

Biblical Principles Alignment Guide

for the *Read Side by Side Reading Program*



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Introduction

The 5 principles of Godly living are based on the values of St. Francis of Assisi. Franciscans see education as a way of embodying and sharing the good news of God at work in our world. Christian schools, regardless of affiliation, are places where students and adults alike can discover their place and purpose in God's story.

Here at Read Side by Side, we share the same Biblical values promoted by the Franciscans and are committed to supporting all Christian schools in their work in this world. As a result of this we created this document to provide schools with alignment to these Biblical principles. For each novel we found two principles to highlight. There is a talking point to use with your students as well as corresponding Bible verses to enhance the discussion.

We hope that you will find this document useful as you find ways to bring God into daily discussions and help students identify ways they can be Christ's hands and feet in the world around them.



5 Principles of Godly living

As students learn to read and write in the *Read Side by Side Reading Program*, they will also explore themes that can lead to the discussion of what it means to be a disciple of God. These **5 principles of Godly living** explain how to live as disciples of God.

1. **Faith in a personal and provident God:** learners believe that there is one true, triune God who is all-powerful, awesome and worthy to be praised. They worship Him through their thoughts, words, and actions.
2. **Reverence for all creation:** learners recognize God's divine nature in everything He created and work to be good stewards of the Earth. They see God's fingerprints all around them and understand God designed everything for a specific purpose.
3. **Appreciation for beauty:** learners create beautiful works that enhance the world and mirror the love God has for things that are diverse, complex, and creative.
4. **Service to the poor and marginalized:** learners follow Christ's command shared in John 13:34-35, following His example by showing kindness, empathy and compassion to others. They seek justice in an effort to heal where there is brokenness.
5. **Affirmation of the unique worth of each person:** learners understand that everyone is made in the image of God and is inherently worthy. They reflect the goodness of God through their words and actions, building a grace-filled community, making space for everyone to belong.

Biblical Principles Scope and Sequence

Habits	3rd Grade	4th Grade	5th Grade	6th Grade
1 Faith in a personal and provident God		4.1, 4.3, 4.5	5.1, 5.3, 5.5	6.1
2 Reverence for all creation	3.1	4.3, 4.4	5.5	6.3
3 Appreciation for beauty			5.4	
4 Service to the poor and marginalized	3.1, 3.2, 3.3, 3.4, 3.5	4.1, 4.2, 4.5	5.1, 5.2	6.1, 6.2
5 Affirmation of the unique worth of each person	3.2, 3.3, 3.4, 3.5	4.2, 4.4	5.2, 5.3, 5.4	6.2, 6.3

3rd Grade *Biblical Principles* Discussion Guide

Year Long Theme: Resolving conflicts at home, at school, and in the community.

Social Studies Focus: The Civil Rights Movement in America.

	Godly Living principles Discussion Question	Scripture Connection
Unit 3.1 <i>Poppy</i>	<p>(4) Service to the poor and marginalized (Day 26) Poppy understands that her family will suffer if they don't move to New House. Despite being scared, she selflessly travels through Dimwood Forest because she cares about what happens to her family. Have you ever done something you were scared to do because you knew it was the kind and compassionate thing to do?</p> <p>(2) Reverence for all creation (Day 30) Throughout the book we learn about carnivores and herbivores and the natural order of the world. God designed everything with a purpose. How do you see God's fingerprints in the lives of the animals in Poppy?</p>	<p>Genesis 1:21 Revelation 4:11</p> <p>2 Timothy 1:7</p>
Unit 3.2 <i>War with Grandpa</i>	<p>(5) Affirmation of the unique worth of each person (Day 12) Peter knew that his Grandpa was lonely and needed a safe place to live. He did not show his Grandpa much grace for how he was feeling. Have you ever been in a situation where you had to share something you didn't want to? How did you handle it? How should we approach situations like that?</p> <p>(4) Service to the poor and marginalized (Day 24) Peter and Grandpa are at war. Peter finally realizes that war hurts and tries to make things right with Grandpa. They begin to show compassion and kindness to each other and seek to find a compromise that will work for both of them. What are some positive ways to help restore a broken relationship?</p>	<p>James 3:13-18 2 Corinthians 5:18</p> <p>Hebrews 13:16 Luke 6:345</p>
Unit 3.3 <i>Martin Luther King Jr.</i>	<p>(5) Affirmation of the unique worth of each person (Day 17) Martin protests for change, but he does it in peaceful ways. Even when his house is bombed he encourages people to "love their enemies". In what ways can you show love to your "enemies"?</p> <p>(4) Service to the poor and marginalized (Day 19) Martin decides to move back to Alabama after college to fight for equality for black people. He is determined to change things. In what ways does Martin peacefully fight for change? In what ways can you peacefully stand up for what you know to be right?</p> <p>(5) Affirmation of the unique worth of each person (Day 21) Through his peaceful protests, Martin works toward building a community where everyone belongs. How can you build a community like this in your school, neighborhood, and town?</p>	<p>Matthew 18:15-17 Proverbs 31:8-9</p> <p>Matthew 5:44 Luke 6:27</p> <p>1 Thess. 3:12 1 John 4:7</p>

