

Kentucky > Program of Studies > Mathematics (2003)				
Lesson	Title	State ID	Grade Descr	State Text
15	Keeping the Balance	M-4-NC-12	Intermediate Grade 4	add, subtract, multiply, and divide whole numbers.
21	Freeze My TV	M-5-GM-4	Intermediate Grade 5	use charts and tables to determine time schedules and work with time zones.
27	Freeze My TV	M-4-PS-2	Intermediate Grade 4	choose appropriate means to collect and represent data.
27	Freeze My TV	M-4-PS-3	Intermediate Grade 4	explore line graphs to show change over time.
27	Freeze My TV	M-4-PS-4	Intermediate Grade 4	pose questions, collect, organize, and display data.
27	Freeze My TV	M-4-PS-7	Intermediate Grade 4	use counting techniques and/or tables to explore probability experiments.
27	Freeze My TV	M-5-GM-4	Intermediate Grade 5	use charts and tables to determine time schedules and work with time zones.
27	Freeze My TV	M-5-PS-1	Intermediate Grade 5	develop meaning and interpretation of arithmetic mean (average) for numerical data.
27	Freeze My TV	M-5-PS-2	Intermediate Grade 5	pose questions; collect, organize, display data; and choose an appropriate way to collect and represent data.
27	Freeze My TV	M-5-PS-3	Intermediate Grade 5	use counting techniques, tree diagrams, and tables to explore probability experiments.
28	Get 3 At School and 5+ A Day	M-4-PS-2	Intermediate Grade 4	choose appropriate means to collect and represent data.
28	Get 3 At School and 5+ A Day	M-4-PS-4	Intermediate Grade 4	pose questions, collect, organize, and display data.

28	Get 3 At School and 5+ A Day	M-5-PS-2	Intermediate Grade 5	pose questions; collect, organize, display data; and choose an appropriate way to collect and represent data.
4	Balancing Act	M-4-PS-1	Intermediate Grade 4	explore circle graphs.
4	Balancing Act	M-4-PS-7	Intermediate Grade 4	use counting techniques and/or tables to explore probability experiments.
4	Balancing Act	M-5-PS-3	Intermediate Grade 5	use counting techniques, tree diagrams, and tables to explore probability experiments.
5	Fast-Food Frenzy	M-4-NC-12	Intermediate Grade 4	add, subtract, multiply, and divide whole numbers.
5	Fast-Food Frenzy	M-5-GM-6	Intermediate Grade 5	relate units (e.g., linear, volume, mass) within a measurement system (e.g., 125 cm = 1 m 25 cm).
Kentucky > Program of Studies > Science (2006)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV	SC-4-STM-S-8	Grade 4	write clear descriptions of their designs and experiments, present their findings (when appropriate) in tables and graphs (designed by the students)
21	Freeze My TV	SC-5-MF-U-1	Grade 5	predictions and/or inferences about the direction or speed of an object can be made by interpreting graphs, charts or descriptions of the object's motion.
27	Freeze My TV	SC-4-STM-S-8	Grade 4	write clear descriptions of their designs and experiments, present their findings (when appropriate) in tables and graphs (designed by the students)
27	Freeze My TV	SC-4-MF-U-5	Grade 4	recording and representing information about the motion of objects in a variety of ways makes that data useful in supporting explanations, even long after it was originally collected.
27	Freeze My TV	SC-4-MF-S-1	Grade 4	measure and record changes (using appropriate charts, graphs) in the position and motion of an object to which a force has been applied
27	Freeze My TV	SC-5-MF-U-1	Grade 5	

				predictions and/or inferences about the direction or speed of an object can be made by interpreting graphs, charts or descriptions of the object's motion.
27	Freeze My TV	SC-5-BC-S-5	Grade 5	compare procedures used (e.g., experiments, investigative and non-investigative research, observations) to find information/collect data about the diversity of organisms that exist or have existed on Earth
Kentucky > Program of Studies > English/Language Arts (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
11	Alphabet Fruit (and Vegetables)	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
11	Alphabet Fruit (and Vegetables)	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
11	Alphabet Fruit (and Vegetables)	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
11	Alphabet Fruit (and Vegetables)	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
11	Alphabet Fruit (and Vegetables)	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
13	Fitness Walking	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
13	Fitness Walking	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
13	Fitness Walking	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
13	Fitness Walking	EL-5-DIU-S-5	Grade 5	

				identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
13	Fitness Walking	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
14	Healthy Living, Healthy Eating	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
14	Healthy Living, Healthy Eating	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
14	Healthy Living, Healthy Eating	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
14	Healthy Living, Healthy Eating	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
14	Healthy Living, Healthy Eating	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
15	Keeping the Balance	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
15	Keeping the Balance	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
15	Keeping the Balance	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
15	Keeping the Balance	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
15	Keeping the Balance	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
16	The Safe Workout: A Review	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
16	The Safe Workout: A Review	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
16	The Safe Workout: A Review	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas

16	The Safe Workout: A Review	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
16	The Safe Workout: A Review	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
17	Hunting for Hidden Fat	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
17	Hunting for Hidden Fat	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
17	Hunting for Hidden Fat	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
17	Hunting for Hidden Fat	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
17	Hunting for Hidden Fat	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
18	Beverage Buzz: Sack the Sugar	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
18	Beverage Buzz: Sack the Sugar	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
18	Beverage Buzz: Sack the Sugar	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
18	Beverage Buzz: Sack the Sugar	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
18	Beverage Buzz: Sack the Sugar	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
19	Snack Decisions	EL-4-FF-U-1	Grade 4	knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
19	Snack Decisions	EL-4-FF-U-4	Grade 4	many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the

				intended meaning of words and phrases as they are used in text.
19	Snack Decisions	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
19	Snack Decisions	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
19	Snack Decisions	c	Grade 4	use evidence/references from the text to state central/main idea and details that support them
19	Snack Decisions	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
19	Snack Decisions	EL-5-FF-U-1	Grade 5	knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
19	Snack Decisions	EL-5-FF-U-4	Grade 5	many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
19	Snack Decisions	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
19	Snack Decisions	b	Grade 5	use information to state and support central/main idea
19	Snack Decisions	c	Grade 5	use evidence/references from the text to state central/main idea and details that support them
19	Snack Decisions	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
20	Snacking and Inactivity	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
20	Snacking and Inactivity	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
20	Snacking and Inactivity	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
20	Snacking and Inactivity	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)

