

Content alignment to national Common Core standards

| Kindergarten | |
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| Common Core ELA Standards | Learning for Life Lessons |
| Ask and answer questions about details in a text. (Key Ideas and Details) | Ethnic Heritage; Being Responsible; Decision Making; Gangs; People Who Cheat; Importance of Family; Understanding People with Special Needs; Community; Classic Literature; Transportation |
| Identify the main topic of a text. (Key Ideas and Details) | Ethnic Heritage; Being Responsible; How I Learn from My Mistakes; Law and Government; When People Steal from Me; Importance of Family; Understanding People with Special Needs; Setting Goals; Community; Classic Literature; Transportation |
| Describe the connection between individuals, events, ideas, or information in a text. (Key Ideas and Details) | Being Responsible; Decision Making; Gangs; Code of Ethics; How I Learn from My Mistakes; People Who Cheat; When People Steal from Me; Importance of Family; Understanding People with Special Needs; Setting Goals; Community; Classic Literature; Transportation |
| Answer questions about unknown words. (Craft and Structure) | |
| Identify parts of book. (Craft and Structure) | Being Responsible; Gangs |

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| Name the author and illustrator of a text and define the role of each. (Craft and Structure) | Gangs |
| Describe the relationship between the illustrations and the text. (Integration of Knowledge and Ideas) | Ethnic Heritage; Being a Good Worker; Being Responsible; Gangs; Making Good Decisions; Prepared for Today; Law and Government; Law and Government; Empathy; Service; Violence Prevention; Coping with Stress; Community; Communication; Fire Safety |
| Identify the reasons an author gives to support points in a text. (Integration of Knowledge and Ideas) | Decision Making; Community |
| Identify similarities and differences between two texts. (Integration of Knowledge and Ideas) | People Who Cheat; Transportation |
| Retell familiar stories. (Key Ideas and Details) | |
| Identify characters, settings, and major events in a story. (Key Ideas and Details) | Being Responsible; Community; Classic Literature; Transportation |
| Participate in group reading activities. (Range of Reading and Level of Text Complexity) | Ethnic Heritage; Being Responsible; Gangs; Code of Ethics; How I Learn from My Mistakes; When People Steal from Me; Importance of Family; Understanding People with Special Needs; Setting Goals; Community; Classic Literature; Transportation |
| Identify new meanings for familiar words. (Vocabulary Acquisition and Use) | |

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| Use the most frequently occurring inflections and affixes. (Vocabulary Acquisition and Use) | |
| Sort objects into categories. (Vocabulary Acquisition and Use) | World Cultures |
| Demonstrate an understanding of antonyms. (Vocabulary Acquisition and Use) | Choosing What's Right for Me; Communication |
| Make real-life connections. (Vocabulary Acquisition and Use) | Ethnic Heritage; Being a Good Worker; Choosing What's Right for Me: Decision Making; Gangs; Making Good Decisions; Code of Ethics; How I Learn from My Mistakes; Law and Government; When People Steal from Me; Importance of Family: Understanding People with Special Needs; Violence Prevention; Coping with Stress; Setting Goals; Health; Sticking to What's Right; Community; Fire Safety; Places and Maps; Transportation |
| Act out meanings of words. (Vocabulary Acquisition and Use) | Being Responsible; Fire Safety; Physical Fitness |
| Recognize common types of text (e.g. storybooks, poems). (Craft and Structure) | How I Learn from My Mistakes; Violence Prevention; Community |
| Compare and contrast the adventures and experiences of characters in stories. (Integration of Knowledge and Ideas) | People Who Cheat |

| First Grade | |
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| Common Core ELA Standards | Learning for Life Lessons |
| Recall details in a text. (Key Ideas and Details) | Race, Religion, and Culture; Consumerism; Decision Making; Making Good Decisions; Meeting Deadlines; How I Learn from My Mistakes; Law and Government; Trust Me, I Won't Let You Down; When People Lie to Me; When People Steal from Me; Getting Along with Others; Understanding People with Special Needs; Self-Awareness; Conservation; Classic Literature |
| Make connections between people, events, ideas, and information in a text. (Key Ideas and Details) | Ethnic Heritage; Race, Religion, and Culture; Choosing What's Right for Me; Consumerism; Decision Making; Meeting Deadlines; How I Learn from My Mistakes; Trust Me, I Won't Let You Down; When People Lie to Me; When People Steal from Me; Getting Along with Others; Understanding People with Special Needs; Anger-Conflict Management; Sticking to What's Right; What is Freedom?; Classic Literature |
| Clarify the meaning of words. (Craft and Structure) | Consumerism; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; People Who Cheat; Code of Ethics; How I Learn from My Mistakes; Trust Me, I Won't Let You Down; When People Lie to Me; Getting Along with Others; Never Lose Sight; Building My Self-Confidence; Accepting Consequences; What is Freedom? |
| Use text features. (Craft and Structure) | Choosing What's Right for Me; Consumerism; Making Good Decisions; Pet Care; Anger/Conflict Management; Health; Basic Art |

| First Grade | |
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| Distinguish between information presented in graphics and within text. (Craft and Structure) | |
| Use illustrations and details to describe key details. (Integration of Knowledge and Skills) | Respecting Differences; Choosing What's Right for Me; Consumerism; Meeting Deadlines; Law and Government; Pet Care; Classic Literature |
| Identify author's purpose. (Integration of Knowledge and Skills) | Race, Religion, and Culture; Consumerism; How I Learn from My Mistakes; When People Lie to Me; When People Steal from Me; Getting Along with Others; What is Freedom?; Classic Literature; Clean Air and Water |
| Compare and contrast two texts on the same topic. (Integration of Knowledge and Skills) | Consumerism; Getting Along with Others |
| Read informational texts. (Range of Reading and Level of Text Complexity) | Respecting Differences; Choosing What's Right for Me; People Who Cheat; Pet Care; Never Lose Sight; Conservation; Exhibiting Responsible Citizenship |
| Use context clues. (Vocabulary Acquisition and Use) | Consumerism; Trust Me, I Won't Let You Down; Getting Along with Others; Exhibiting Responsible Citizenship; What is Freedom? |
| Use affixes to determine meaning of a word. (Vocabulary Acquisition and Use) | |
| Identify root words. (Vocabulary Acquisition and Use) | |