3rd Grade *Throughlines* Discussion Guide *Cont.*

Year Long Theme: Resolving conflicts at home, at school, and in the community.

Social Studies Focus: The Civil Rights Movement in America.

	<i>Throughlines</i> Discussion Question	Scripture Connection
<p>Unit 3.4 <i>Glory Be</i></p>	<p>(4) Service to the poor and marginalized (Day 13) Glory writes a letter to the editor expressing her opinion about the injustices taking place at the pool. In what ways can you stand up for what you know to be right?</p> <p>(5) Affirmation of the unique worth of each person (Day 24) Glory believes it is wrong to segregate people based on the color of their skin. She works within her community to change the unjust law and is successful. Is there a way within our community to make space for everyone to belong?</p>	<p>Colossians 3:16</p> <p>1 Samuel 16:7 James 2:1-4</p>
<p>Unit 3.5 <i>Maniac Magee</i></p>	<p>(4) Service to the poor and marginalized (Day 12) Maniac Magee is compared to the Good Samaritan from the Bible when he rescues Arnold Jones. In what ways can you be like a Good Samaritan in your life?</p> <p>(5) Affirmation of the unique worth of each person (Day 13) Maniac Magee spends time in and defends the people of the East End regardless of the fact that they are black and he is white. How do you mirror Christ's acceptance of people in order to create a sense of belonging in your community?</p>	<p>Luke 10:25-37 Philippians 2:4</p> <p>Ephesians 5:2 1 Timothy 4:12</p>

4th Grade *Biblical Principles* Discussion Guide

Year Long Theme: A journey; both a personal journey and a literal journey.

Social Studies Focus: Westward expansion and the pioneering spirit.

	<i>Throughlines</i> Discussion Question	Scripture Connection
Unit 4.1 <i>Shiloh</i>	<p>(1) Faith in a personal and provident God (Day 11) Marty struggles with determining what is right vs. what is wrong when deciding what to do about Shiloh. Each character decides what is right/wrong from a different perspective. What does the Bible say about right and wrong? If we believe in a God who provides, how should that reflect in our thoughts, words, and actions?</p> <p>(4) Service to the poor and marginalized (Day 13) Marty recognizes that Judd's dog Shiloh is being mistreated and is unable to save itself. Marty has compassion for Shiloh and works to find justice for him and bring healing to the relationship with Judd, Shiloh and Marty. How have you had compassion on the poor and needy? In what ways have you looked to other's interests before your own?</p>	<p>Leviticus 19:11 Exodus 20:10</p> <p>Psalm 145:9 Proverbs 31:9 Philippians 2:4</p>
Unit 4.2 <i>Castle in the Attic</i>	<p>(4) Service to the poor and marginalized (Day 16) William is selfish and shrinks Mrs. Phillips against her will. He has to find a way to make things right with her. Often we make choices based on selfish desires rather than on what is God pleasing. What is a more Christlike way William could have handled the situation with Mrs. Phillips?</p> <p>(5) Affirmation of the unique worth of each person (Day 26) As William goes on his quest he has opportunities to reflect the goodness of God in his words and actions and show grace to others. In what ways does William become the hands and feet of Christ towards characters in the story?</p>	<p>Philippians 2:4 1 John 3:17 1 Cor. 10:24</p> <p>Colossians 3:12 Philippians 2:3</p>
Unit 4.3 <i>Streams to the River</i>	<p>(1) Faith in a personal and provident God (Day 14-15) The Evening Star is Sacagawea's talisman. She believes it guides and protects her. She also wears a stone around her neck that she believes helps her. How are her beliefs similar and different from our belief in God? What does God say about relying on earthly objects rather than on Him as the one true, triune God?</p> <p>(2) Reverence for all creation (Day 38) Sacagawea believes in her connection with Mother Earth and all living things on earth. God has asked us to be stewards of his creation. How can we find ways to be stewards of all He has created?</p>	<p>Leviticus 26:1 Romans 1:21-23</p> <p>Genesis 2:15</p>

4th Grade *Throughlines* Discussion Guide *Cont.*

Year Long Theme: A journey; both a personal journey and a literal journey.