20	Snacking and Inactivity	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
21	Freeze My TV	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
21	Freeze My TV	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
21	Freeze My TV	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
21	Freeze My TV	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
21	Freeze My TV	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
22	Menu Monitoring	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
22	Menu Monitoring	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
22	Menu Monitoring	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
22	Menu Monitoring	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
22	Menu Monitoring	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
23	Veggiemania	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
23	Veggiemania	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
23	Veggiemania	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
23	Veggiemania	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
23	Veggiemania	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
24	Breakfast Bonanza	EL-4-FF-U-1	Grade 4	

				knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
24	Breakfast Bonanza	EL-4-FF-U-4	Grade 4	many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
24	Breakfast Bonanza	EL-4-DIU-S-2	Grade 4	use text structure cues (e.g., sequence, chronology, compare/contrast, description) to aid in comprehension
24	Breakfast Bonanza	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
24	Breakfast Bonanza	EL-4-IT-U-1	Grade 4	interpretations of text involve linking information across parts of a text and determining importance of the information presented.
24	Breakfast Bonanza	EL-4-IT-S-2	Grade 4	use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, logical/sequential) to aid comprehension
24	Breakfast Bonanza	c	Grade 4	use evidence/references from the text to state central/main idea and details that support them
24	Breakfast Bonanza	EL-4-DCS-S-2	Grade 4	identify the organizational pattern used (e.g., sentence lengths and structures, paragraphs in prose, verses in poems, sequence, description) and describe how understanding the structure helps to understand the text
24	Breakfast Bonanza	EL-5-FF-U-1	Grade 5	knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
24	Breakfast Bonanza	EL-5-FF-U-4	Grade 5	many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
24	Breakfast Bonanza	EL-5-DIU-U-4	Grade 5	different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different text genres (including print and non-print) facilitate the reader's ability to make meaning of the text.
24	Breakfast Bonanza	EL-5-DIU-S-2	Grade 5	use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, classification, logical/sequential) to aid in comprehension
24	Breakfast Bonanza	b	Grade 5	use information to state and support central/main idea

24	Breakfast Bonanza	EL-5-IT-U-1	Grade 5	interpretations of text involve linking information across parts of a text and determining importance of the information presented.
24	Breakfast Bonanza	EL-5-IT-S-2	Grade 5	use text structure cues (e.g., chronology, cause/effect, compare/contrast, description, logical/sequential) to aid comprehension
24	Breakfast Bonanza	c	Grade 5	use evidence/references from the text to state central/main idea and details that support them
24	Breakfast Bonanza	EL-5-DCS-S-1	Grade 5	explain how text features organize information for clarity or for usefulness
24	Breakfast Bonanza	EL-5-DCS-S-4	Grade 5	identify the organizational pattern used (e.g., sentence lengths and structures, paragraphs in prose, verses in poems, transitional devices, transitional cues) and describe how understanding the structure helps to understand the text
26	Fitness Walking	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
26	Fitness Walking	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
26	Fitness Walking	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
26	Fitness Walking	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
26	Fitness Walking	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
27	Freeze My TV	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
27	Freeze My TV	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
27	Freeze My TV	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
27	Freeze My TV	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
27	Freeze My TV	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
3		f	Grade 4	

	The Safe Workout: An Introduction			use visual information (e.g., maps, charts, graphs, timelines, visual organizers) to understand texts
4	Balancing Act	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
4	Balancing Act	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
4	Balancing Act	f	Grade 4	use visual information (e.g., maps, charts, graphs, timelines, visual organizers) to understand texts
4	Balancing Act	EL-4-IT-U-1	Grade 4	interpretations of text involve linking information across parts of a text and determining importance of the information presented.
4	Balancing Act	a	Grade 4	distinguish between informative or persuasive passages
4	Balancing Act	EL-5-DIU-U-4	Grade 5	different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different text genres (including print and non-print) facilitate the reader's ability to make meaning of the text.
4	Balancing Act	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
4	Balancing Act	b	Grade 5	use information to state and support central/main idea
4	Balancing Act	f	Grade 5	use text features and visual information to understand texts
4	Balancing Act	EL-5-IT-U-1	Grade 5	interpretations of text involve linking information across parts of a text and determining importance of the information presented.
4	Balancing Act	a	Grade 5	distinguish between informative or persuasive passages
4	Balancing Act	EL-5-DCS-S-1	Grade 5	explain how text features organize information for clarity or for usefulness
5	Fast-Food Frenzy	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
6	Snack Attack	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
6	Snack Attack	b	Grade 4	

				use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
6	Snack Attack	EL-4-IT-U-1	Grade 4	interpretations of text involve linking information across parts of a text and determining importance of the information presented.
6	Snack Attack	a	Grade 4	distinguish between informative or persuasive passages
6	Snack Attack	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
6	Snack Attack	EL-5-DIU-U-4	Grade 5	different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different text genres (including print and non-print) facilitate the reader's ability to make meaning of the text.
6	Snack Attack	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
6	Snack Attack	EL-5-IT-U-1	Grade 5	interpretations of text involve linking information across parts of a text and determining importance of the information presented.
6	Snack Attack	a	Grade 5	distinguish between informative or persuasive passages
6	Snack Attack	EL-5-DCS-S-1	Grade 5	explain how text features organize information for clarity or for usefulness
6	Snack Attack	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
7	Sugar Water: Think About Your Drink	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
7	Sugar Water: Think About Your Drink	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
7	Sugar Water: Think About Your Drink	d	Grade 4	read and use functional messages encountered in daily life
7	Sugar Water: Think About Your Drink	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
7	Sugar Water: Think About Your Drink	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
7		d	Grade 5	read and use functional messages encountered in daily life

	Sugar Water: Think About Your Drink			
7	Sugar Water: Think About Your Drink	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand content)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas
9	Prime-Time Smartness	EL-4-FF-U-1	Grade 4	knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
9	Prime-Time Smartness	EL-4-FF-U-4	Grade 4	many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
9	Prime-Time	EL-4-DIU-S-5	Grade 4	identify unfamiliar words and specialized vocabulary (words/terms needed to understand

	Smartness			content)
9	Prime-Time Smartness	b	Grade 4	use information to state and support central/main idea or to interpret the meaning of specialized vocabulary (words and terms specific to understanding the content)
9	Prime-Time Smartness	EL-4-IT-U-1	Grade 4	interpretations of text involve linking information across parts of a text and determining importance of the information presented.
9	Prime-Time Smartness	a	Grade 4	distinguish between informative or persuasive passages
9	Prime-Time Smartness	EL-4-SLO-S-14	Grade 4	build on the ideas of others and contribute relevant information or ideas
9	Prime-Time Smartness	EL-5-FF-U-1	Grade 5	knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.
9	Prime-Time Smartness	EL-5-FF-U-4	Grade 5	many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.
9	Prime-Time Smartness	EL-5-DIU-U-4	Grade 5	different types of texts place different demands on the reader. Understanding text features and structures, and characteristics associated with different text genres (including print and non-print) facilitate the reader's ability to make meaning of the text.
9	Prime-Time Smartness	EL-5-DIU-S-5	Grade 5	identify meanings of unfamiliar words and specialized vocabulary (words/terms needed to understand content)
9	Prime-Time Smartness	EL-5-IT-U-1	Grade 5	interpretations of text involve linking information across parts of a text and determining importance of the information presented.
9	Prime-Time Smartness	a	Grade 5	distinguish between informative or persuasive passages
9	Prime-Time Smartness	EL-5-DCS-S-1	Grade 5	explain how text features organize information for clarity or for usefulness
9	Prime-Time Smartness	EL-5-SLO-S-14	Grade 5	build on the ideas of others and contribute relevant information or ideas

Kentucky > Program of Studies > Technology (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Kentucky > Program of Studies > Science (2003)				
Lesson	Title	State ID	Grade Descr	State Text
2	Carb Smart	S-4-LS-1	Intermediate Grade 4	organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.
30	Tour de Health	S-4-LS-1	Intermediate Grade 4	organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	S-4-LS-1	Intermediate Grade 4	organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.
Kentucky > Program of Studies > Practical Living (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	PL-4-PW-U-3	Grade 4	interpersonal skills and strategies can influence social, mental and emotional well-being and affect an individual s relationships.
1	Healthy Living	PL-4-PW-U-5	Grade 4	behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one s health.
1	Healthy Living	PL-4-PW-U-7	Grade 4	self-management and coping strategies can enhance mental and emotional health.
1	Healthy Living	PL-4-PW-S-PPH2	Grade 4	explain the characteristics of mental/emotional, social and physical health
1	Healthy Living	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body

