

Florida > Sunshine State Standards with Grade Level Expectations > Science (1996)				
Lesson	Title	State ID	Grade Descr	State Text
2	Carb Smart	2	Fourth Grade	understands the need for nutrients and minerals for living organisms.
21	Freeze My TV	1	Fourth Grade	makes predictions based on data from picture graphs, bar graphs, and line graphs.
21	Freeze My TV	1	Fourth Grade	constructs and analyzes graphs, tables, maps, and charts to organize, examine, and evaluate information.
21	Freeze My TV	1	Fifth Grade	selects appropriate graphical representations (for example, graphs, charts, diagrams) to collect, record, and report data.
27	Freeze My TV	2	Fourth Grade	uses metric tools to measure, record, and interpret data.
27	Freeze My TV	1	Fourth Grade	works collaboratively to collect, share, and record information for a scientific investigation.
27	Freeze My TV	1	Fourth Grade	makes predictions based on data from picture graphs, bar graphs, and line graphs.
27	Freeze My TV	1	Fourth Grade	constructs and analyzes graphs, tables, maps, and charts to organize, examine, and evaluate information.
27	Freeze My TV	1	Fifth Grade	selects appropriate graphical representations (for example, graphs, charts, diagrams) to collect, record, and report data.
30	Tour de Health	2	Fourth Grade	understands the need for nutrients and minerals for living organisms.
5	Fast-Food Frenzy	2	Fourth Grade	uses metric tools to measure, record, and interpret data.
6	Snack Attack	2		understands the need for nutrients and minerals for living organisms.

			Fourth Grade	
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	2	Fourth Grade	understands the need for nutrients and minerals for living organisms.
Florida > Sunshine State Standards with Grade Level Expectations > Language Arts (1996)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
10	Chain Five	1	Fourth Grade	prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to group discussions, informational or dramatic presentations).
10	Chain Five	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
10	Chain Five	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
10	Chain Five	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
11	Alphabet Fruit (and Vegetables)	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
11	Alphabet Fruit (and Vegetables)	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).

11	Alphabet Fruit (and Vegetables)	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
11	Alphabet Fruit (and Vegetables)	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
12	Brilliant Breakfast	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
12	Brilliant Breakfast	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
12	Brilliant Breakfast	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
12	Brilliant Breakfast	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
13	Fitness Walking	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
13	Fitness Walking	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
13	Fitness Walking	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
13	Fitness Walking	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
14	Healthy Living, Healthy Eating	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
14	Healthy Living, Healthy Eating	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information

				heard).
14	Healthy Living, Healthy Eating	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
14	Healthy Living, Healthy Eating	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
15	Keeping the Balance	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
15	Keeping the Balance	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
15	Keeping the Balance	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
15	Keeping the Balance	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
16	The Safe Workout: A Review	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
16	The Safe Workout: A Review	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
16	The Safe Workout: A Review	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
16	The Safe Workout: A Review	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
17	Hunting for Hidden Fat	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
17	Hunting for Hidden Fat	1		

			Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
17	Hunting for Hidden Fat	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
17	Hunting for Hidden Fat	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
18	Beverage Buzz: Sack the Sugar	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
18	Beverage Buzz: Sack the Sugar	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
18	Beverage Buzz: Sack the Sugar	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
18	Beverage Buzz: Sack the Sugar	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
19	Snack Decisions	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
19	Snack Decisions	1	Fourth Grade	prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to group discussions, informational or dramatic presentations).
19	Snack Decisions	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
19	Snack Decisions	1	Fifth Grade	refines previously learned knowledge and skills of the fourth grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).
19	Snack Decisions	1		

			Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
19	Snack Decisions	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
2	Carb Smart	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
20	Snacking and Inactivity	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
20	Snacking and Inactivity	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
20	Snacking and Inactivity	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
20	Snacking and Inactivity	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
21	Freeze My TV	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
21	Freeze My TV	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
21	Freeze My TV	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
21	Freeze My TV	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
22	Menu Monitoring	1		

			Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
22	Menu Monitoring	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
22	Menu Monitoring	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
22	Menu Monitoring	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
23	Veggiemania	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
23	Veggiemania	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
23	Veggiemania	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
23	Veggiemania	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
24	Breakfast Bonanza	1	Fourth Grade	understands a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).
24	Breakfast Bonanza	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
24	Breakfast Bonanza	1	Fourth Grade	prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to group discussions, informational or dramatic presentations).
24	Breakfast Bonanza	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).

