

District of Columbia > Standards for Teaching and Learning > Reading/English Language Arts (2005)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	4.IT-E.1	Grade 4	Identify the purpose and main points of a text and summarize its supporting details.
1	Healthy Living	4.IT-DP.6	Grade 4	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.
1	Healthy Living	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
1	Healthy Living	5.IT-E.1	Grade 5	Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order.
10	Chain Five	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
11	Alphabet Fruit (and Vegetables)	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
11	Alphabet Fruit (and Vegetables)	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
13	Fitness Walking	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
13	Fitness Walking	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.

14	Healthy Living, Healthy Eating	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
14	Healthy Living, Healthy Eating	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
15	Keeping the Balance	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
15	Keeping the Balance	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
16	The Safe Workout: A Review	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
16	The Safe Workout: A Review	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
17	Hunting for Hidden Fat	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
17	Hunting for Hidden Fat	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
18	Beverage Buzz: Sack the Sugar	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
18	Beverage Buzz: Sack the Sugar	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.

19	Snack Decisions	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
19	Snack Decisions	4.LD-V.13	Grade 4	Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence.
19	Snack Decisions	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
19	Snack Decisions	5.LD-V.10	Grade 5	Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.
2	Carb Smart	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
20	Snacking and Inactivity	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
20	Snacking and Inactivity	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
21	Freeze My TV	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
21	Freeze My TV	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
22	Menu Monitoring	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
22	Menu Monitoring	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group

				member and defining individuals' roles and responsibilities.
23	Veggiemania	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
23	Veggiemania	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
24	Breakfast Bonanza	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
24	Breakfast Bonanza	4.LD-V.13	Grade 4	Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence.
24	Breakfast Bonanza	4.IT-DP.6	Grade 4	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.
24	Breakfast Bonanza	4.W-E.5	Grade 4	Write interpretations or explanations of a literary or informational text that organize ideas and use evidence from the text as support.
24	Breakfast Bonanza	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
24	Breakfast Bonanza	5.LD-V.10	Grade 5	Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.
24	Breakfast Bonanza	5.IT-E.5	Grade 5	Identify common organizational structures such as chronological order and cause and effect.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
26	Fitness Walking	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.

26	Fitness Walking	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
27	Freeze My TV	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
27	Freeze My TV	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
28	Get 3 At School and 5+ A Day	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
3	The Safe Workout: An Introduction	4.IT-DP.6	Grade 4	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.
30	Tour de Health	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
4	Balancing Act	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
4	Balancing Act	4.IT-DP.6	Grade 4	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.
4	Balancing Act		Grade 4	Interpret, use, and communicate the information.
4	Balancing Act	4.W-E.5	Grade 4	Write interpretations or explanations of a literary or informational text that organize ideas and use evidence from the text as support.
4	Balancing Act	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
4	Balancing Act	5.IT-DP.6	Grade 5	

				Interpret details from text to complete a task, solve a problem, or perform procedures.
5	Fast-Food Frenzy	4.IT-E.1	Grade 4	Identify the purpose and main points of a text and summarize its supporting details.
5	Fast-Food Frenzy	4.IT-DP.6	Grade 4	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.
5	Fast-Food Frenzy	5.IT-E.1	Grade 5	Identify the author's purpose and summarize the critical details of expository text, maintaining chronological or logical order.
6	Snack Attack	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
6	Snack Attack	4.IT-DP.6	Grade 4	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.
6	Snack Attack	4.IT-DP.7	Grade 4	Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).
6	Snack Attack		Grade 4	Interpret, use, and communicate the information.
6	Snack Attack	4.W-E.5	Grade 4	Write interpretations or explanations of a literary or informational text that organize ideas and use evidence from the text as support.
6	Snack Attack	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
6	Snack Attack	5.IT-DP.6	Grade 5	Interpret details from text to complete a task, solve a problem, or perform procedures.
7	Sugar Water: Think About Your Drink	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
7	Sugar Water: Think About Your Drink	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group

				member and defining individuals' roles and responsibilities.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
9	Prime-Time Smartness	4.LD-D.1	Grade 4	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas.
9	Prime-Time Smartness	4.LD-V.13	Grade 4	Recognize and use words with multiple meanings (e.g., sentence, school, hard) and determine which meaning is intended from the context of the sentence.
9	Prime-Time Smartness	4.IT-DP.6	Grade 4	Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.
9	Prime-Time Smartness		Grade 4	Interpret, use, and communicate the information.
9	Prime-Time Smartness	4.W-E.5	Grade 4	Write interpretations or explanations of a literary or informational text that organize ideas and use evidence from the text as support.
9	Prime-Time Smartness	5.LD-D.1	Grade 5	Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities.
9	Prime-Time Smartness	5.LD-V.10	Grade 5	Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.
9	Prime-Time Smartness	5.IT-DP.6	Grade 5	Interpret details from text to complete a task, solve a problem, or perform procedures.
District of Columbia > Standards for Teaching and Learning > Mathematics (2005)				