1	Healthy Living	PL-4-PW-S-FH4	Grade 4	explain how information from school and family influences health
1	Healthy Living	b	Grade 4	describe their effects on physical, mental, emotional and social health (e.g., effects on family life)
1	Healthy Living	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
1	Healthy Living	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
1	Healthy Living	PL-4-N-S-1	Grade 4	explain the role of the digestive system in nutrition
1	Healthy Living	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
1	Healthy Living	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
1	Healthy Living	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
1	Healthy Living	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
1	Healthy Living	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
10	Chain Five	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
10	Chain Five	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
10	Chain Five	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
10	Chain Five	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
10	Chain Five	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
10	Chain Five	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
10	Chain Five	PL-4-N-S-5	Grade 4	identify and explain the nutritional information provided on food labels
10	Chain Five	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
10	Chain Five	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and

				development of healthy bodies
10	Chain Five	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
10	Chain Five	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
11	Alphabet Fruit (and Vegetables)	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
11	Alphabet Fruit (and Vegetables)	b	Grade 4	non-communicable diseases (asthma, heart disease, diabetes, skin cancer)
11	Alphabet Fruit (and Vegetables)	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
11	Alphabet Fruit (and Vegetables)	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
11	Alphabet Fruit (and Vegetables)	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
11	Alphabet Fruit (and Vegetables)	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
11	Alphabet Fruit (and Vegetables)	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
12	Brilliant Breakfast	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
12	Brilliant Breakfast	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
12	Brilliant Breakfast	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
12	Brilliant Breakfast	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
12	Brilliant Breakfast	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
12	Brilliant Breakfast	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
13	Fitness Walking	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.

13	Fitness Walking	PL-4-PW-S-PPH1	Grade 4	describe the relationship between personal health behaviors and individual well-being
13	Fitness Walking	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
13	Fitness Walking	PL-4-PW-S-FH2	Grade 4	describe ways technology and media influences thoughts, feelings and personal health
14	Healthy Living, Healthy Eating	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
14	Healthy Living, Healthy Eating	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
14	Healthy Living, Healthy Eating	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
14	Healthy Living, Healthy Eating	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
14	Healthy Living, Healthy Eating	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
14	Healthy Living, Healthy Eating	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
15	Keeping the Balance	PL-4-PW-U-2	Grade 4	physical, emotional and social changes are normal and each individual is unique in the growth and development process.
15	Keeping the Balance	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
15	Keeping the Balance	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
15	Keeping the Balance	PL-4-PW-S-GD1	Grade 4	explain why growth and development are unique to each individual
15	Keeping the Balance	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
15	Keeping the Balance	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
15	Keeping the Balance	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
15	Keeping the Balance	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
15	Keeping the Balance	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)

16	The Safe Workout: A Review	PL-4-PW-U-2	Grade 4	physical, emotional and social changes are normal and each individual is unique in the growth and development process.
16	The Safe Workout: A Review	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
16	The Safe Workout: A Review	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
16	The Safe Workout: A Review	PL-4-PW-S-GD1	Grade 4	explain why growth and development are unique to each individual
16	The Safe Workout: A Review	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
16	The Safe Workout: A Review	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
16	The Safe Workout: A Review	PL-4-N-S-1	Grade 4	explain the role of the digestive system in nutrition
16	The Safe Workout: A Review	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
16	The Safe Workout: A Review	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
16	The Safe Workout: A Review	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
16	The Safe Workout: A Review	PL-5-PW-S-PPH3	Grade 5	describe how individual behaviors and choices of diet, exercise and rest affect the body
16	The Safe Workout: A Review	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
17	Hunting for Hidden Fat	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
17	Hunting for Hidden Fat	b	Grade 4	non-communicable diseases (asthma, heart disease, diabetes, skin cancer)

17	Hunting for Hidden Fat	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
17	Hunting for Hidden Fat	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
17	Hunting for Hidden Fat	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
17	Hunting for Hidden Fat	PL-4-N-S-5	Grade 4	identify and explain the nutritional information provided on food labels
17	Hunting for Hidden Fat	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
17	Hunting for Hidden Fat	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
18	Beverage Buzz: Sack the Sugar	PL-4-PW-U-2	Grade 4	physical, emotional and social changes are normal and each individual is unique in the growth and development process.
18	Beverage Buzz: Sack the Sugar	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
18	Beverage Buzz: Sack the Sugar	PL-4-PW-S-GD1	Grade 4	explain why growth and development are unique to each individual
18	Beverage Buzz: Sack the Sugar	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
18	Beverage Buzz: Sack the Sugar	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
18	Beverage Buzz: Sack the Sugar	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
18	Beverage Buzz: Sack the Sugar	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
18	Beverage Buzz: Sack the Sugar	PL-4-N-S-5	Grade 4	identify and explain the nutritional information provided on food labels

18	Beverage Buzz: Sack the Sugar	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
18	Beverage Buzz: Sack the Sugar	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
19	Snack Decisions	PL-4-PW-U-4	Grade 4	culture, media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
19	Snack Decisions	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
19	Snack Decisions	PL-4-PW-S-FH2	Grade 4	describe ways technology and media influences thoughts, feelings and personal health
19	Snack Decisions	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
19	Snack Decisions	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
19	Snack Decisions	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
19	Snack Decisions	PL-4-N-S-5	Grade 4	identify and explain the nutritional information provided on food labels
19	Snack Decisions	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
19	Snack Decisions	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
19	Snack Decisions	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
19	Snack Decisions	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
2	Carb Smart	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
2	Carb Smart	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
2	Carb Smart	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
2	Carb Smart	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
2	Carb Smart	PL-5-N-S-1	Grade 5	

				provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
2	Carb Smart	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
2	Carb Smart	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
20	Snacking and Inactivity	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
20	Snacking and Inactivity	PL-4-PW-S-PPH2	Grade 4	explain the characteristics of mental/emotional, social and physical health
20	Snacking and Inactivity	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
20	Snacking and Inactivity	b	Grade 4	describe their effects on physical, mental, emotional and social health (e.g., effects on family life)
20	Snacking and Inactivity	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
20	Snacking and Inactivity	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
20	Snacking and Inactivity	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
20	Snacking and Inactivity	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
20	Snacking and Inactivity	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
20	Snacking and Inactivity	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
20	Snacking and Inactivity	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies

21	Freeze My TV	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
21	Freeze My TV	PL-4-PW-S-PPH1	Grade 4	describe the relationship between personal health behaviors and individual well-being
21	Freeze My TV	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
21	Freeze My TV	PL-4-PW-S-GD2	Grade 4	develop an awareness of the interrelatedness of body functions and the impact lifestyle choices has on body systems
21	Freeze My TV	PL-4-PW-S-FH2	Grade 4	describe ways technology and media influences thoughts, feelings and personal health
21	Freeze My TV	PL-4-PW-S-FH3	Grade 4	explain how family traditions/values impact personal health practices
21	Freeze My TV	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
22	Menu Monitoring	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
22	Menu Monitoring	b	Grade 4	non-communicable diseases (asthma, heart disease, diabetes, skin cancer)
22	Menu Monitoring	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
22	Menu Monitoring	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
22	Menu Monitoring	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
22	Menu Monitoring	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
22	Menu Monitoring	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
22	Menu Monitoring	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
22	Menu Monitoring	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
22	Menu Monitoring	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
22	Menu Monitoring	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
22	Menu Monitoring	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
23	Veggiemania	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.