24	Breakfast Bonanza	1	Fifth Grade	refines previously learned knowledge and skills of the fourth grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).
24	Breakfast Bonanza	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
24	Breakfast Bonanza	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
26	Fitness Walking	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
26	Fitness Walking	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
26	Fitness Walking	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
26	Fitness Walking	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
27	Freeze My TV	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
27	Freeze My TV	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
27	Freeze My TV	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).

27	Freeze My TV	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
28	Get 3 At School and 5+ A Day	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
3	The Safe Workout: An Introduction	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
30	Tour de Health	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
4	Balancing Act	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
4	Balancing Act	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
4	Balancing Act	3	Fourth Grade	reads a variety of literary and informational texts (for example, fiction, drama, poetry, biography, historical fiction, reference materials, chapter books, magazines, newspapers).
4	Balancing Act	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
4	Balancing Act	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
4	Balancing Act	3	Fifth Grade	reads a variety of literary and informational texts (for example, fiction, drama, poetry, myths, fantasies, historical fiction, biographies, autobiographies, textbooks, manuals, magazines).
5	Fast-Food Frenzy	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
5	Fast-Food Frenzy	1		

			Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
5	Fast-Food Frenzy	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
5	Fast-Food Frenzy	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
6	Snack Attack	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
6	Snack Attack	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
6	Snack Attack	3	Fourth Grade	reads a variety of literary and informational texts (for example, fiction, drama, poetry, biography, historical fiction, reference materials, chapter books, magazines, newspapers).
6	Snack Attack	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
6	Snack Attack	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
6	Snack Attack	3	Fifth Grade	reads a variety of literary and informational texts (for example, fiction, drama, poetry, myths, fantasies, historical fiction, biographies, autobiographies, textbooks, manuals, magazines).
7	Sugar Water: Think About Your Drink	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
7	Sugar Water: Think About Your Drink	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
7		1		

	Sugar Water: Think About Your Drink		Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
7	Sugar Water: Think About Your Drink	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
9	Prime-Time Smartness	1	Fourth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).
9	Prime-Time Smartness	1	Fourth Grade	prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to group discussions, informational or dramatic presentations).
9	Prime-Time Smartness	1	Fourth Grade	uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).
9	Prime-Time Smartness	3	Fourth Grade	reads a variety of literary and informational texts (for example, fiction, drama, poetry, biography, historical fiction, reference materials, chapter books, magazines, newspapers).
9	Prime-Time Smartness	1	Fifth Grade	refines previously learned knowledge and skills of the fourth grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).

9	Prime-Time Smartness	1	Fifth Grade	interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).
9	Prime-Time Smartness	1	Fifth Grade	uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).
9	Prime-Time Smartness	3	Fifth Grade	reads a variety of literary and informational texts (for example, fiction, drama, poetry, myths, fantasies, historical fiction, biographies, autobiographies, textbooks, manuals, magazines).
Florida > Sunshine State Standards with Grade Level Expectations > Social Studies (1996)				
Lesson	Title	State ID	Grade Descr	State Text
Florida > Sunshine State Standards with Grade Level Expectations > Mathematics (1996)				
Lesson	Title	State ID	Grade Descr	State Text
17	Hunting for Hidden Fat	4	Fourth Grade	generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.
18	Beverage Buzz: Sack the Sugar		Fourth Grade	weight (for example, pounds, ounces, kilograms, grams)
21	Freeze My TV	4	Fourth Grade	applies the appropriate rule to complete a table or a chart.
21	Freeze My TV	4		

