

Maine > Grade Level Expectations > Mathematics Enhanced 2007 GLE's (2005)				
Lesson	Title	State ID	Grade Descr	State Text
18	Beverage Buzz: Sack the Sugar	M2F1.4	Grade 4	Solve and justify solutions to real-life problems involving the measurement of time, length, area, perimeter, weight, temperature, mass, capacity, and volume.
21	Freeze My TV	M4K1.4	Grade 4	Use simple tables and graphs to communicate ideas and information in a concise and clear manner.
21	Freeze My TV	M4K2.5	Grade 5	Read and use statistics, tables, and graphs to communicate ideas and information. Data displays include frequency distributions, tables, line plots, histograms or bar graphs and pie charts/circle graphs (read only).
24	Breakfast Bonanza	M4K2.5	Grade 5	Read and use statistics, tables, and graphs to communicate ideas and information. Data displays include frequency distributions, tables, line plots, histograms or bar graphs and pie charts/circle graphs (read only).
27	Freeze My TV	M3C2.4	Grade 4	Read and interpret displays of data.
27	Freeze My TV	M4K1.4	Grade 4	Use simple tables and graphs to communicate ideas and information in a concise and clear manner.
27	Freeze My TV	M3C1.5	Grade 5	Organize data to find mode, median and range of a set of values.
27	Freeze My TV	M4G3.5	Grade 5	Solve problems involving linear patterns in tables, graphs, words or rules using whole numbers.
27	Freeze My TV	M4K2.5	Grade 5	Read and use statistics, tables, and graphs to communicate ideas and information. Data displays include frequency distributions, tables, line plots, histograms or bar graphs and pie charts/circle graphs (read only).
4	Balancing Act	M4K1.4	Grade 4	Use simple tables and graphs to communicate ideas and information in a concise and clear manner.
4	Balancing Act	M4G3.5	Grade 5	Solve problems involving linear patterns in tables, graphs, words or rules using whole numbers.
4	Balancing Act	M4K2.5	Grade 5	

				Read and use statistics, tables, and graphs to communicate ideas and information. Data displays include frequency distributions, tables, line plots, histograms or bar graphs and pie charts/circle graphs (read only).
5	Fast-Food Frenzy	M4K1.4	Grade 4	Use simple tables and graphs to communicate ideas and information in a concise and clear manner.
6	Snack Attack	M4K1.4	Grade 4	Use simple tables and graphs to communicate ideas and information in a concise and clear manner.
6	Snack Attack	M4K2.5	Grade 5	Read and use statistics, tables, and graphs to communicate ideas and information. Data displays include frequency distributions, tables, line plots, histograms or bar graphs and pie charts/circle graphs (read only).
Maine > Grade Level Expectations > Science and Technology (2006)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	C.4	Grades: 5-8	Identify the causes and effects of diseases, explain their transmission, and identify prevention strategies.
2	Carb Smart	F.3	Grades: 3-4	Describe differences among minerals, rocks, and soils.
21	Freeze My TV	L.4	Grades: 3-4	Make and/or use sketches, tables, graphs, physical representations, and manipulatives to explain procedures and ideas.
23	Veggiemania	C.4	Grades: 5-8	Identify the causes and effects of diseases, explain their transmission, and identify prevention strategies.
27	Freeze My TV	L.4	Grades: 3-4	Make and/or use sketches, tables, graphs, physical representations, and manipulatives to explain procedures and ideas.
27	Freeze My TV	J.2	Grades: 5-8	Design and conduct scientific investigations which include controlled experiments and systematic observations. Collect and analyze data, and draw conclusions fairly.

Maine > Grade Level Expectations > Reading (2003)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	R1D4.4	Grade 4	Summarize informational texts (e.g., identify the main idea or concept and the supporting details).
4	Balancing Act	R1D2.4	Grade 4	Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).
4	Balancing Act	R1D4.5	Grade 5	Identify the informational text structures of description, sequence, and question and answer.
5	Fast-Food Frenzy	R1D4.4	Grade 4	Summarize informational texts (e.g., identify the main idea or concept and the supporting details).
6	Snack Attack	R1D2.4	Grade 4	Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).
6	Snack Attack	R1D4.5	Grade 5	Identify the informational text structures of description, sequence, and question and answer.
9	Prime-Time Smartness	R1D2.4	Grade 4	Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).
9	Prime-Time Smartness	R1D4.5	Grade 5	Identify the informational text structures of description, sequence, and question and answer.
Maine > Grade Level Expectations > Reading Enhanced 2007 GLE's (2005)				
Lesson	Title	State ID	Grade Descr	State Text
24	Breakfast Bonanza	R1D4.5	Grade 5	Identify the organizational text structures: enumerative, sequential, and question-answer.
5	Fast-Food Frenzy	R1D4.4	Grade 4	Summarize informational texts (e.g., identify the main idea or concept and the supporting details).