23	Veggiemania	PL-4-PW-S-PPH1	Grade 4	describe the relationship between personal health behaviors and individual well-being
23	Veggiemania	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
23	Veggiemania	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
23	Veggiemania	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
23	Veggiemania	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
23	Veggiemania	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
23	Veggiemania	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
23	Veggiemania	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
23	Veggiemania	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
24	Breakfast Bonanza	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
24	Breakfast Bonanza	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
24	Breakfast Bonanza	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
24	Breakfast Bonanza	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
24	Breakfast Bonanza	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-4-PW-U-4	Grade 4	culture, media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-4-PW-S-FH1	Grade 4	describe how culture influences personal health behaviors
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
25	Foods From Around the World; Italy, China, Mexico, and	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies

	Ethiopia			
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
26	Fitness Walking	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
26	Fitness Walking	PL-4-PW-S-PPH1	Grade 4	describe the relationship between personal health behaviors and individual well-being
26	Fitness Walking	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
26	Fitness Walking	PL-4-PW-S-FH2	Grade 4	describe ways technology and media influences thoughts, feelings and personal health
27	Freeze My TV	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
27	Freeze My TV	PL-4-PW-S-PPH1	Grade 4	describe the relationship between personal health behaviors and individual well-being
27	Freeze My TV	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
27	Freeze My TV	PL-4-PW-S-GD2	Grade 4	develop an awareness of the interrelatedness of body functions and the impact lifestyle choices has on body systems
27	Freeze My TV	PL-4-PW-S-FH2	Grade 4	describe ways technology and media influences thoughts, feelings and personal health
27	Freeze My TV	PL-4-PW-S-FH3	Grade 4	explain how family traditions/values impact personal health practices
28	Get 3 At School and 5+ A Day	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
28	Get 3 At School and 5+ A Day	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
28	Get 3 At School and 5+ A Day	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
28	Get 3 At School and 5+ A Day	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
28	Get 3 At School and 5+ A Day	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices

29	Class Walking Clubs	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
29	Class Walking Clubs	PL-4-PW-S-PPH1	Grade 4	describe the relationship between personal health behaviors and individual well-being
29	Class Walking Clubs	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
29	Class Walking Clubs	PL-4-PW-S-FH2	Grade 4	describe ways technology and media influences thoughts, feelings and personal health
3	The Safe Workout: An Introduction	PL-4-PW-U-1	Grade 4	responsibility to oneself promotes health enhancing behaviors.
3	The Safe Workout: An Introduction	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
3	The Safe Workout: An Introduction	PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body
3	The Safe Workout: An Introduction	a	Grade 4	distinguish between the use and misuse of drugs, alcohol and tobacco and identify the effects each use might have on the body
3	The Safe Workout: An Introduction	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
3	The Safe Workout: An Introduction	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
3	The Safe Workout: An Introduction	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
3	The Safe Workout: An Introduction	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
3	The Safe Workout: An Introduction	PL-5-PW-S-PPH3	Grade 5	describe how individual behaviors and choices of diet, exercise and rest affect the body
3	The Safe Workout: An Introduction	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
3	The Safe Workout: An Introduction	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
30	Tour de Health	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.

30	Tour de Health	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
30	Tour de Health	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
30	Tour de Health	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
30	Tour de Health	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
30	Tour de Health	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
30	Tour de Health	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
30	Tour de Health	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
30	Tour de Health	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
4	Balancing Act	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
4	Balancing Act	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
4	Balancing Act	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
4	Balancing Act	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
4	Balancing Act	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
4	Balancing Act	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
4	Balancing Act	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
4	Balancing Act	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
4	Balancing Act	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
5	Fast-Food Frenzy	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.

5	Fast-Food Frenzy	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
5	Fast-Food Frenzy	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
5	Fast-Food Frenzy	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
5	Fast-Food Frenzy	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
5	Fast-Food Frenzy	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
5	Fast-Food Frenzy	PL-4-N-S-5	Grade 4	identify and explain the nutritional information provided on food labels
5	Fast-Food Frenzy	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
5	Fast-Food Frenzy	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
5	Fast-Food Frenzy	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
5	Fast-Food Frenzy	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
6	Snack Attack	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
6	Snack Attack	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
6	Snack Attack	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
6	Snack Attack	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
6	Snack Attack	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
6	Snack Attack	PL-4-N-S-5	Grade 4	identify and explain the nutritional information provided on food labels
6	Snack Attack	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
6	Snack Attack	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies

6	Snack Attack	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
6	Snack Attack	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
7	Sugar Water: Think About Your Drink	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
7	Sugar Water: Think About Your Drink	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
7	Sugar Water: Think About Your Drink	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
7	Sugar Water: Think About Your Drink	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
7	Sugar Water: Think About Your Drink	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
7	Sugar Water: Think About Your Drink	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
7	Sugar Water: Think About Your Drink	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies
7	Sugar Water: Think About Your Drink	PL-4-N-S-5	Grade 4	identify and explain the nutritional information provided on food labels
7	Sugar Water: Think About Your Drink	PL-5-N-S-1	Grade 5	provide examples of foods that are sources of the six nutrients (protein, carbohydrates, fats, minerals, vitamins, water)
7	Sugar Water: Think About Your Drink	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
7	Sugar Water: Think About Your Drink	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
7	Sugar Water: Think About Your Drink	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
8		PL-4-PW-S-PPH4	Grade 4	describe how individual behaviors and choices of diet, exercise and rest affect the body

	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-4-N-U-1	Grade 4	proper nutrition is essential to growth and development.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-4-N-U-2	Grade 4	nutrients provide energy for daily living.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-4-N-U-3	Grade 4	resources are available to assist in making nutritional choices.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-4-N-S-1	Grade 4	explain the role of the digestive system in nutrition
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-4-N-S-3	Grade 4	explain how to use resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
8	The Safe Workout: Snacking's Just Fine, If you Choose the	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies

	Right Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-5-N-S-2	Grade 5	identify the role of nutrients and food sources which are important in the growth and development of healthy bodies
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-5-N-S-3	Grade 5	interpret and explain the recommendations of national resources (e.g., Food Guide Pyramid (FGP), Dietary Guidelines for Americans) in making healthful food choices
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-5-N-S-5	Grade 5	explain how the nutritional information provided on food labels impacts dietary choices
9	Prime-Time Smartness	PL-4-PW-U-1	Grade 4	responsibility to oneself promotes health enhancing behaviors.
9	Prime-Time Smartness	PL-4-PW-U-4	Grade 4	culture, media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
9	Prime-Time Smartness	PL-4-PW-U-6	Grade 4	positive health habits prevent the spreading of diseases and injuries to self and others.
9	Prime-Time Smartness	PL-4-PW-S-SMEH4	Grade 4	demonstrate the ability to apply a decision-making process to solve health issues and health problems
9	Prime-Time Smartness	PL-4-PW-S-FH2	Grade 4	describe ways technology and media influences thoughts, feelings and personal health
9	Prime-Time Smartness	PL-4-PW-S-FH3	Grade 4	explain how family traditions/values impact personal health practices
9	Prime-Time Smartness	PL-4-N-S-1	Grade 4	describe the relationship between food choices in staying healthy
9	Prime-Time Smartness	PL-4-N-S-4	Grade 4	identify nutrients which are important to growth and development of healthy bodies