			Fourth Grade	generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.
21	Freeze My TV	3	Fifth Grade	applies the appropriate rule to complete a table or a chart.
21	Freeze My TV	2	Fifth Grade	uses information from concrete or pictorial models or graphs to solve problems.
24	Breakfast Bonanza	4	Fourth Grade	generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.
27	Freeze My TV	4	Fourth Grade	applies the appropriate rule to complete a table or a chart.
27	Freeze My TV	3	Fourth Grade	interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.
27	Freeze My TV	4	Fourth Grade	generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.
27	Freeze My TV	5	Fourth Grade	interprets and completes circle graphs using common fractions.
27	Freeze My TV	6	Fourth Grade	analyzes and explains orally or in writing the implications of data displays.
27	Freeze My TV	2	Fourth Grade	uses computer applications to examine and evaluate data.
27	Freeze My TV	2	Fourth Grade	creates an appropriate graph to display data (for example, pictographs, bar graphs, line graphs, circle graphs).
27	Freeze My TV	3	Fifth Grade	applies the appropriate rule to complete a table or a chart.
27	Freeze My TV	2	Fifth Grade	uses information from concrete or pictorial models or graphs to solve problems.
27	Freeze My TV	2	Fifth Grade	interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.

27	Freeze My TV	3	Fifth Grade	chooses reasonable titles, labels, scales and intervals for organizing data on graphs.
27	Freeze My TV	4	Fifth Grade	generates questions, collects responses, and displays data on a graph.
27	Freeze My TV	5	Fifth Grade	interprets and completes circle graphs using common fractions or percents.
27	Freeze My TV	6	Fifth Grade	analyzes and explains orally or in writing the implications of graphed data.
27	Freeze My TV	2	Fifth Grade	uses computer applications to examine and evaluate data.
27	Freeze My TV	4	Fifth Grade	uses computer-generated spreadsheets to record and display real-world data.
27	Freeze My TV	1	Fifth Grade	identifies and records the possible outcomes of an experiment using concrete materials (for example, spinners, marbles, number cubes).
28	Get 3 At School and 5+ A Day	4	Fourth Grade	generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.
28	Get 3 At School and 5+ A Day	2	Fourth Grade	creates an appropriate graph to display data (for example, pictographs, bar graphs, line graphs, circle graphs).
28	Get 3 At School and 5+ A Day	4	Fifth Grade	generates questions, collects responses, and displays data on a graph.
28	Get 3 At School and 5+ A Day	4	Fifth Grade	uses computer-generated spreadsheets to record and display real-world data.
4	Balancing Act	1	Fourth Grade	knows the purpose of different parts of a graph (for example, titles, labels, intervals, key).
4	Balancing Act	2	Fourth Grade	chooses reasonable titles and labels for graphs.
4	Balancing Act	4	Fourth Grade	generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.

4	Balancing Act	5	Fourth Grade	interprets and completes circle graphs using common fractions.
4	Balancing Act	3	Fourth Grade	uses computer applications to construct graphs.
4	Balancing Act	1	Fifth Grade	knows which types of graphs are appropriate for different kinds of data (for example, bar graphs, line, or circle graphs).
4	Balancing Act	5	Fifth Grade	interprets and completes circle graphs using common fractions or percents.
4	Balancing Act	3	Fifth Grade	uses computer applications to construct labeled graphs.
5	Fast-Food Frenzy	1	Fourth Grade	uses language and symbols ($>$, $<$, $=$) to compare numbers in the same form and in two different forms such as $_ < 1$.
5	Fast-Food Frenzy	2	Fourth Grade	uses information from physical models, graphs, or tables to solve problems.
5	Fast-Food Frenzy	3	Fourth Grade	interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.
5	Fast-Food Frenzy	3	Fifth Grade	reads, writes, and identifies common percents including 10 % , 20 % , 25 % , 30 % , 40 % , 50 % , 60 % , 70 % , 75 % , 80 % , 90 % , and 100 %.
5	Fast-Food Frenzy	1	Fifth Grade	uses symbols ($>$, $<$, $=$) to compare numbers in the same and different forms such as $0.5 < \frac{3}{4}$.
5	Fast-Food Frenzy		Fifth Grade	addition, subtraction, multiplication, and division of whole numbers
5	Fast-Food Frenzy	1	Fifth Grade	solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals, fractions, and mixed numbers using an appropriate method (for example, mental math, pencil and paper, calculator).
5	Fast-Food Frenzy	2	Fifth Grade	interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.

