr>
<td>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td>LA.10.4 Be able to read/write/view various forms of literature to develop a better understanding of self and others and be able to analyze, interpret, and draw conclusions</td>
<td>The CC lit does not mention any specific texts students should read in 9th grade or 10th grade, including the Bible.</td>
</tr>
<tr>
<td>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</td>
<td>LA.9/10.4.5 Show understanding by summarizing, asking questions, and recalling information.</td>
<td></td>
</tr>
<tr>
<td><strong>Christian Viewpoint</strong>/Biblically-based choices/ Biblical principles not addressed.</td>
<td><strong>LA.9/10.1.1</strong> Broaden intellectual abilities through the study of God’s Word.</td>
<td>The NAD Lit wants students to use the Bible “God’s Word” to broaden their intellect, discover personal meaning, and apply its principles in their lives in areas such as behavior, morality, integrity, and even media choices. It also asks students to value “God’s inspired writings,” which could refer to both the Bible and Ellen G. White’s writings. The CC lit does not address principles, ethical behavior, morality, integrity, personal meaning or enjoyment, intellectual abilities, Christianity, or making personal choices.</td>
</tr>
<tr>
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</tr>
<tr>
<td>• Intellectual abilities developed through Bible study not addressed.</td>
<td><strong>LA.9/10.1.2</strong> Discover personal meaning that leads to enjoyment in the study of God’s Word.</td>
<td><strong>LA.9/10.1.4</strong> Value God’s inspired writings and created works as sources of His revelation.</td>
</tr>
<tr>
<td>• Personal enjoyment not addressed.</td>
<td><strong>LA.9/10.1.3</strong> Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.</td>
<td>The CC lit does not include relating personal life experiences to literature, nor does it use the phrase compare and contrast, although this may be implied by the oft used term “analyze.”</td>
</tr>
<tr>
<td>• Ethics, morality, integrity not addressed.</td>
<td><strong>LA.9/10.1.5</strong> Make Biblically-based choices when encountering all forms of media communication.</td>
<td><strong>LA.9/10.1.6</strong> Employ Christian principles as a basis for appreciation and expression.</td>
</tr>
<tr>
<td>• Writings revealing God not addressed.</td>
<td><strong>LA.10.4.3</strong> Compare and contrast personal life experiences to literature.</td>
<td>---</td>
</tr>
<tr>
<td>• Biblically-based choices not addressed.</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Christian principles as a foundation not addressed.</td>
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<td>---</td>
</tr>
</tbody>
</table>

| **Personal life experiences compared to literature not addressed.** | **LA.10.4.3** Compare and contrast personal life experiences to literature. | --- |

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Appendix B

Comparison of 11th and 12th Grade Standards

Below is a comparison of the Common Core Literature 11th and 12th grade standards, on the left, with the NAD English Language Arts Standards, in the middle, for the 11th and 12th grades. Unfortunately, the NAD does not have separate literature standards, so I have done my best to include only the NAD standards that pertain to literature while removing those that do not (such as those dealing only with speaking, writing, etc.). Therefore, I am referring to those standards as NAD lit standards, even though they are labeled ELA in the original standards documents.

I started by listing each of the CC lit standards on the left, then matching the corresponding NAD lit standard(s) in the middle that seemed to overlap or correspond to the CC lit. When there is not a corresponding standard, I made note of that. Any text in italics is my own personal commentary on details or elements that are unclear or lacking.