Social Studies Focus: Westward expansion and the pioneering spirit.

	<i>Throughlines</i> Discussion Question	Scripture Connection
<p>Unit 4.4 <i>Children of the Gold Rush</i></p>	<p>(2) Reverence for all creation (Day 10) The children of the gold rush and their families enjoyed and endured all that nature had to offer. How do you see God's fingerprints in the lives of the people who traveled to Alaska during the Gold Rush? Can you see His purpose in everything He designed?</p> <p>(5) Affirmation of the unique worth of each person (Day 18) The children of the gold rush were brought into communities with people from all over, including Native Alaskans. There was conflict between non-Natives and Native Alaskans. How could the children and their communities have better reflected the goodness of God and shown grace to those who lived there? What does God say about being in community with others?</p>	<p>Psalm 104:24-25 Romans 1:20</p> <p>Philippians 2:3-16 1 Peter 4:8-11</p>
<p>Unit 4.5 <i>Aurore of the Yukon</i></p>	<p>(4) Service to the poor and marginalized (Day 10) Yves and Aurore see a dog being mistreated. Yves steps in to protect the dog. The Alaskan Frontier and Yukon are wild and lacking in kindness and compassion towards animals and humans alike. What does God say about how we should react when we see things that are not right?</p> <p>(1) Faith in a personal and provident God (Day 14) Many people traveled to the Yukon in the hopes of getting rich from the gold they would find there. The Yukon became a lawless place with people forgetting to acknowledge that everything they have came from God. How can we be sure that we do not focus on things that take our focus away from God and what He wants for our lives?</p>	<p>Hebrews 13:5 1 Timothy 6:17-19 Matthew 6:24</p> <p>Micah 6:8 Romans 15:1-2 Isaiah 1:17</p>

5th Grade *Biblical Principles* Discussion Guide

Year Long Theme: Surviving hardships.

Social Studies Focus: The American Revolution, Industrial Revolution, and slavery.

	<i>Throughlines</i> Discussion Question	Scripture Connection
Unit 5.1 <i>Earthquake</i> <i>Terror</i>	<p>(4) Service to the poor and marginalized (Day 8) Jonathan finds his little sister a bother at the beginning of the story. As he becomes responsible for her safety he begins to put her needs ahead of his. He feels empathy and compassion for her. How can we show empathy and compassion for others, even when we may not "like" them?</p> <p>(1) Faith in a personal and provident God (Day 21) After the earthquake Jonathan's situation seems hopeless. He is not sure how he and his sister are going to survive. He feels like giving up. In the end he does survive. Sometimes things in our own lives seem hopeless. God is at work in everything in our lives and deserves our praise and acknowledgement of His hand in every situation. How can you praise God, when things are going well, and even when things are difficult?</p>	<p>Mark 4:35-41 Job 2:10</p> <p>Luke 6:27-31 Colossians 3:12</p>
Unit 5.2 <i>Holes</i>	<p>(5) Affirmation of the unique worth of each person (Days 24, 33, 35) At the beginning of the book, Stanley feels weak and defective. In the middle he has become hardened towards others. However, he begins to put aside his own wants and needs to help Zero learn to read and, by the end, he ultimately saves Zero's life. How can you reflect God's goodness, through your words and actions, to others in your life?</p> <p>(4) Service to the poor and marginalized (Day 35) Throughout the book Stanley is haunted by his family's curse. By the end of the book, he is able to make the injustice right by helping Zero and breaks the curse. He helps himself, his family, and Zero, who once were broken, to heal and move forward. How can you take a relationship that is broken and heal it?</p>	<p>Luke 6:27-28</p> <p>Philippians 2:1-8</p>
Unit 5.3 <i>Chains</i>	<p>(1) Faith in a personal and provident God (Days 6, 10, 31) Isabel speaks to the ghosts of her ancestors, asking them for guidance and support. How is this different than praying to God and asking Him for guidance and support?</p> <p>(5) Affirmation of the unique worth of each person (Day 49) The book <i>Chains</i> calls the reader to think about what it would be like to live in a community where you are not accepted. How can we work to create communities that make space for everyone to belong so that no one has to endure what Isabel and Ruth endured?</p>	<p>Isaiah 8:19 Mark 11:24</p> <p>James 2:1-10</p>

5th Grade *Throughlines* Discussion Guide Cont.

Year Long Theme: Surviving hardships.

Social Studies Focus: The American Revolution, Industrial Revolution, and slavery.