Kentucky > Program of Studies > Health Education (2003)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	HE-4-20	Intermediate Grade 4	Students will use food guide pyramid to identify food groups and appropriate servings as well as to plan nutritious snacks.
16	The Safe Workout: A Review	HE-5-9	Intermediate Grade 5	Students will describe the impact of diet, exercise, and rest on health and disease prevention.
19	Snack Decisions	HE-4-20	Intermediate Grade 4	Students will use food guide pyramid to identify food groups and appropriate servings as well as to plan nutritious snacks.
3	The Safe Workout: An Introduction	HE-5-9	Intermediate Grade 5	Students will describe the impact of diet, exercise, and rest on health and disease prevention.
6	Snack Attack	HE-4-20	Intermediate Grade 4	Students will use food guide pyramid to identify food groups and appropriate servings as well as to plan nutritious snacks.
Kentucky > Program of Studies > Mathematics (2006)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	MA-4-DAP-S-DR2	Grade 4	display, read and compare data on student-generated graphs
15	Keeping the Balance	MA-5-NPO-S-NO1	Grade 5	develop and apply computational procedures to add, subtract, multiply and divide whole numbers using basic facts and technology as appropriate
18	Beverage Buzz: Sack the Sugar	MA-4-M-S-SM2	Grade 4	describe, define, give examples of and use to solve real-world and/or mathematical problems both nonstandard and standard (U.S. Customary, metric) units of measurement to include length, weight, time, money and temperature (°F and °C)
18	Beverage Buzz: Sack the Sugar	MA-5-M-S-SM4	Grade 5	describe, define, give examples of and use to solve real-world and/or mathematical problems both nonstandard and standard (U.S. Customary, metric) units of measurement

				to include length, time, money, temperature (°F and °C) and weight
21	Freeze My TV	MA-4-DAP-S-DR2	Grade 4	display, read and compare data on student-generated graphs
21	Freeze My TV	MA-5-M-S-MPA2	Grade 5	use charts and tables to determine time schedules, work with time zones and estimate time
27	Freeze My TV	MA-4-DAP-U-2	Grade 4	the collection, organization, interpretation and display of data can be used to answer questions.
27	Freeze My TV	MA-4-DAP-U-3	Grade 4	the choice of data display can affect the visual message communicated.
27	Freeze My TV	MA-4-DAP-S-DR1	Grade 4	explore line graphs to show change over time
27	Freeze My TV	MA-4-DAP-S-DR2	Grade 4	display, read and compare data on student-generated graphs
27	Freeze My TV	MA-4-DAP-S-DR3	Grade 4	pose questions and choose an appropriate method to collect, organize and display student-collected data to answer the questions
27	Freeze My TV	MA-4-DAP-S-DR4	Grade 4	analyze and make inferences from data displays (e.g., drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams)
27	Freeze My TV	MA-4-DAP-S-DR5	Grade 4	construct data displays (e.g., pictographs, bar graphs, line plots, Venn diagrams, tables)
27	Freeze My TV	MA-4-DAP-S-CD4	Grade 4	compare two sets of data
27	Freeze My TV	MA-4-DAP-S-ES1	Grade 4	pose questions and collect, organize, interpret and display data to answer them
27	Freeze My TV	MA-4-DAP-S-P4	Grade 4	use counting techniques and/or tables to explore probability experiments
27	Freeze My TV	MA-5-M-S-MPA2	Grade 5	use charts and tables to determine time schedules, work with time zones and estimate time
27	Freeze My TV	MA-5-DAP-U-2	Grade 5	the collection, organization, interpretation and display of data can be used to answer questions.
27	Freeze My TV	MA-5-DAP-U-3	Grade 5	the choice of data display can affect the visual message communicated.
27	Freeze My TV	MA-5-DAP-S-DR1	Grade 5	choose and use appropriate means to collect and represent data
27	Freeze My TV	MA-5-DAP-S-DR2	Grade 5	explore line graphs to show change over time
27	Freeze My TV	MA-5-DAP-S-DR3	Grade 5	pose questions and choose an appropriate method to collect, organize and display

				student-collected data to answer the questions
27	Freeze My TV	MA-5-DAP-S-DR4	Grade 5	analyze and make inferences from data displays (e.g., drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs)
27	Freeze My TV	MA-5-DAP-S-DR5	Grade 5	use a variety of tools (e.g., graph paper, manipulatives, models, computer) to construct data displays (e.g., pictographs, bar graphs, line plots, line graphs, Venn diagrams, tables)
27	Freeze My TV	MA-5-DAP-S-ES1	Grade 5	pose questions and collect, organize, display and interpret data to answer the questions
27	Freeze My TV	MA-5-DAP-S-P4	Grade 5	use counting techniques, tree diagrams and tables to explore probability experiments
28	Get 3 At School and 5+ A Day	MA-4-DAP-U-2	Grade 4	the collection, organization, interpretation and display of data can be used to answer questions.
28	Get 3 At School and 5+ A Day	MA-4-DAP-S-DR2	Grade 4	display, read and compare data on student-generated graphs
28	Get 3 At School and 5+ A Day	MA-4-DAP-S-DR3	Grade 4	pose questions and choose an appropriate method to collect, organize and display student-collected data to answer the questions
28	Get 3 At School and 5+ A Day	MA-4-DAP-S-DR5	Grade 4	construct data displays (e.g., pictographs, bar graphs, line plots, Venn diagrams, tables)
28	Get 3 At School and 5+ A Day	MA-4-DAP-S-ES1	Grade 4	pose questions and collect, organize, interpret and display data to answer them
28	Get 3 At School and 5+ A Day	MA-5-DAP-U-2	Grade 5	the collection, organization, interpretation and display of data can be used to answer questions.
28	Get 3 At School and 5+ A Day	MA-5-DAP-S-DR1	Grade 5	choose and use appropriate means to collect and represent data
28	Get 3 At School and 5+ A Day	MA-5-DAP-S-DR3	Grade 5	pose questions and choose an appropriate method to collect, organize and display student-collected data to answer the questions
28	Get 3 At School and 5+ A Day	MA-5-DAP-S-DR5	Grade 5	use a variety of tools (e.g., graph paper, manipulatives, models, computer) to construct data displays (e.g., pictographs, bar graphs, line plots, line graphs, Venn diagrams, tables)
28	Get 3 At School and 5+ A Day	MA-5-DAP-S-ES1	Grade 5	pose questions and collect, organize, display and interpret data to answer the questions