Lesson	Title	State ID	Grade Descr	State Text
15	Keeping the Balance	4.NSO-C.14	Grade 4	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of multidigit whole numbers.
15	Keeping the Balance	4.NSO-C.15	Grade 4	Add and subtract up to five-digit numbers accurately and efficiently.
17	Hunting for Hidden Fat	4.DASP.3	Grade 4	Compare two data sets represented in two bar graphs, pie graphs, and histograms.
21	Freeze My TV	4.PRA.3	Grade 4	Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
21	Freeze My TV	4.DASP.3	Grade 4	Compare two data sets represented in two bar graphs, pie graphs, and histograms.
27	Freeze My TV	4.PRA.3	Grade 4	Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
27	Freeze My TV	4.DASP.1	Grade 4	Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.
27	Freeze My TV	4.DASP.2	Grade 4	Match a representation of a data set, such as lists, tables, or graphs (including circle graphs), with the actual set of data.
27	Freeze My TV	4.DASP.3	Grade 4	Compare two data sets represented in two bar graphs, pie graphs, and histograms.
27	Freeze My TV	5.DASP.2	Grade 5	Construct, draw conclusions, and make predictions from various representations of data sets, including tables, line graphs, line plots, circle graphs, and bar graphs (where symbols or scales represent multiple units).
28	Get 3 At School and 5+ A Day	4.DASP.1	Grade 4	Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.
28	Get 3 At School and 5+ A Day	4.DASP.2	Grade 4	Match a representation of a data set, such as lists, tables, or graphs (including circle graphs), with the actual set of data.
28	Get 3 At School and 5+ A Day	4.DASP.3	Grade 4	Compare two data sets represented in two bar graphs, pie graphs, and histograms.

4	Balancing Act	4.DASP.2	Grade 4	Match a representation of a data set, such as lists, tables, or graphs (including circle graphs), with the actual set of data.
4	Balancing Act	4.DASP.3	Grade 4	Compare two data sets represented in two bar graphs, pie graphs, and histograms.
4	Balancing Act	5.DASP.2	Grade 5	Construct, draw conclusions, and make predictions from various representations of data sets, including tables, line graphs, line plots, circle graphs, and bar graphs (where symbols or scales represent multiple units).
5	Fast-Food Frenzy	4.NSO-C.14	Grade 4	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of multidigit whole numbers.
5	Fast-Food Frenzy	4.NSO-C.15	Grade 4	Add and subtract up to five-digit numbers accurately and efficiently.
5	Fast-Food Frenzy	5.NSO-N.4	Grade 5	Compare and order integers (including negative integers) and positive fractions, mixed numbers, decimals, and percents.
5	Fast-Food Frenzy	5.NSO-F.9	Grade 5	Interpret percents as parts out of 100, use % notation, and express a part of a whole as a percentage.
District of Columbia > Standards for Teaching and Learning > Social Studies (2006)				
Lesson	Title	State ID	Grade Descr	State Text
District of Columbia > Standards for Teaching and Learning > Science (2006)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	9	Grade 4	Recognize that vaccines can prevent some diseases so that people do not catch them at all.
23	Veggiemania	9	Grade 4	

				Recognize that vaccines can prevent some diseases so that people do not catch them at all.
27	Freeze My TV	3	Grade 4	Use numerical data to describe and compare objects and events.
27	Freeze My TV	1	Grade 4	Demonstrate how scientific tools, such as microscopes, telescopes, and cameras, can be used to gather accurate information for making scientific comparisons of objects and events.
27	Freeze My TV	8	Grade 5	Realize and explain why predictions may be more accurate if they are based on large collections of similar events for statistical accuracy.
27	Freeze My TV	10	Grade 5	Understand how plotting data on a number line helps in seeing where the data lie, including the outliers.
27	Freeze My TV	11	Grade 5	Explain the distortion inherent in using only a portion of the data collected to describe the whole. Understand that it is sometimes acceptable to discard data.