

LEARNING FOR LIFE™

UPLIFTING STUDENTS · BUILDING CHARACTER · DEFINING LEADERSHIP



Content Alignment to Common Core State Standards 3rd – 5th Grades | English Language Arts

3rd Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARD	LEARNING FOR LIFE LESSONS
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Key Ideas and Details)	Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Being a Good Worker; Decision Making; Gangs; Making Good Decisions; Code of Ethics; Law and Government; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Violence Prevention; Never Lose Sight; Setting Goals; Building My Courage; Exhibiting Responsible Citizenship; Classic Literature; Money Management
Determine the main idea of a text; recount the key details and explain how they support the main idea. (Key Ideas and Details)	Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; People Who Cheat; Violence Prevention; Never Lose Sight; Building My Courage
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text, using language that pertains to time, sequence, and cause/effect. (Key Ideas and Details)	

3rd Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARD	LEARNING FOR LIFE LESSONS
<p>Determine the meaning of general academic and domain---specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. (Craft and Structure)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Being Responsible; Choices; Consumerism; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Getting Along with Others; Pet Care; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Health; Self-Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Exhibiting Responsible Citizenship; What is Freedom?; Classic Literature; Communication; Money Management; Personal Safety; Places and Maps; Safety</p>
<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Craft and Structure)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; World Cultures; A Job Well Done; Being Responsible; Choices; Decision Making; Gangs; Choosing What's Right for Me; Making Good Decisions; Meeting Deadlines; Prepared for Today; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Getting Along with Others; Importance of Family; Pet Care; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Health; Self-Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Exhibiting Responsible Citizenship; What is Freedom?; Conservation; Classic Literature; Communication; Money Management; Personal Safety; Physical Fitness; Places and Maps</p>
<p>Distinguish their own point of view from that of the author of a text. (Craft and Structure)</p>	<p>Ethnic Heritage; Respecting Differences; Decision Making; Gangs; Code of Ethics</p>

3rd Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARD	LEARNING FOR LIFE LESSONS
<p>Use information gained from illustrations (e.g. maps, photographs) and the words in text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur). (Integration of Knowledge and Ideas)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Pet Care</p>
<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, sequence). (Integration of Knowledge and Ideas)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Making Good Decisions; Trust Me—I Won't Let You Down; Violence Prevention; Overcoming Poor Decisions</p>
<p>Compare and contrast the most important points and key details presented in two texts on the same topic. (Integration of Knowledge and Ideas)</p>	
<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (Range of Reading and Level of Text Complexity)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Never Lose Sight; Exhibiting Responsible Citizenship</p>
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Conventions of Standard English)</p>	<p>All LFL lessons</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Conventions of Standard English)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; A Job Well Done; Choices; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; Conservation; Empathy; Getting Along with Others; Pet Care; Service; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Health; Self-Awareness; Setting Goals; Accepting Consequences; Standing Up for Me; Exhibiting Responsible Citizenship; What is Freedom?; Classic Literature; Communication; Money Management; Personal Safety; Places & Maps</p>

3rd Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARD	LEARNING FOR LIFE LESSONS
<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (Craft and Structure)</p>	<p>Violence Prevention</p>
<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Key Ideas and Details)</p>	<p>Ethnic Heritage; Decision Making; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Violence Prevention; Never Lose Sight; Coping with Stress; Setting Goals; Exhibiting Responsible Citizenship</p>
<p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through the key details in the text. (Key Ideas and Details)</p>	<p>Setting Goals; Building My Courage; Money Management</p>
<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to sequence of events. (Key Ideas and Details)</p>	<p>Ethnic Heritage; Gangs; Code of Ethics</p>
<p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, stanza, and scene; describe how each successive part builds on earlier sections. (Craft and Structure)</p>	
<p>Distinguish their own point of view from that of the narrator or those of the characters. (Craft and Structure)</p>	<p>Ethnic Heritage, Respecting Differences; Gangs; People Who Cheat; Classic Literature</p>
<p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting). (Integration of Knowledge and Ideas)</p>	<p>Ethnic Heritage</p>
<p>Compare/contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (Integration of Knowledge and Ideas)</p>	