For the CC lit, there is only one standard in each box since there are no sub-categories and it is one standard for both 11th and 12th grades. The NAD lit standards, however, are two separate sets of standards, one for 11th grade and one for 12th. In the center column, some NAD lit standards begin with LA.11/12 while others only have LA.11 or LA.12 at the beginning. The 11 or 12 represents the grade level, and in order to streamline the standards, I have inserted the LA.11/12 whenever the 11th and 12th grade standards are the exact same wording for that sub-category.
<table>
<thead>
<tr>
<th>CC Lit Standards 11&lt;sup&gt;th&lt;/sup&gt; and 12&lt;sup&gt;th&lt;/sup&gt; grades</th>
<th>NAD Lit Standards 11&lt;sup&gt;th&lt;/sup&gt; and 12&lt;sup&gt;th&lt;/sup&gt; grades</th>
<th>Similarities and Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details:</strong></td>
<td><strong>LA.11/12.2.1</strong> Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)</td>
<td><em>This CC lit standard requires students to use the text to support their analysis of the explicit, inferred, and uncertain meanings of the text.</em></td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RL.11-12.1</strong> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
<td><strong>LA.12.4.1</strong> Explain with justification the author’s intended meaning.</td>
<td><em>Inferences are not specifically mentioned in the NAD lit standards, though analysis and demonstrating understanding in different ways, including recall, are listed. Specifically citing text is mentioned (called “with justification” or “textual evidence”) in the NAD Lit in reference to justifying interpretations and also in reference to the author’s intended meaning.</em></td>
</tr>
<tr>
<td><strong>LA.12.4.2</strong> Use textual evidence to justify an interpretation of literary works.</td>
<td><strong>LA.12.4.6</strong> Demonstrate understanding by summarizing, asking questions, and recalling information.</td>
<td><em>While the CC lit and NAD lit both focus on using textual evidence to support analysis, the CC lit does not specifically address other areas of higher thinking, especially those which imply application of the analysis to the analyzer’s beliefs such as evaluate, decide, and ask questions. The CC lit does not address recalling information either, and tends to focus on objectivity instead, such as in CCSS.ELA-Literacy.RL.11-12.2.</em></td>
</tr>
<tr>
<td><strong>LA.11.8.2</strong> Analyze/evaluate views, beliefs, and motivations of others with respect.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RL.11-12.2</strong></td>
<td><strong>LA.11/12.2.1</strong> Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)</td>
<td>The CC lit requires students to determine the multiple themes in a text, and do an in-depth analysis of how they grow and change throughout the text, including creating a complex account. In addition, students should be able to summarize the text objectively.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</td>
<td><strong>LA.12.4.1</strong> Explain with justification the author’s intended meaning.</td>
<td>The NAD lit requires students to identify the theme(s) and interpretation of a text with textual references. It also mentions analysis, explaining the author’s intended meaning, and summarizing, though summarizing does not have the CC lit focus of objectivity.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RL.11-12.3</strong></td>
<td><strong>LA.11/12.2.1</strong> Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)</td>
<td>The CC lit wants students to analyze the impact of the author’s choices regarding developing and relating elements of the story or drama, giving examples such as setting, order of events, and character development.</td>
</tr>
<tr>
<td>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</td>
<td><strong>LA.12.4.1</strong> Explain with justification the author’s intended meaning.</td>
<td>NAD lit asks students to analyze texts, explain the author’s intended meaning, show the impact of story elements and literary devices on the text, and research and evaluate the author’s purpose for writing. It does not mention setting, characters, or order of events specifically.</td>
</tr>
<tr>
<td><strong>LA.11.4.2</strong> Critique story elements and literary devices to determine how they impact literature.</td>
<td><strong>LA.11.5.1</strong> Research and evaluate the author’s purpose for writing.</td>
<td>The CC lit does not address researching or evaluating the author’s purpose for writing.</td>
</tr>
</tbody>
</table>
**Craft and Structure:**

**CCSS.ELA-Literacy.RL.11-12.4**
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**LA.11/12.2.1** Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)

**LA.11/12.2.5** Develop vocabulary (root, prefix, suffix, etymology, usage)

**LA.12.4.1** Explain with justification the author’s intended meaning.

**LA.12.4.2** Use textual evidence to justify an interpretation of literary works.

**LA.12.4.6** Demonstrate understanding by summarizing, asking questions, and recalling information.

The CC lit wants students to find the literal, figurative, and connotative meanings of words and phrases in the text, in addition to how the words as a whole impact the meaning, tone, and feeling of a passage.