Maine > Grade Level Expectations > Mathematics (2003)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV	M3C1.4	Grade 4	Make generalizations and draw conclusions using various types of graphs, charts, and tables.
27	Freeze My TV	M3C1.4	Grade 4	Make generalizations and draw conclusions using various types of graphs, charts, and tables.
27	Freeze My TV	M3C2.4	Grade 4	Read and interpret displays of data.
27	Freeze My TV	M3C1.5	Grade 5	Organize data to find mode, median and range of a set of values.
27	Freeze My TV	M4G3.5	Grade 5	Solve problems involving linear patterns in tables, graphs, words or rules using whole numbers.
4	Balancing Act	M3C1.4	Grade 4	Make generalizations and draw conclusions using various types of graphs, charts, and tables.
4	Balancing Act	M4G3.5	Grade 5	Solve problems involving linear patterns in tables, graphs, words or rules using whole numbers.
5	Fast-Food Frenzy	M3C1.4	Grade 4	Make generalizations and draw conclusions using various types of graphs, charts, and tables.
6	Snack Attack	M3C1.4	Grade 4	Make generalizations and draw conclusions using various types of graphs, charts, and tables.
Maine > Learning Results: Parameters for Essential Instruction > Mathematics (2007)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	2	Grade 5	Students read, construct, and interpret line graphs.
17	Hunting for Hidden Fat	2	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.

21	Freeze My TV	2	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.
21	Freeze My TV	3	Grade 5	Students use tables, rules, diagrams, and graphs to represent and analyze the relationship between quantities.
27	Freeze My TV	2	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.
27	Freeze My TV	2	Grade 5	Students read, construct, and interpret line graphs.
27	Freeze My TV	3	Grade 5	Students use tables, rules, diagrams, and graphs to represent and analyze the relationship between quantities.
28	Get 3 At School and 5+ A Day	2	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.
4	Balancing Act	2	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.
4	Balancing Act	3	Grade 5	Students use tables, rules, diagrams, and graphs to represent and analyze the relationship between quantities.
6	Snack Attack	3	Grade 5	Students use tables, rules, diagrams, and graphs to represent and analyze the relationship between quantities.
Maine > Learning Results: Parameters for Essential Instruction > Health Education and Physical Education (2007)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	A2	Grades: 3-5	Students identify examples of physical, mental, emotional, and social health during childhood.
1	Healthy Living	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
1	Healthy Living	a	Grades: 3-5	Design healthy menus.

10	Chain Five	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
10	Chain Five	a	Grades: 3-5	Design healthy menus.
11	Alphabet Fruit (and Vegetables)	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
11	Alphabet Fruit (and Vegetables)	a	Grades: 3-5	Design healthy menus.
12	Brilliant Breakfast	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
12	Brilliant Breakfast	a	Grades: 3-5	Design healthy menus.
13	Fitness Walking	A1	Grades: 3-5	Students explain the relationship between healthy behaviors and personal health.
13	Fitness Walking	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
13	Fitness Walking	c	Grades: 3-5	Explain how media influences thoughts, feelings, and health behaviors.
13	Fitness Walking	D2	Grades: 3-5	Students describe ways technology can influence personal health.
13	Fitness Walking	c	Grades: 3-5	Demonstrate how to ask for assistance to enhance personal health.
13	Fitness Walking	b	Grades: 3-5	List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
13	Fitness Walking	c	Grades: 3-5	Choose a healthy option when making a decision.
14	Healthy Living, Healthy Eating	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
14	Healthy Living, Healthy Eating	a	Grades: 3-5	Design healthy menus.