4th Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARDS	LEARNING FOR LIFE LESSONS
<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Key Ideas and Details)</p>	<p>Race, Religion, and Culture; Being a Good Worker; Law and Government; People Who Cheat; Trust Me—I Won't Let You Down; Service; Understanding People with Special Needs; Building My Self-Confidence; Coping with Stress; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Classic Literature; Personal Safety</p>
<p>Determine a theme of a story drama, or poem from details in the text; summarize the text. (Key Ideas and Details)</p>	<p>Law and Government; Service; Classic Literature</p>
<p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text (Key Ideas and Details)</p>	<p>Law and Government; Understanding People with Special Needs; Anger Conflict Management</p>
<p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. (Craft and Structure)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Being a Good Worker; Being Responsible; Choices; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Choosing What's Right for Me; Code of Ethics; Law and Government; People Who Cheat; Trust Me—I Won't Let You Down; Trust Me—I Won't Let You Down; Empathy; Getting Along with Others; Pet Care; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Developing Good Listening Skills; Health; Self-Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Sticking to What's Right; Community; Exhibiting Responsible Citizenship; What is Freedom?; Classic Literature; Communication; Hobbies/Recycling; Money Management; Personal Habits for a Lifetime; Personal Safety; Places and Maps</p>
<p>Describe the overall structure (e.g. chronological order, comparison, cause/effect, problem/solution of events, ideas, concepts, or information in a text or part of a text. (Craft and Structure)</p>	<p>Choices; Conservation; Making Good Decisions; Meeting Deadlines; Law and Government; People Who Cheat; Violence Prevention; Overcoming Poor Decisions; Anger Conflict Management; Setting Goals; Building My Courage; Classic Literature</p>

4th Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARDS	LEARNING FOR LIFE LESSONS
<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text. (Integration of Knowledge and Ideas)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; World Cultures; Being Responsible; Choices; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Getting Along with Others; Pet Care; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Developing Good Listening Skills; Health; Self-Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Sticking to What's Right; Community; What is Freedom?; Classic Literature; Communication; Money Management; Personal Safety; Physical Fitness; Places and Maps; Transportation</p>
<p>Explain how an author uses reasons and evidence to support particular points in a text. (Integration of Knowledge and Ideas)</p>	<p>Ethnic Heritage; Law and Government; People Who Cheat; Violence Prevention; Overcoming Poor Decisions; Accepting Consequences</p>
<p>Integrate information from two texts on the same topic in order to write or speak about the subjects knowledgeably. (Integration of Knowledge and Ideas)</p>	
<p>Read and comprehend informational texts, including history/social studies, science, and technical texts. (Integration of Knowledge and Ideas)</p>	<p>Ethnic Heritage; World Cultures; Law and Government; Pet Care; Understanding People with Special Needs; Health</p>

4th Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARDS	LEARNING FOR LIFE LESSONS
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Conventions of Standard English)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Being Responsible; Choices; Consumerism; Decision Making; Gangs; Responsibility; Making Good Decisions; Meeting Deadlines; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; When People Steal from Me; Empathy; Getting Along with Others; Importance of Family; Pet Care; Service; Something Special About Me; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger/Conflict Management; Building My Self---Confidence; Coping with Stress; Health; Self---Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Sticking to What's Right; Community; What is Freedom?; Classic Literature; Communication; Fire Safety; Money Management; Personal Safety; Places and Maps</p>
<p>Use reference materials (glossary). (Vocabulary Acquisition and Use)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; World Cultures; Being Responsible; Choices; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Pet Care; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Building My Self---Confidence; Coping with Stress; Health; Self---Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Sticking to What's Right; Community; What is Freedom?; Classic Literature; Communication; Money Management; Personal Safety; Places and Maps</p>
<p>Summarize text. (Key Ideas and Details)</p>	<p>Race, Religion, and Culture</p>
<p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama. (Craft and Structure)</p>	<p>Something Special About Me; Violence Prevention; Violence Prevention; Building My Courage; Sticking to What's Right</p>
<p>Compare/contrast point of view (1st vs. 3rd person) in a story. (Craft and Structure)</p>	<p>Overcoming Poor Decisions; Accepting Consequences; What is Freedom?</p>

4th Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARDS	LEARNING FOR LIFE LESSONS
Compare/contrast similar themes and topics in stories, myths, traditional literature from various cultures. (Integration of Knowledge and Ideas)	Service; What is Freedom?