	<i>Throughlines</i> Discussion Question	Scripture Connection
Unit 5.4 <i>Kids at Work</i>	<p>(5) Affirmation of the unique worth of each person (Days 5-10) Lewis Hine felt so strongly about children being used for child labor that he quit his teaching job to become an investigative photographer for the National Child Labor Committee. He believed that children had a right to be children and risked his health and safety to take these pictures. How can you speak up for those in your community who may not have a voice?</p> <p>(3) Appreciation for beauty (Day “any” - depends on what strikes a chord with students) Lewis Hine was a photojournalist whose pictures brought attention to something that may not be thought of as beautiful. How did his photos reflect God’s heart and create beauty out of a part of our history that was rather ugly?</p>	<p>Romans 12:4-8</p> <p>Proverbs 31:8-9</p>
Unit 5.5 <i>City of Ember</i>	<p>(1) Faith in a personal and provident God (Days 8, 16, 18, 35) In the story the Believers have faith that the Builders will come back and rescue them from their failing city. They sing songs and praise the Builders. They discuss whether an “Invisible Being is watching over them all the time”. How is our faith in God similar to the Believers’ faith in the Builders? How is it different?</p> <p>(2) Reverence for all creation (Day 32) Lina and Doon learn more and more about the intentions of the Builders who created the city of Ember because of a man made disaster. How are the Builders similar to God who purposefully created Earth and everything in it? Now the city of Ember is dying. Lina and Doon search for a way to save their city. How can we help care for God’s creation to help it prosper?</p>	<p>Psalms 56:3 Matthew 6:25-34</p> <p>Genesis 1:28 Genesis 2:15</p>

6th Grade *Biblical Principles* Discussion Guide

Year Long Theme: The American Dream.

Social Studies Focus: Immigration and the push and pull factors that cause people to move.

	<i>Throughlines</i> Discussion Question	Scripture Connection
Unit 6.1 <i>The Westing Game</i>	<p>(1) Faith in a personal and provident God (Day 19) The heirs in <i>The Westing Game</i> become consumed with winning the game and winning the money. As a result of this greed they become suspicious of each other, blame others for wrongdoing, and cause them to act inappropriately. God tells us not to have other gods before Him. What kinds of things do we put before God that prevent us from worshipping Him through our thoughts, words, and actions?</p> <p>(4) Service to the poor and marginalized (Day 23) In the beginning the heirs are quick to judge one another. As they are paired off, they begin to learn the truth of who each one of them really is and they begin to feel empathy and compassion for one another. How can we show empathy and compassion for others, even when we may not "like" them?</p>	<p>Exodus 20:3-6 1 Timothy 6:10 Hebrews 13:5 Matthew 6:24</p> <p>Luke 6:27-31 Colossians 3:12</p>
Unit 6.2 <i>Children of the Dust Bowl</i>	<p>(4) Service to the poor and marginalized (Day 20) Leo Hart and the teachers at Arvin Federal Emergency School poured their hearts and souls into the school and the children who attended there. They did not make a lot of money and often worked without getting paid. They had true servant hearts. Is there a project within our community where we could demonstrate that same servant heart for people in need?</p> <p>(5) Affirmation of the unique worth of each person (Day 21) Leo Hart saw the needs of the Okies when no one else did. He worked hard to create a community for the children of Weedpatch Camp, complete with a school, a swimming pool, and a working farm. He gave the people in the camp purpose and a sense of belonging. Where in your community do you see a need for people to be seen and to belong? What can you do to help make that a reality?</p>	<p>Acts 20:35</p> <p>Matthew 25:34-40</p>
Unit 6.3 <i>Esperanza Rising</i>	<p>(2) Reverence for all creation (Day 4) When Esperanza is six her father takes her into the field and tells her that the valley "breathes and lives". They lay down on the earth to feel it breathe and to feel its heart beat. They take a moment to enjoy God's creation and to understand what it gives to them. In what ways do you enjoy God's creation and appreciate all it provides to us?</p> <p>(5) Affirmation of the unique worth of each person (Days 10, 12, 26) In this book there are many examples where people think they are better than someone else (Esperanza thinks she is better than the peasants, awards are given to white children instead of brown children, the Okies get better treatment because they are white). God tells us that we are made in His image. Jesus gives us the example of loving everyone. How can we act, speak, behave in order to show Christ's love to all people?</p>	<p>Genesis 1:11-13 & 21-31</p> <p>Luke 19:1-10 Philippians 2:3</p>

Notes:

Bring the *Read Side by Side Reading Program* to your school!

We partner with schools and districts across the US and internationally!
We would love to work with you!



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