15	Keeping the Balance	A5	Grades: 3-5	Students identify the general characteristics of human growth and development.
15	Keeping the Balance	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
15	Keeping the Balance	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
16	The Safe Workout: A Review	A5	Grades: 3-5	Students identify the general characteristics of human growth and development.
16	The Safe Workout: A Review	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
16	The Safe Workout: A Review	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
16	The Safe Workout: A Review	a	Grades: 3-5	Design healthy menus.
16	The Safe Workout: A Review	a	Grades: 3-5	Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations.
16	The Safe Workout: A Review	c	Grades: 3-5	Choose a healthy option when making a decision.
17	Hunting for Hidden Fat	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
17	Hunting for Hidden Fat	a	Grades: 3-5	Design healthy menus.
18	Beverage Buzz: Sack the Sugar	A5	Grades: 3-5	Students identify the general characteristics of human growth and development.
18	Beverage Buzz: Sack the Sugar	a	Grades: 3-5	Design healthy menus.
19	Snack Decisions	a	Grades: 3-5	Design healthy menus.
19	Snack Decisions	c	Grades: 3-5	Explain how media influences thoughts, feelings, and health behaviors.

2	Carb Smart	a	Grades: 3-5	Design healthy menus.
20	Snacking and Inactivity	A2	Grades: 3-5	Students identify examples of physical, mental, emotional, and social health during childhood.
20	Snacking and Inactivity	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
20	Snacking and Inactivity	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
20	Snacking and Inactivity	a	Grades: 3-5	Design healthy menus.
21	Freeze My TV	A1	Grades: 3-5	Students explain the relationship between healthy behaviors and personal health.
21	Freeze My TV	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
21	Freeze My TV	c	Grades: 3-5	Explain how media influences thoughts, feelings, and health behaviors.
21	Freeze My TV	D2	Grades: 3-5	Students describe ways technology can influence personal health.
21	Freeze My TV	c	Grades: 3-5	Demonstrate how to ask for assistance to enhance personal health.
21	Freeze My TV	b	Grades: 3-5	List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
21	Freeze My TV	c	Grades: 3-5	Choose a healthy option when making a decision.
22	Menu Monitoring	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
22	Menu Monitoring	a	Grades: 3-5	Design healthy menus.
23	Veggiemania	A1	Grades: 3-5	Students explain the relationship between healthy behaviors and personal health.
23	Veggiemania	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and

				other drug use prevention.
23	Veggiemania	a	Grades: 3-5	Design healthy menus.
23	Veggiemania	D2	Grades: 3-5	Students describe ways technology can influence personal health.
23	Veggiemania	c	Grades: 3-5	Demonstrate how to ask for assistance to enhance personal health.
23	Veggiemania	b	Grades: 3-5	List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
23	Veggiemania	c	Grades: 3-5	Choose a healthy option when making a decision.
24	Breakfast Bonanza	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
24	Breakfast Bonanza	a	Grades: 3-5	Design healthy menus.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 3-5	Design healthy menus.
26	Fitness Walking	A1	Grades: 3-5	Students explain the relationship between healthy behaviors and personal health.
26	Fitness Walking	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
26	Fitness Walking	c	Grades: 3-5	Explain how media influences thoughts, feelings, and health behaviors.
26	Fitness Walking	D2	Grades: 3-5	Students describe ways technology can influence personal health.
26	Fitness Walking	c	Grades: 3-5	Demonstrate how to ask for assistance to enhance personal health.
26	Fitness Walking	b	Grades: 3-5	List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
26	Fitness Walking	c	Grades: 3-5	Choose a healthy option when making a decision.

27	Freeze My TV	A1	Grades: 3-5	Students explain the relationship between healthy behaviors and personal health.
27	Freeze My TV	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
27	Freeze My TV	c	Grades: 3-5	Explain how media influences thoughts, feelings, and health behaviors.
27	Freeze My TV	D2	Grades: 3-5	Students describe ways technology can influence personal health.
27	Freeze My TV	c	Grades: 3-5	Demonstrate how to ask for assistance to enhance personal health.
27	Freeze My TV	b	Grades: 3-5	List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
27	Freeze My TV	c	Grades: 3-5	Choose a healthy option when making a decision.
28	Get 3 At School and 5+ A Day	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
28	Get 3 At School and 5+ A Day	a	Grades: 3-5	Design healthy menus.
29	Class Walking Clubs	A1	Grades: 3-5	Students explain the relationship between healthy behaviors and personal health.
29	Class Walking Clubs	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
29	Class Walking Clubs	c	Grades: 3-5	Explain how media influences thoughts, feelings, and health behaviors.
29	Class Walking Clubs	D2	Grades: 3-5	Students describe ways technology can influence personal health.
29	Class Walking Clubs	c	Grades: 3-5	Demonstrate how to ask for assistance to enhance personal health.
29	Class Walking Clubs	b	Grades: 3-5	List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
29	Class Walking Clubs	c	Grades: 3-5	Choose a healthy option when making a decision.
3	The Safe Workout: An Introduction	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