6	Snack Attack	4	Fourth Grade	generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.
Florida > Special Diploma POs and Alternate Assessment Standards > Mathematics (2006)				
Lesson	Title	State ID	Grade Descr	State Text
15	Keeping the Balance	a	4th Grade	Demonstrate awareness of addition and subtraction by putting together and taking apart sets of objects.
15	Keeping the Balance	a	5th Grade	Solve real-world problems that involve addition and subtraction by combining sets of ten or more concrete objects.
5	Fast-Food Frenzy	a	4th Grade	Solve real-world problems that involve making reasonable estimations when comparing larger and smaller quantities.
5	Fast-Food Frenzy	a	4th Grade	Solve real-world problems that involve comparing two sets of ten or more and identify which set has more or less objects.
5	Fast-Food Frenzy	a	4th Grade	Indicate desire for a larger quantity or amount in routine situations in the classroom.
5	Fast-Food Frenzy	b	4th Grade	Indicate desire for a smaller quantity or amount in routine situations in the classroom.
5	Fast-Food Frenzy	a	5th Grade	Solve real-world problems that involve addition and subtraction by combining sets of ten or more concrete objects.
5	Fast-Food Frenzy	a	5th Grade	Indicate desire for a larger quantity or amount in routine situations in the classroom.
5	Fast-Food Frenzy	b	5th Grade	Indicate desire for a smaller quantity or amount in routine situations in the classroom.

Florida > Special Diploma POs and Alternate Assessment Standards > Writing (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Florida > Special Diploma POs and Alternate Assessment Standards > Science (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Florida > Special Diploma POs and Alternate Assessment Standards > Reading (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Florida > Sunshine State Standards > Science (1996)				
Lesson	Title	State ID	Grade Descr	State Text
Florida > Sunshine State Standards > Science (2008)				
Lesson	Title	State ID	Grade Descr	State Text

Florida > Sunshine State Standards > Health Education (1996)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	HE.A.1.2.3	Grades: 3-5	knows the indicators of physical, mental, emotional, and social health during childhood.
1	Healthy Living	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
10	Chain Five	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
11	Alphabet Fruit (and Vegetables)	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
12	Brilliant Breakfast	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
13	Fitness Walking	HE.A.1.2.2	Grades: 3-5	knows how personal health behaviors influence individual well-being.
13	Fitness Walking	HE.B.2.2.2	Grades: 3-5	understands how information from school and family influences personal health behaviors.
15	Keeping the Balance	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
16	The Safe Workout: A Review	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
17	Hunting for Hidden Fat	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
19	Snack Decisions	HE.A.2.2.3	Grades: 3-5	knows how the media influence the selection of health information, products, and services.
19	Snack Decisions	HE.B.2.2.1		knows how the media influence thoughts and feelings about health behavior.

			Grades: 3-5	
20	Snacking and Inactivity	HE.A.1.2.3	Grades: 3-5	knows the indicators of physical, mental, emotional, and social health during childhood.
20	Snacking and Inactivity	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
21	Freeze My TV	HE.A.1.2.2	Grades: 3-5	knows how personal health behaviors influence individual well-being.
21	Freeze My TV	HE.B.2.2.3	Grades: 3-5	knows the ways in which technology can influence personal health.
22	Menu Monitoring	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
23	Veggiemania	HE.A.1.2.2	Grades: 3-5	knows how personal health behaviors influence individual well-being.
23	Veggiemania	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
24	Breakfast Bonanza	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HE.B.2.2.4	Grades: 3-5	understands the role of culture, age, or gender differences in personal health practices (e.g., fitness activities and food preferences).
26	Fitness Walking	HE.A.1.2.2	Grades: 3-5	knows how personal health behaviors influence individual well-being.
26	Fitness Walking	HE.B.2.2.2	Grades: 3-5	understands how information from school and family influences personal health behaviors.