5th Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARDS	LEARNING FOR LIFE LESSONS
Quote accurately from text when drawing inferences. (Key Ideas and Details)	Money Management
Determine multiple main ideas in a story. (Key Ideas and Details)	
Summarize text. (Key Ideas and Details)	Race, Religion, and Culture; When People Steal from Me; Getting Along with Others; Classic Literature; Personal Habits for a Lifetime
Explain relationships between people, events, ideas, or concepts in historical, scientific or technical text. (Key Ideas and Details)	Ethnic Heritage
Compare/contrast between texts. (Craft and Structure)	Classic Literature
Analyze multiple accounts of same event or topic, noting similarities and differences in the point of view. (Craft and Structure)	Classic Literature
Draw on information from multiple sources to answer a question quickly. (Integration of Knowledge and Ideas)	

5th Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARDS	LEARNING FOR LIFE LESSONS
<p>Explain how an author uses reasons and evidence to support points in a text. (Integration of Knowledge and Ideas)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; When People Steal from Me; Never Lose Sight; Standing Up for Me; Classic Literature; Communication; Money Management; Personal Safety</p>
<p>Integrate information from several texts on the same topic in order to give a speech or write a paper. (Integration of Knowledge and Ideas)</p>	<p>Personal Habits for a Lifetime</p>
<p>Read and comprehend informational texts. (Range of Reading and Level of Text Complexity)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Being Responsible; Choices; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Getting Along with Others; Pet Care; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Health; Self-Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Sticking to What's Right; Community; What is Freedom?; Classic Literature; Communication; Fire Safety; Money Management; Personal Habits for a Lifetime; Personal Safety; Places and Maps</p>
<p>Use standard writing conventions. (Conventions of Standard English)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Being Responsible; Choices; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Code of Ethics; Law and Government; People Who Cheat; Trust Me—I Won't Let You Down; When People Steal from Me; Empathy; Getting Along with Others; Pet Care; Something Special About Me; Understanding People with Special Needs; Violence Prevention; Never Give Up; Never Lose Sight; Overcoming Poor Decisions; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Health; Self-Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Sticking to What's Right; Community; Exhibiting Responsible Citizenship; What is Freedom?; Classic Literature; Communication; Money Management; Personal Habits for a Lifetime; Personal Safety; Places and Maps</p>

5th Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARDS	LEARNING FOR LIFE LESSONS
Use context clues to determine meaning of words. (Vocabulary Acquisition and Use)	Being a Good Worker
Understand affixes. (Vocabulary Acquisition and Use)	Respecting Differences
Use reference materials, such as a dictionary. (Vocabulary Acquisition and Use)	Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Being Responsible; Choices; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Getting Along with Others; Pet Care; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger Conflict Management; Building My Self-Confidence; Coping with Stress; Health; Self-Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Sticking to What's Right; Community; What is Freedom?; Classic Literature; Communication; Money Management; Personal Safety; Places and Maps
Determine the meaning of words and phrases including similes and metaphors. (Vocabulary Acquisition and Use)	
Recognize idioms, proverbs, and adages. (Vocabulary Acquisition and Use)	Choices; Building My Self-Confidence
Recognize synonyms, antonyms, and homographs. (Vocabulary Acquisition and Use)	Personal Safety
Determine the theme of a story from details. (Key Ideas and Details)	Code of Ethics

5th Grade | ENGLISH LANGUAGE ARTS

COMMON CORE STANDARDS	LEARNING FOR LIFE LESSONS
<p>Determine the meaning of words and phrases. (Craft and Structure)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Being Responsible; Choices; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Getting Along with Others; Pet Care; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger/Conflict Management; Building My Self-Confidence; Coping with Stress; Health; Self-Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Sticking to What's Right; Community; What is Freedom?; Classic Literature; Communication; Money Management; Personal Safety; Places and Maps</p>
<p>Analyze visual and multimedia elements contributions to a story. (Integration of Knowledge and Ideas)</p>	<p>Ethnic Heritage; Race, Religion, and Culture; Respecting Differences; Being Responsible; Choices; Decision Making; Gangs; Making Good Decisions; Meeting Deadlines; Code of Ethics; People Who Cheat; Trust Me—I Won't Let You Down; Empathy; Getting Along with Others; Pet Care; Understanding People with Special Needs; Violence Prevention; Never Lose Sight; Overcoming Poor Decisions; Anger/Conflict Management; Building My Self-Confidence; Coping with Stress; Health; Self-Awareness; Setting Goals; Accepting Consequences; Building My Courage; Standing Up for Me; Sticking to What's Right; Community; What is Freedom?; Classic Literature; Communication; Money Management; Personal Safety; Places and Maps</p>
<p>Compare/contrast within genre (Integration of Knowledge and Ideas)</p>	