The NAD lit addresses the need for students to develop their vocabulary including usage. It also addresses analysis, but does not specifically combine the development of vocabulary with the overall impact of words on the text, meaning, tone, etc. It does address explaining with evidence what the author intended the meaning to be.

The CC lit does not address learning the root, prefix, suffix, or etymology of vocabulary while the NAD lit does; however, this may be included in another area of Common Core English Language Arts Standards such as writing.
| **CCSS.ELA-Literacy.RL.11-12.5** | **LA.11/12.2.1** Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) | The CC lit wants students to analyze the author’s choices concerning the structuring of specific parts of a text and how those choices contribute to the overall structure, meaning, and aesthetic impact. The NAD lit does not address texts containing a meaning different to what is stated. It does address analysis of texts and defining the author’s intended meaning, which may or may not have the same meaning as the CC lit standard. |
| **Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.** | **LA.12.4.1** Explain with justification the author’s intended meaning. | The NAD lit asks students to explain the author’s intended meaning, not choices, and asks students to critique story elements and literary devices as well as their impact on the text. While the NAD lit does mention analyzing, it does not connect that to the author’s choices. |
| **LA.11.4.2** Critique story elements and literary devices to determine how they impact literature. | **LA.12.4.4** Summarize intellectual and emotional responses to literature. | The NAD lit asks students to summarize intellectual and emotional responses to texts, but neither intellectual nor emotional responses are addressed in CC lit. |
| **LA.11.5.1** Research and evaluate the author’s purpose for writing. | **CCSS.ELA-Literacy.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | The CC lit wants students to analyze a text where understanding requires discernment between what is stated and what is meant. The NAD lit does not address texts containing a meaning different to what is stated. |
| **Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).** | **LA.11/12.2.1** Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify) | The CC lit wants students to analyze a text where understanding requires discernment between what is stated and what is meant. The NAD lit does not address texts containing a meaning different to what is stated. It does address analysis of texts and defining the author’s intended meaning, which may or may not have the same meaning as the CC lit standard. |
Integration of Knowledge and Ideas:

**CCSS.ELA-Literacy.RL.11-12.7**
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

*Compare and contrast is not specifically mentioned.*

**LA.11/12.2.1** Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)

**LA.11/12.1.6** Employ Christian principles as a basis for appreciation and expression.

**LA.11/12.2.6** Evaluate media (accuracy, validity, reliability, manipulation)

(The media types referred to both above and below may or may not apply to the “multiple interpretations” addressed in CCSS.)

**LA.11/12.3.1** Use multiple sources of literature, including mass media.

**LA.12.4.2** Use textual evidence to justify an interpretation of literary works.

**LA.11.5.2** Compare and contrast specific works of literature.

**LA.11.5.3** Determine the value of literature by critically examining its relevance, insights, and messages.

The CC lit asks students to analyze multiple interpretations of a text, such as a live play or recorded novel, evaluating the different interpretations compared to the original.

The NAD lit asks students to evaluate media and use multiple sources of literature, including mass media, however the term “media” in this case may or may not imply the same “multiple interpretations” to which the CC lit refers. The NAD lit does ask students to compare and contrast works of literature, though it may be referring to different works, not multiple interpretations of one work.