27	Freeze My TV	HE.A.1.2.2	Grades: 3-5	knows how personal health behaviors influence individual well-being.
27	Freeze My TV	HE.B.1.2.1	Grades: 3-5	knows the importance of assuming responsibility for personal health habits.
27	Freeze My TV	HE.B.1.2.4	Grades: 3-5	uses strategies for improving or maintaining personal health.
27	Freeze My TV	HE.B.2.2.3	Grades: 3-5	knows the ways in which technology can influence personal health.
28	Get 3 At School and 5+ A Day	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
29	Class Walking Clubs	HE.A.1.2.2	Grades: 3-5	knows how personal health behaviors influence individual well-being.
29	Class Walking Clubs	HE.B.2.2.2	Grades: 3-5	understands how information from school and family influences personal health behaviors.
3	The Safe Workout: An Introduction	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
30	Tour de Health	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
4	Balancing Act	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
5	Fast-Food Frenzy	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
7	Sugar Water: Think About Your Drink	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.A.1.2.10	Grades: 3-5	knows the nutritional values of different foods.
9	Prime-Time Smartness	HE.A.2.2.3		knows how the media influence the selection of health information, products, and services.

			Grades: 3-5	
9	Prime-Time Smartness	HE.B.2.2.1	Grades: 3-5	knows how the media influence thoughts and feelings about health behavior.
9	Prime-Time Smartness	HE.B.2.2.3	Grades: 3-5	knows the ways in which technology can influence personal health.
Florida > Sunshine State Standards > Mathematics (1996)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	MA.E.1.2.1	Grades: 3-5	solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
12	Brilliant Breakfast	MA.E.1.2.3	Grades: 3-5	analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.
12	Brilliant Breakfast	MA.E.3.2.1	Grades: 3-5	designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.
15	Keeping the Balance	MA.A.3.2.1	Grades: 3-5	understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.
15	Keeping the Balance	MA.A.3.2.2	Grades: 3-5	selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.
15	Keeping the Balance	MA.A.3.2.3	Grades: 3-5	adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.
17	Hunting for Hidden Fat	MA.E.1.2.1		

			Grades: 3-5	solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
17	Hunting for Hidden Fat	MA.E.1.2.3	Grades: 3-5	analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.
17	Hunting for Hidden Fat	MA.E.3.2.1	Grades: 3-5	designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.
18	Beverage Buzz: Sack the Sugar	MA.B.3.2.1	Grades: 3-5	solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.
21	Freeze My TV	MA.E.1.2.1	Grades: 3-5	solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
21	Freeze My TV	MA.E.1.2.3	Grades: 3-5	analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.
21	Freeze My TV	MA.E.3.2.1	Grades: 3-5	designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.
24	Breakfast Bonanza	MA.E.1.2.1	Grades: 3-5	solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
24	Breakfast Bonanza	MA.E.1.2.3	Grades: 3-5	analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.
24	Breakfast Bonanza	MA.E.3.2.1	Grades: 3-5	designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.
27	Freeze My TV	MA.E.1.2.1	Grades: 3-5	solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
27	Freeze My TV	MA.E.1.2.3		

			Grades: 3-5	analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.
27	Freeze My TV	MA.E.3.2.1	Grades: 3-5	designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.
28	Get 3 At School and 5+ A Day	MA.E.1.2.1	Grades: 3-5	solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
4	Balancing Act	MA.E.1.2.1	Grades: 3-5	solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.
4	Balancing Act	MA.E.1.2.3	Grades: 3-5	analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.
4	Balancing Act	MA.E.3.2.1	Grades: 3-5	designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.
5	Fast-Food Frenzy	MA.A.1.2.1	Grades: 3-5	names whole numbers combining three-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.
5	Fast-Food Frenzy	MA.A.1.2.3	Grades: 3-5	understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.
Florida > Sunshine State Standards > Social Studies (1996)				
Lesson	Title	State ID	Grade Descr	State Text