4	Balancing Act	MA-4-DAP-S-DR2	Grade 4	display, read and compare data on student-generated graphs
4	Balancing Act	MA-4-DAP-S-DR4	Grade 4	analyze and make inferences from data displays (e.g., drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams)
4	Balancing Act	MA-4-DAP-S-P4	Grade 4	use counting techniques and/or tables to explore probability experiments
4	Balancing Act	MA-5-DAP-S-DR4	Grade 5	analyze and make inferences from data displays (e.g., drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs)
4	Balancing Act	MA-5-DAP-S-P4	Grade 5	use counting techniques, tree diagrams and tables to explore probability experiments
5	Fast-Food Frenzy	MA-4-NPO-S-NS6	Grade 4	explore the relationship between fractions, decimals and percents
5	Fast-Food Frenzy	MA-4-M-U-2	Grade 4	measurable attributes of objects and the units, systems and processes of measurement are powerful tools for making sense of the world around them.
5	Fast-Food Frenzy	MA-5-NPO-S-NS5	Grade 5	explore, investigate, compare, relate and apply relationships among whole numbers, fractions, decimals and percents
5	Fast-Food Frenzy	MA-5-M-U-2	Grade 5	measurable attributes of objects and the units, systems and processes of measurement are powerful tools for making sense of the world around them.
6	Snack Attack	MA-4-DAP-S-DR2	Grade 4	display, read and compare data on student-generated graphs
Kentucky > Program of Studies > Social Studies (2003)				
Lesson	Title	State ID	Grade Descr	State Text
Kentucky > Program of Studies > Social Studies (2006)				
Lesson	Title	State ID	Grade Descr	State Text

Kentucky > Program of Studies > English Language Arts (2003)				
Lesson	Title	State ID	Grade Descr	State Text
19	Snack Decisions	ELA-4-R-6	Intermediate Grade 4	Students will employ reading strategies (e.g., word analysis, re-reading, context clues, pre-reading, raising questions, predicting, drawing conclusions).
24	Breakfast Bonanza	ELA-4-R-3	Intermediate Grade 4	Students will utilize text features and organizational patterns to interpret transactive reading materials (informational, practical/workplace, and persuasive).
24	Breakfast Bonanza	ELA-4-R-6	Intermediate Grade 4	Students will employ reading strategies (e.g., word analysis, re-reading, context clues, pre-reading, raising questions, predicting, drawing conclusions).
9	Prime-Time Smartness	ELA-4-R-6	Intermediate Grade 4	Students will employ reading strategies (e.g., word analysis, re-reading, context clues, pre-reading, raising questions, predicting, drawing conclusions).
9	Prime-Time Smartness	ELA-4-W-1	Intermediate Grade 4	Students will respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers.
9	Prime-Time Smartness	ELA-4-W-3	Intermediate Grade 4	Students will write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experiences, reading, listening observing, and/or inquiry.
9	Prime-Time Smartness	ELA-5-W-1	Intermediate Grade 5	Students will respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers.
Kentucky > Core Content for Assessment > Science (2006)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV		4th Grade	

				Simple observations, experiments and data collection begin to reveal that the Sun provides the light and heat necessary to maintain the temperature of Earth. Evidence collected and analyzed should be used to substantiate the conclusion that the sun's light and heat are necessary to sustain life on Earth.
Kentucky > Core Content for Assessment > Science (1999)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV		Grades: 5-7	use appropriate equipment, tools, techniques, technology, and mathematics to gather, analyze, and interpret scientific data.
Kentucky > Core Content for Assessment > Social Studies (1999)				
Lesson	Title	State ID	Grade Descr	State Text
Kentucky > Core Content for Assessment > Social Studies (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Kentucky > Core Content for Assessment > Mathematics (2006)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	MA-04-4.1.1	4th Grade	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams).

27	Freeze My TV	MA-04-4.1.2	4th Grade	Students will collect data.
27	Freeze My TV	MA-04-4.1.3	4th Grade	Students will construct data displays (pictographs, bar graphs, line plots, Venn diagrams, tables).
27	Freeze My TV	MA-05-4.1.1	5th Grade	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs).
27	Freeze My TV	MA-05-4.1.2	5th Grade	Students will collect data (e.g., tallies, surveys) and explain how the skills apply in real-world and mathematical problems.
27	Freeze My TV	MA-05-4.1.3	5th Grade	Students will construct data displays (pictographs, bar graphs, line plots, line graphs, Venn diagrams, tables).
27	Freeze My TV	MA-05-4.3.1	5th Grade	Students will describe and give examples of the process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer questions).
28	Get 3 At School and 5+ A Day	MA-04-4.1.3	4th Grade	Students will construct data displays (pictographs, bar graphs, line plots, Venn diagrams, tables).
28	Get 3 At School and 5+ A Day	MA-05-4.1.3	5th Grade	Students will construct data displays (pictographs, bar graphs, line plots, line graphs, Venn diagrams, tables).
28	Get 3 At School and 5+ A Day	MA-05-4.3.1	5th Grade	Students will describe and give examples of the process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer questions).
4	Balancing Act	MA-04-4.1.1	4th Grade	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams).
4	Balancing Act	MA-05-4.1.1	5th Grade	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs).
5	Fast-Food Frenzy	MA-04-4.1.1	4th Grade	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams).
5	Fast-Food Frenzy	MA-05-4.1.1	5th Grade	Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line

				graphs).
Kentucky > Core Content for Assessment > Practical Living (1999)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	PL-E-1.2.1	Elementary	Physical, social, and emotional changes occur during preadolescence and adolescence.
1	Healthy Living	PL-E-1.3.1	Elementary	The major body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.
1	Healthy Living	PL-E-1.3.3	Elementary	There are strategies (e.g., diet, exercise, rest, immunization) to promote good health and prevent childhood illnesses and communicable and noncommunicable diseases.
1	Healthy Living	PL-E-1.4.1	Elementary	Nutritious foods play a role in the growth of healthy bodies.
1	Healthy Living	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
1	Healthy Living	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
10	Chain Five	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
10	Chain Five	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
11	Alphabet Fruit (and Vegetables)	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
12	Brilliant Breakfast	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
12	Brilliant Breakfast	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
13	Fitness Walking	PL-E-1.3.4	Elementary	

				Young children's health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
13	Fitness Walking	PL-E-1.7.1	Elementary	Some behavioral choices (e.g., tobacco, alcohol, and other drug use; eating disorders) result in negative consequences.
14	Healthy Living, Healthy Eating	PL-E-1.3.1	Elementary	The major body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.
14	Healthy Living, Healthy Eating	PL-E-1.3.4	Elementary	Young children's health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
14	Healthy Living, Healthy Eating	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
14	Healthy Living, Healthy Eating	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
15	Keeping the Balance	PL-E-1.3.3	Elementary	There are strategies (e.g., diet, exercise, rest, immunization) to promote good health and prevent childhood illnesses and communicable and noncommunicable diseases.
15	Keeping the Balance	PL-E-1.3.4	Elementary	Young children's health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
16	The Safe Workout: A Review	PL-E-1.3.1	Elementary	The major body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.
16	The Safe Workout: A Review	PL-E-1.3.3	Elementary	There are strategies (e.g., diet, exercise, rest, immunization) to promote good health and prevent childhood illnesses and communicable and noncommunicable diseases.
16	The Safe Workout: A Review	PL-E-1.3.4	Elementary	Young children's health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
16	The Safe Workout: A Review	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
16	The Safe Workout: A Review	PL-E-1.5.2	Elementary	There are numerous benefits of exercise (e.g., muscular growth and development, good posture, aerobic endurance) on the body.
17	Hunting for Hidden Fat	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.