NAD lit asks students to use textual evidence to justify interpretations of literary works, which is not mentioned in CC lit. NAD lit also includes Christian principles as the basis for appreciation and expression, while CC lit does not address a basis or any principles for appreciation and expression, only to analyze what is already in the representation. In addition, the NAD lit asks students to determine the value of literature based on its relevance, insights, and messages based on a critical examination, but this is not touched on in CC lit.
<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.RL.11-12.9</th>
<th>LA.11.4.1 Understand how literature reflects and affects social, historical, and cultural influences.</th>
<th>The CC lit requires students to demonstrate their knowledge of foundational works of American literature, including how multiple texts from the same period address similar themes or topics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</td>
<td>LA.12.4.5 Identify with justification how literary works reflect the values/attitudes of another place/time/culture.</td>
<td>The NAD lit does not address foundational works of American literature specifically, but it does ask students to understand how social, historical, and cultural influences can be reflected and effected by literature. It also mentions the need for comparing and contrasting literature and justifying a view of how literary works reflect the views of another place/time/culture. The NAD lit asks students to analyze/evaluate views, beliefs, and motivations of others with respect.</td>
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<td></td>
<td>LA.11.5.2 Compare and contrast specific works of literature.</td>
<td>Comparing and contrasting is implied in the CC lit but not directly mentioned. Also not mentioned is the need for understanding how a text affects and reflects social/historical/cultural influences or values/attitudes of another place/time/culture. There is no mention of analyzing others’ views, beliefs, and/or motivations with respect.</td>
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<tr>
<td></td>
<td>LA.11.8.2 Analyze/evaluate views, beliefs, and motivations of others with respect.</td>
<td></td>
</tr>
<tr>
<td>Foundational works of American literature not addressed.</td>
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<tr>
<td>The CC lit requires students to demonstrate their knowledge of foundational works of American literature, including how multiple texts from the same period address similar themes or topics.</td>
<td>The NAD lit does not address foundational works of American literature specifically, but it does ask students to understand how social, historical, and cultural influences can be reflected and effected by literature. It also mentions the need for comparing and contrasting literature and justifying a view of how literary works reflect the views of another place/time/culture. The NAD lit asks students to analyze/evaluate views, beliefs, and motivations of others with respect.</td>
<td>Comparing and contrasting is implied in the CC lit but not directly mentioned. Also not mentioned is the need for understanding how a text affects and reflects social/historical/cultural influences or values/attitudes of another place/time/culture. There is no mention of analyzing others’ views, beliefs, and/or motivations with respect.</td>
</tr>
</tbody>
</table>
**Range of Reading and Level of Text Complexity:**

**CCSS.ELA-Literacy.RL.11-12.10**
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

<table>
<thead>
<tr>
<th>LA.11/12.1.1</th>
<th>Broaden intellectual abilities through the study of God’s Word.</th>
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</thead>
<tbody>
<tr>
<td>LA.11/12.1.2</td>
<td>Discover personal meaning that leads to enjoyment in the study of God’s Word.</td>
</tr>
<tr>
<td>LA.11.4</td>
<td>Be able to understand literature and analyze, critique, and relate themes, story elements, and literary devices.</td>
</tr>
</tbody>
</table>

The CC lit wants students to read and comprehend grade appropriate literature proficiently by the end of each grade with help as needed.

The NAD lit does not address the difficulty of texts. It does, however, specify that the Bible (called “God’s Word”) should be studied as part of the course, for both intellectual and personal reasons, and that students should read various forms of literature. It does not specifically mention comprehension, though is does say “be able to understand literature...”

The CC lit does not mention any specific texts students should read in 9th grade or 10th grade, including the Bible, though is does list Shakespeare as an author to be included in CCSS.ELA-Literacy.RL.11-12.4 and CCSS.ELA-Literacy.RL.11-12.7.
### Christian Viewpoint/Biblically-based choices/Biblical principles not addressed.

- Intellectual abilities developed through Bible study not addressed.
- Personal enjoyment not addressed.
- Ethics, morality, integrity not addressed.
- Writings revealing God not addressed.
- Biblically-based choices not addressed.
- Christian principles as a foundation not addressed.