Florida > Sunshine State Standards > Mathematics (2007)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	MA.5.S.7.1	Fifth Grade	Construct and analyze line graphs and double bar graphs.
17	Hunting for Hidden Fat	MA.5.S.7.1	Fifth Grade	Construct and analyze line graphs and double bar graphs.
21	Freeze My TV	MA.5.S.7.1	Fifth Grade	Construct and analyze line graphs and double bar graphs.
24	Breakfast Bonanza	MA.5.S.7.1	Fifth Grade	Construct and analyze line graphs and double bar graphs.
27	Freeze My TV	MA.5.A.4.2	Fifth Grade	Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.
27	Freeze My TV	MA.5.S.7.1	Fifth Grade	Construct and analyze line graphs and double bar graphs.
27	Freeze My TV	MA.5.S.7.2	Fifth Grade	Differentiate between continuous and discrete data and determine ways to represent those using graphs and diagrams.
28	Get 3 At School and 5+ A Day	MA.5.S.7.1	Fifth Grade	Construct and analyze line graphs and double bar graphs.
Florida > Sunshine State Standards > Language Arts (1996)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.

11	Alphabet Fruit (and Vegetables)	LA.B.2.2.2	Grades: 3-5	organizes information using alphabetical and numerical systems.
11	Alphabet Fruit (and Vegetables)	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
12	Brilliant Breakfast	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
13	Fitness Walking	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
14	Healthy Living, Healthy Eating	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
15	Keeping the Balance	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
16	The Safe Workout: A Review	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
17	Hunting for Hidden Fat	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
18	Beverage Buzz: Sack the Sugar	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
19	Snack Decisions	LA.A.1.2.2	Grades: 3-5	selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.
19	Snack Decisions	LA.A.2.2.1	Grades: 3-5	reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
19	Snack Decisions	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
20	Snacking and Inactivity	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.

21	Freeze My TV	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
22	Menu Monitoring	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
23	Veggiemanía	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
24	Breakfast Bonanza	LA.A.1.2.2	Grades: 3-5	selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.
24	Breakfast Bonanza	LA.A.2.2.1	Grades: 3-5	reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
24	Breakfast Bonanza	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
24	Breakfast Bonanza	LA.D.1.2.1	Grades: 3-5	understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.
26	Fitness Walking	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
27	Freeze My TV	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
4	Balancing Act	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
5	Fast-Food Frenzy	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
6	Snack Attack	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
7	Sugar Water: Think About Your Drink	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
9	Prime-Time Smartness	LA.A.1.2.2	Grades: 3-5	selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.
9	Prime-Time Smartness	LA.C.3.2.5	Grades: 3-5	participates as a contributor and occasionally acts as a leader in a group discussion.
Florida > Sunshine State Standards > Reading and Language Arts (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	LA.4.1.7.3	Grade 4	determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;
1	Healthy Living	LA.4.2.2.2	Grade 4	use information from the text to answer questions related to explicitly stated main ideas or relevant details;
1	Healthy Living	LA.5.1.7.3	Grade 5	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
1	Healthy Living	LA.5.2.2.2	Grade 5	use information from the text to answer questions related to explicitly stated main ideas or relevant details;
19	Snack Decisions	LA.4.1.6.3	Grade 4	use context clues to determine meanings of unfamiliar words;
19	Snack Decisions	LA.4.1.6.9	Grade 4	determine the correct meaning of words with multiple meanings in context; and
19	Snack Decisions	LA.4.1.7.3	Grade 4	determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;