17	Hunting for Hidden Fat	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
18	Beverage Buzz: Sack the Sugar	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
18	Beverage Buzz: Sack the Sugar	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
19	Snack Decisions	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
19	Snack Decisions	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
2	Carb Smart	PL-E-1.3.1	Elementary	The major body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.
2	Carb Smart	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
2	Carb Smart	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
20	Snacking and Inactivity	PL-E-1.2.1	Elementary	Physical, social, and emotional changes occur during preadolescence and adolescence.
20	Snacking and Inactivity	PL-E-1.3.4	Elementary	Young children s health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
20	Snacking and Inactivity	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
21	Freeze My TV	PL-E-1.3.1	Elementary	The major body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.
21	Freeze My TV	PL-E-1.3.4	Elementary	Young children s health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
21	Freeze My TV	PL-E-1.7.1	Elementary	Some behavioral choices (e.g., tobacco, alcohol, and other drug use; eating disorders) result in negative consequences.

22	Menu Monitoring	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
22	Menu Monitoring	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
23	Veggiemania	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
23	Veggiemania	PL-E-1.7.1	Elementary	Some behavioral choices (e.g., tobacco, alcohol, and other drug use; eating disorders) result in negative consequences.
24	Breakfast Bonanza	PL-E-1.4.1	Elementary	Nutritious foods play a role in the growth of healthy bodies.
24	Breakfast Bonanza	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
24	Breakfast Bonanza	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
26	Fitness Walking	PL-E-1.3.4	Elementary	Young children s health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
26	Fitness Walking	PL-E-1.7.1	Elementary	Some behavioral choices (e.g., tobacco, alcohol, and other drug use; eating disorders) result in negative consequences.
27	Freeze My TV	PL-E-1.3.4	Elementary	Young children s health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
27	Freeze My TV	PL-E-1.7.1	Elementary	Some behavioral choices (e.g., tobacco, alcohol, and other drug use; eating disorders) result in negative consequences.

28	Get 3 At School and 5+ A Day	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
28	Get 3 At School and 5+ A Day	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
29	Class Walking Clubs	PL-E-1.3.4	Elementary	Young children s health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
29	Class Walking Clubs	PL-E-1.7.1	Elementary	Some behavioral choices (e.g., tobacco, alcohol, and other drug use; eating disorders) result in negative consequences.
3	The Safe Workout: An Introduction	PL-E-1.3.1	Elementary	The major body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.
3	The Safe Workout: An Introduction	PL-E-1.3.3	Elementary	There are strategies (e.g., diet, exercise, rest, immunization) to promote good health and prevent childhood illnesses and communicable and noncommunicable diseases.
3	The Safe Workout: An Introduction	PL-E-1.3.4	Elementary	Young children s health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.
3	The Safe Workout: An Introduction	PL-E-1.4.1	Elementary	Nutritious foods play a role in the growth of healthy bodies.
3	The Safe Workout: An Introduction	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
3	The Safe Workout: An Introduction	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
3	The Safe Workout: An Introduction	PL-E-1.5.2	Elementary	There are numerous benefits of exercise (e.g., muscular growth and development, good posture, aerobic endurance) on the body.
30	Tour de Health	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
4	Balancing Act	PL-E-1.4.1	Elementary	Nutritious foods play a role in the growth of healthy bodies.
4	Balancing Act	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
4	Balancing Act	PL-E-1.4.3	Elementary	

				Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
5	Fast-Food Frenzy	PL-E-1.4.1	Elementary	Nutritious foods play a role in the growth of healthy bodies.
5	Fast-Food Frenzy	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
6	Snack Attack	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
6	Snack Attack	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
7	Sugar Water: Think About Your Drink	PL-E-1.4.2	Elementary	The food guide pyramid has an organizational structure that recommends the number of servings at each level.
7	Sugar Water: Think About Your Drink	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-E-1.3.1	Elementary	The major body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-E-1.4.3	Elementary	Nutritious snack choices (e.g., fruits, vegetables, dairy products) are preferable to snack foods (e.g., sugar-coated cereals, soft drinks, candy) for health and well being.
Kentucky > Core Content for Assessment > Practical Living/Vocational Studies (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.

1	Healthy Living	PL-05-1.1.3	5th Grade	Students will describe how physical, social and emotional changes occur during preadolescence.
1	Healthy Living	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
10	Chain Five	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
10	Chain Five	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
10	Chain Five	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
10	Chain Five	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
11	Alphabet Fruit (and Vegetables)	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
12	Brilliant Breakfast	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
12	Brilliant Breakfast	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
12	Brilliant Breakfast	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
13	Fitness Walking	PL-04-1.1.6	4th Grade	Students will describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive).
13	Fitness Walking	PL-04-1.1.7	4th Grade	

				Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.
14	Healthy Living, Healthy Eating	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
15	Keeping the Balance	PL-04-1.1.7	4th Grade	Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.
15	Keeping the Balance	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
15	Keeping the Balance	PL-05-1.1.7	5th Grade	Students will explain how strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.
15	Keeping the Balance	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
16	The Safe Workout: A Review	PL-04-1.1.6	4th Grade	Students will describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive).
16	The Safe Workout: A Review	PL-04-1.1.7	4th Grade	Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.
16	The Safe Workout: A Review	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.

16	The Safe Workout: A Review	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
16	The Safe Workout: A Review	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
16	The Safe Workout: A Review	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
17	Hunting for Hidden Fat	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
17	Hunting for Hidden Fat	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
18	Beverage Buzz: Sack the Sugar	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
18	Beverage Buzz: Sack the Sugar	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
18	Beverage Buzz: Sack the Sugar	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
18	Beverage Buzz: Sack the Sugar	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
19	Snack Decisions	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
19	Snack Decisions	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.

				overall purpose of these guidelines.
19	Snack Decisions	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
19	Snack Decisions	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
2	Carb Smart	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
2	Carb Smart	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
20	Snacking and Inactivity	PL-04-1.1.3	4th Grade	Students will describe how physical, social and emotional changes occur during preadolescence.
20	Snacking and Inactivity	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
20	Snacking and Inactivity	PL-05-1.1.3	5th Grade	Students will describe how physical, social and emotional changes occur during preadolescence.
20	Snacking and Inactivity	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
21	Freeze My TV	PL-04-1.1.6	4th Grade	Students will describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive).
21	Freeze My TV	PL-04-1.1.7	4th Grade	Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.
21	Freeze My TV	PL-04-1.2.2	4th Grade	

				Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
21	Freeze My TV		4th Grade	physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction)
21	Freeze My TV	PL-05-1.1.6	5th Grade	Students will describe how an individual's behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive).
21	Freeze My TV	PL-05-1.1.8	5th Grade	Students will explain risks associated with unhealthy habits and behaviors (tobacco, alcohol, illegal drug use).
21	Freeze My TV	PL-05-1.1.10	5th Grade	Students will identify resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders).
21	Freeze My TV	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
21	Freeze My TV		5th Grade	physical benefits (e.g. weight management, muscular strength, muscular endurance, flexibility, cardio- respiratory/cardiovascular endurance, control of body movements, stress reduction)
22	Menu Monitoring	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
22	Menu Monitoring	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
22	Menu Monitoring	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
22	Menu Monitoring	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the

				overall purpose of these guidelines.
23	Veggiemania	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
23	Veggiemania	PL-05-1.1.8	5th Grade	Students will explain risks associated with unhealthy habits and behaviors (tobacco, alcohol, illegal drug use).
23	Veggiemania	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
24	Breakfast Bonanza	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
24	Breakfast Bonanza	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
24	Breakfast Bonanza	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
26	Fitness Walking	PL-04-1.1.6	4th Grade	Students will describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive).
26	Fitness Walking	PL-04-1.1.7	4th Grade	Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable

				(heart disease, diabetes, obesity, cancer, asthma) diseases.
27	Freeze My TV	PL-04-1.1.6	4th Grade	Students will describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive).
27	Freeze My TV	PL-04-1.1.7	4th Grade	Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.
28	Get 3 At School and 5+ A Day	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
29	Class Walking Clubs	PL-04-1.1.6	4th Grade	Students will describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive).
29	Class Walking Clubs	PL-04-1.1.7	4th Grade	Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.
3	The Safe Workout: An Introduction	PL-04-1.1.7	4th Grade	Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases.
3	The Safe Workout: An Introduction	PL-04-1.1.8	4th Grade	Students will identify behavior choices (tobacco, alcohol, illegal drug use) that result in negative consequences.
3	The Safe Workout: An Introduction	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
3	The Safe Workout: An Introduction	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
3		PL-05-1.1.6	5th Grade	

	The Safe Workout: An Introduction			Students will describe how an individual's behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive).
3	The Safe Workout: An Introduction	PL-05-1.1.8	5th Grade	Students will explain risks associated with unhealthy habits and behaviors (tobacco, alcohol, illegal drug use).
3	The Safe Workout: An Introduction	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
3	The Safe Workout: An Introduction	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
30	Tour de Health	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
30	Tour de Health	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
30	Tour de Health	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
30	Tour de Health	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
4	Balancing Act	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
4	Balancing Act	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
5	Fast-Food Frenzy	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.

5	Fast-Food Frenzy	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
5	Fast-Food Frenzy	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
5	Fast-Food Frenzy	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
6	Snack Attack	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
6	Snack Attack	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
6	Snack Attack	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
6	Snack Attack	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
7	Sugar Water: Think About Your Drink	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
7	Sugar Water: Think About Your Drink	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
7	Sugar Water: Think About Your Drink	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
7	Sugar Water: Think About Your Drink	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.

				overall purpose of these guidelines.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-04-1.2.2	4th Grade	Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PL-05-1.2.2	5th Grade	Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines.
9	Prime-Time Smartness	PL-04-1.2.1	4th Grade	Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.
9	Prime-Time Smartness	PL-05-1.2.1	5th Grade	Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).
9	Prime-Time Smartness	PL-05-3.1.3	5th Grade	Students will identify and explain ways consumer's buying practices are influenced by peer pressure, desire for status and advertising techniques (bandwagon, facts and figures, emotional appeal, endorsement, testimonial).
Kentucky > Core Content for Assessment > Reading (2006)				
Lesson	Title	State ID	Grade Descr	State Text

11	Alphabet Fruit (and Vegetables)	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
11	Alphabet Fruit (and Vegetables)	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
13	Fitness Walking	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
13	Fitness Walking	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
14	Healthy Living, Healthy Eating	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
14	Healthy Living, Healthy Eating	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
15	Keeping the Balance	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
15	Keeping the Balance	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
16	The Safe Workout: A Review	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
16	The Safe Workout: A Review	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
17	Hunting for Hidden Fat	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
17	Hunting for Hidden Fat	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
18	Beverage Buzz: Sack the Sugar	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
18	Beverage Buzz: Sack the Sugar	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).

19	Snack Decisions	RD-04-2.0.3	4th Grade	Students will locate key ideas or information in a passage.
19	Snack Decisions	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
19	Snack Decisions	RD-04-3.0.4	4th Grade	Students will identify main ideas and details that support them.
19	Snack Decisions	RD-05-1.0.3	5th Grade	Students will identify words that have multiple meanings and select the appropriate meaning for the context.
19	Snack Decisions	RD-05-2.0.3	5th Grade	Students will locate key ideas or information in a passage.
19	Snack Decisions	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
19	Snack Decisions	RD-05-3.0.4	5th Grade	Students will identify main ideas and details that support them.
20	Snacking and Inactivity	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
20	Snacking and Inactivity	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
21	Freeze My TV	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
21	Freeze My TV	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
22	Menu Monitoring	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
22	Menu Monitoring	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
23	Veggiemania	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
23	Veggiemania	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
24	Breakfast Bonanza	RD-04-2.0.3	4th Grade	Students will locate key ideas or information in a passage.

24	Breakfast Bonanza	RD-04-3.0.4	4th Grade	Students will identify main ideas and details that support them.
24	Breakfast Bonanza	RD-04-3.0.6	4th Grade	Students will identify information in a passage that is supported by fact.
24	Breakfast Bonanza	RD-04-5.0.4	4th Grade	Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.
24	Breakfast Bonanza	RD-05-1.0.3	5th Grade	Students will identify words that have multiple meanings and select the appropriate meaning for the context.
24	Breakfast Bonanza	RD-05-2.0.3	5th Grade	Students will locate key ideas or information in a passage.
24	Breakfast Bonanza	RD-05-3.0.4	5th Grade	Students will identify main ideas and details that support them.
24	Breakfast Bonanza	RD-05-5.0.4	5th Grade	Students will identify the organizational pattern used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.
26	Fitness Walking	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
26	Fitness Walking	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
27	Freeze My TV	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
27	Freeze My TV	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
4	Balancing Act	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
4	Balancing Act	RD-04-3.0.6	4th Grade	Students will identify information in a passage that is supported by fact.
4	Balancing Act	RD-04-3.0.8	4th Grade	Students will identify informative or persuasive passages.
4	Balancing Act	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
4	Balancing Act	RD-05-3.0.8	5th Grade	Students will identify informative or persuasive passages
6	Snack Attack	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).

6	Snack Attack	RD-04-3.0.6	4th Grade	Students will identify information in a passage that is supported by fact.
6	Snack Attack	RD-04-3.0.8	4th Grade	Students will identify informative or persuasive passages.
6	Snack Attack	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
6	Snack Attack	RD-05-3.0.8	5th Grade	Students will identify informative or persuasive passages
7	Sugar Water: Think About Your Drink	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
7	Sugar Water: Think About Your Drink	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
9	Prime-Time Smartness	RD-04-2.0.4	4th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
9	Prime-Time Smartness	RD-04-3.0.6	4th Grade	Students will identify information in a passage that is supported by fact.
9	Prime-Time Smartness	RD-04-3.0.8	4th Grade	Students will identify informative or persuasive passages.
9	Prime-Time Smartness	RD-05-1.0.3	5th Grade	Students will identify words that have multiple meanings and select the appropriate meaning for the context.
9	Prime-Time Smartness	RD-05-2.0.4	5th Grade	Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).
9		RD-05-3.0.8	5th Grade	Students will identify informative or persuasive passages

	Prime-Time Smartness			
Kentucky > Core Content for Assessment > Writing (2006)				
Lesson	Title	State ID	Grade Descr	State Text