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| Sort words into categories. (Vocabulary Acquisition and Use) | Consumerism |
| Define words by category. (Vocabulary Acquisition and Use) | |
| Identify real-life connections between words and their use. (Vocabulary Acquisition and Use) | Consumerism; Decision Making; Gangs; Trust Me, I Won't Let You Down; When People Lie to Me; Getting Along with Others; Building My Self-Confidence |
| Distinguish shades of meaning among verbs and adjectives. (Vocabulary Acquisitions and Use) | |
| Describe and retell stories. (Key Ideas and Details) | Meeting Deadlines; Overcoming Poor Decisions |
| Identify sensory words in a story. (Craft and Structure) | Clean Air and Water |
| Explain fiction vs. nonfiction. (Craft and Structure) | Clean Air and Water |
| Identify who is telling a story. (Craft and Structure) | Race, Religion, and Culture; Classic Literature; Clean Air and Water |
| Compare and contrast texts. (Integration of Knowledge and Skills) | Conservation; Classic Literature |
| Read prose and poetry. (Integration of Knowledge and Skills) | Conservation; Classic Literature |

| Second Grade | |
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| Common Core ELA Standards | Learning for Life Lessons |
| Demonstrate understanding of text by answering questions regarding who, what, when, where, why, and how. (Key Ideas and Details) | Respecting My Peers; Being Responsible; Gangs; Code of Ethics; How I Learn from my Mistakes; People Who Cheat; Trust Me, I Won't Let You Down; Conservation; Service; Never Give Up; Building My Courage; What is Freedom?; Classic Literature; Science |
| Recount fables and folktales. (Key Ideas and Details) | |
| Describe how characters respond to major events and challenges. (Key Ideas and Details) | Choices; Making Good Decisions; How I Learn from my Mistakes; People Who Cheat; Trust Me, I Won't Let You Down; Conservation; Service; Coping with Stress; Accepting Consequences; Building My Courage; Sticking to What's Right; What is Freedom?; Classic Literature; Science |
| Describe how words and phrases supply rhythm and meaning in a story, poem, or song. (Craft and Structure) | Respecting Differences; Empathy; Service |
| Describe story structure including beginning and ending. (Craft and Structure) | Conservation |
| Acknowledge differences in point of view between characters. (Craft and Structure) | People Who Cheat; What is Freedom? |
| Use information from illustrations and words and determine how it helps in the understanding of characters, setting, and plot. (Integration of Knowledge and Ideas) | Respecting Differences; Respecting My Peers; Making Good Decisions; Code of Ethics; People Who Cheat; Empathy; Building My Courage; Communication |

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| Compare/contrast various versions of same story. (Integration of Knowledge and Ideas) | |
| Use context clues. (Vocabulary Acquisition and Use) | Respecting My Peers; Setting Goals; Accepting Consequences; Community |
| Determine word meaning using prefixes, root words, and compound words (Vocabulary Acquisition and Use) | |
| Use glossaries and dictionaries. (Vocabulary Acquisition and Use) | Gangs |
| Identify real-life connections between words and their meanings; distinguish shades of meaning between closely related verbs (toss, throw). (Vocabulary Acquisition and Use) | Conservation; Service; Coping with Stress; Accepting Consequences; Community |
| Identify the main topic of a text and the main idea of a paragraph. (Key Ideas and Details) | Making Good Decisions; Law and Government; Never Give Up |
| Describe connections between historical events, scientific ideas, or technical procedures in a text. (Key Ideas and Details) | |
| Determine meanings of words and phrases. (Craft and Structure) | Gangs; Making Good Decisions; Clean Air and Water; Communication |

| Second Grade | |
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| Understand and use text features. (Craft and Structure) | Race, Religion, and Culture; Respecting My Peers; Choosing What's Right for Me; Gangs; Making Good Decisions; People Who Cheat; Trust Me, I Won't Let You Down; Empathy; Getting Along with Others; The Importance of Family; Overcoming Poor Decisions; Building My Courage; Sticking to What's Right; Community; Communication |
| Identify author's purpose. (Craft and Structure) | How I Learn from my Mistakes; Law and Government; Conservation; Service |
| Explain how specific images contribute to text. (Integration of Knowledge and Ideas) | |
| Describe how reasons support specific points the author makes in a text. (Integration of Knowledge and Ideas) | Classic Literature |
| Compare/contrast between texts. (Integration of Knowledge and Ideas) | What is Freedom?; Classic Literature |
| Read informational texts. (Range of Reading and Level of Text Complexity) | Gangs; Empathy; Getting Along with Others; The Importance of Family; Overcoming Poor Decisions; Coping with Stress; Setting Goals; Accepting Consequences; Building My Courage; Sticking to What's Right; Community; Communication |