19	Snack Decisions	LA.4.2.2.2	Grade 4	use information from the text to answer questions related to explicitly stated main ideas or relevant details;
19	Snack Decisions	LA.4.4.2.4	Grade 4	write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
19	Snack Decisions	LA.5.1.6.3	Grade 5	use context clues to determine meanings of unfamiliar words;
19	Snack Decisions	LA.5.1.6.9	Grade 5	determine the correct meaning of words with multiple meanings in context;
19	Snack Decisions	LA.5.1.7.3	Grade 5	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
19	Snack Decisions	LA.5.2.2.2	Grade 5	use information from the text to answer questions related to explicitly stated main ideas or relevant details;
19	Snack Decisions	LA.5.5.2.1	Grade 5	listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and
19	Snack Decisions	LA.5.4.2.4	Grade 5	write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
24	Breakfast Bonanza	LA.4.1.6.3	Grade 4	use context clues to determine meanings of unfamiliar words;
24	Breakfast Bonanza	LA.4.1.6.9	Grade 4	determine the correct meaning of words with multiple meanings in context; and
24	Breakfast Bonanza	LA.4.1.7.3	Grade 4	determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;
24	Breakfast Bonanza	LA.4.1.7.5	Grade 4	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
24	Breakfast Bonanza	LA.4.2.2.2	Grade 4	use information from the text to answer questions related to explicitly stated main ideas or relevant details;
24	Breakfast Bonanza	LA.4.2.2.4	Grade 4	identify and explain the functions and characteristics of a variety of types of text (e.g, reference, children's newspapers, and practical/functional texts); and
24	Breakfast Bonanza	LA.4.6.1.1	Grade 4	

				read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
24	Breakfast Bonanza	LA.5.1.6.3	Grade 5	use context clues to determine meanings of unfamiliar words;
24	Breakfast Bonanza	LA.5.1.6.9	Grade 5	determine the correct meaning of words with multiple meanings in context;
24	Breakfast Bonanza	LA.5.1.7.3	Grade 5	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
24	Breakfast Bonanza	LA.5.1.7.5	Grade 5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
24	Breakfast Bonanza	LA.5.2.2.2	Grade 5	use information from the text to answer questions related to explicitly stated main ideas or relevant details;
24	Breakfast Bonanza	LA.5.2.2.4	Grade 5	identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/ functional texts); and
24	Breakfast Bonanza	LA.5.6.1.1	Grade 5	read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
3	The Safe Workout: An Introduction	LA.4.1.7.1	Grade 4	identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);
3	The Safe Workout: An Introduction	LA.4.6.1.1	Grade 4	read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
3	The Safe Workout: An Introduction	LA.5.5.2.1	Grade 5	listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and
4	Balancing Act	LA.4.1.7.1	Grade 4	identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);
4	Balancing Act	LA.4.2.2.4	Grade 4	

				identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, and practical/functional texts); and
4	Balancing Act	LA.4.6.1.1	Grade 4	read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
4	Balancing Act	LA.5.2.2.4	Grade 5	identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/ functional texts); and
4	Balancing Act	LA.5.6.1.1	Grade 5	read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
5	Fast-Food Frenzy	LA.5.1.7.3	Grade 5	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
6	Snack Attack	LA.4.2.2.4	Grade 4	identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, and practical/functional texts); and
6	Snack Attack	LA.4.6.1.1	Grade 4	read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
6	Snack Attack	LA.5.2.2.4	Grade 5	identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/ functional texts); and
6	Snack Attack	LA.5.5.2.1	Grade 5	listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and
6	Snack Attack	LA.5.6.1.1	Grade 5	read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).
7	Sugar Water: Think About Your Drink	LA.5.5.2.1	Grade 5	listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and

9	Prime-Time Smartness	LA.4.1.6.3	Grade 4	use context clues to determine meanings of unfamiliar words;
9	Prime-Time Smartness	LA.4.1.6.9	Grade 4	determine the correct meaning of words with multiple meanings in context; and
9	Prime-Time Smartness	LA.4.2.2.4	Grade 4	identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children's newspapers, and practical/functional texts); and
9	Prime-Time Smartness	LA.4.6.1.1	Grade 4	read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).
9	Prime-Time Smartness	LA.5.1.6.3	Grade 5	use context clues to determine meanings of unfamiliar words;
9	Prime-Time Smartness	LA.5.1.6.9	Grade 5	determine the correct meaning of words with multiple meanings in context;
9	Prime-Time Smartness	LA.5.2.2.4	Grade 5	identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/ functional texts); and
9	Prime-Time Smartness	LA.5.5.2.1	Grade 5	listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and
9	Prime-Time Smartness	LA.5.6.1.1	Grade 5	read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).