### LA.11/12.1.1 Broaden intellectual abilities through the study of God’s Word.

### LA.11/12.1.2 Discover personal meaning that leads to enjoyment in the study of God’s Word.

### LA.11/12.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.

### LA.11/12.1.4 Value God’s inspired writings and created works as sources of His revelation.

### LA.11/12.1.5 Make Biblically-based choices when encountering all forms of media communication.

### LA.11/12.1.6 Employ Christian principles as a basis for appreciation and expression.

### LA.11.8.1 Refine personal views, beliefs, and motivations through reading/viewing/listening.

### LA.11.8.2 Analyze/evaluate views, beliefs, and motivations of others with respect.

The NAD lit wants students to use the Bible “God’s Word” to broaden their intellect, discover personal meaning, and apply its principles in their lives in areas such as behavior, morality, integrity, and even media choices. It also asks students to value “God’s inspired writings,” which could refer to both the Bible and Ellen G. White’s writings. In addition, the NAD lit asks students to refine their personal views, beliefs, and motivations based on their reading and respectfully analyze/evaluate the views, beliefs, and motivations of others.

The CC lit does not address principles, ethical behavior, morality, integrity, personal meaning or enjoyment, intellectual abilities developed through Bible study, Christianity, making personal choices, refining personal views/beliefs/motivations, or respectfully analyzing or evaluating others’ views, beliefs, and motivations.
| **The relation of literature to events, self, emotions, personal identity, life, etc. is not addressed.** | **LA.12.4** Be able to interpret literature and relate it to personal identity, ideas, events, emotions, and attitudes.  
**LA.12.4.3** Justify how literary works relate to life.  
**LA.11.5** Be able to relate specific literature to self, historical context, the author’s life, current events, and other significant literature. | **The NAD lit wants students to interpret and relate literature to self, ideas, events (current or historical), emotions, attitudes, and life.**  
**The CC lit does not mention relating literature to self, ideas, events (current or historical), emotions, attitudes, and life, though it does address relating literature to other literature in CCSS.ELA-Literacy.RL.11-12.7. However, this is in the context of multiple interpretations of one work, while the NAD lit implies relating literature to other significant literature.** |
Appendix C

Literary Evaluation Tool

☐ RL.9-10.9 – “Analyze how an author draws on and transforms source material in a specific work. . . .”

☐ LA.9/10/11/12.1.1 – “Broaden intellectual abilities through the study of God’s Word.”

☐ LA.9/10/11/12.1.2 – “Discover personal meaning that leads to enjoyment in the study of God’s Word.”

☐ LA.9/10/11/12.1.3 – “Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.”

☐ LA.9/10/11/12.1.4 – “Value God’s inspired writings and created works as sources of His revelation.”

☐ LA.9/10/11/12.1.5 – “Make Biblically-based choices when encountering all forms of media communications.”

☐ LA.9/10/11/12.1.6 – “Employ Christian principles as a basis for appreciation. . . .”

☐ LA.9/10/11/12.2.1 – “Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).”

☐ LA.9/10/11/12.2.6 – “Evaluate media (accuracy, validity, reliability, manipulation).”

☐ LA.9/10.4.5 & LA.12.4.6 – “Show” or “demonstrate” (respectively) “understanding by summarizing, asking questions, and recalling information.”

☐ LA.10.4.2 – “Explain/analyze, with specific references, how these [literary] devices contribute to the impact of literature.”

☐ LA.10.4.3 – “Compare and contrast personal life experiences to literature.”
- LA.10.4.4 – “Identify and discuss values in literature (spiritual, global, cultural).”

- LA.11.4.1 – “Understand how literature reflects and affects social, historical, and cultural influences.”

- LA.11.5.1 – “Research and evaluate the author’s purpose for writing.”

- LA.11.5.2 – “Compare and contrast specific works of literature.”

- LA.11.5.3 – “Determine the value of literature by critically examining its relevance, insights, and messages.”

- LA.11.8.1 – “Refine personal views, beliefs, and motivations through reading. . . .”

- LA.11.8.2 – “Analyze/evaluate views, beliefs, and motivations of others with respect.”

- LA.12.4.1 – “Explain with justification the author’s intended meaning.”

- LA.12.4.3 – “Justify how literary works relate to life.”

- LA.12.4.4 – “Summarize intellectual and emotional responses to literature.”

- LA.12.4.5 – “Identify with justification how literary works reflect the values/attitudes of another place/time/culture.”