3	The Safe Workout: An Introduction	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
3	The Safe Workout: An Introduction	a	Grades: 3-5	Design healthy menus.
3	The Safe Workout: An Introduction	c	Grades: 3-5	Choose a healthy option when making a decision.
30	Tour de Health	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
30	Tour de Health	H2	Grades: 3-5	Students describe and give examples of the five health-related fitness components.
30	Tour de Health	a	Grades: 3-5	Design healthy menus.
4	Balancing Act	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
4	Balancing Act	a	Grades: 3-5	Design healthy menus.
5	Fast-Food Frenzy	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
5	Fast-Food Frenzy	a	Grades: 3-5	Design healthy menus.
6	Snack Attack	a	Grades: 3-5	Design healthy menus.
7	Sugar Water: Think About Your Drink	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
7	Sugar Water: Think About Your Drink	a	Grades: 3-5	Design healthy menus.
8	The Safe Workout: Snacking's Just Fine, If you Choose the	A6	Grades: 3-5	Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and

	Right Kind			other drug use prevention.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 3-5	Design healthy menus.
9	Prime-Time Smartness	c	Grades: 3-5	Explain how media influences thoughts, feelings, and health behaviors.
9	Prime-Time Smartness	D2	Grades: 3-5	Students describe ways technology can influence personal health.
9	Prime-Time Smartness	c	Grades: 3-5	Demonstrate how to ask for assistance to enhance personal health.
9	Prime-Time Smartness	b	Grades: 3-5	List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
9	Prime-Time Smartness	c	Grades: 3-5	Choose a healthy option when making a decision.
Maine > Learning Results: Parameters for Essential Instruction > English Language Arts (1997)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	4	Elementary Grades 3-4	Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).
19	Snack Decisions	1	Elementary Grades 3-4	Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.
19	Snack Decisions	4	Elementary Grades 3-4	Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).
24	Breakfast Bonanza	1	Elementary Grades 3-4	Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.
24	Breakfast Bonanza	4	Elementary Grades 3-4	Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).
24	Breakfast Bonanza	5	Middle Grades 5-8	Produce and support generalizations acquired from informational text.

24	Breakfast Bonanza	6	Middle Grades 5-8	Describe new knowledge presented in informational texts and how it can be used.
24	Breakfast Bonanza	7	Middle Grades 5-8	Identify common technical terms used in informational texts.
3	The Safe Workout: An Introduction	5	Middle Grades 5-8	Produce and support generalizations acquired from informational text.
3	The Safe Workout: An Introduction	6	Middle Grades 5-8	Describe new knowledge presented in informational texts and how it can be used.
3	The Safe Workout: An Introduction	7	Middle Grades 5-8	Identify common technical terms used in informational texts.
4	Balancing Act	6	Elementary Grades 3-4	Understand common technical terms used in instructional and informational texts.
4	Balancing Act	4	Middle Grades 5-8	Identify different ways in which informational texts are organized.
4	Balancing Act	5	Middle Grades 5-8	Produce and support generalizations acquired from informational text.
4	Balancing Act	6	Middle Grades 5-8	Describe new knowledge presented in informational texts and how it can be used.
4	Balancing Act	7	Middle Grades 5-8	Identify common technical terms used in informational texts.
5	Fast-Food Frenzy	4	Elementary Grades 3-4	Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).
5	Fast-Food Frenzy	5	Middle Grades 5-8	Produce and support generalizations acquired from informational text.
5	Fast-Food Frenzy	6	Middle Grades 5-8	Describe new knowledge presented in informational texts and how it can be used.
5	Fast-Food Frenzy	7	Middle Grades 5-8	Identify common technical terms used in informational texts.

6	Snack Attack	6	Elementary Grades 3-4	Understand common technical terms used in instructional and informational texts.
6	Snack Attack	4	Middle Grades 5-8	Identify different ways in which informational texts are organized.
6	Snack Attack	5	Middle Grades 5-8	Produce and support generalizations acquired from informational text.
6	Snack Attack	6	Middle Grades 5-8	Describe new knowledge presented in informational texts and how it can be used.
6	Snack Attack	7	Middle Grades 5-8	Identify common technical terms used in informational texts.
9	Prime-Time Smartness	6	Elementary Grades 3-4	Understand common technical terms used in instructional and informational texts.
9	Prime-Time Smartness	1	Middle Grades 5-8	Demonstrate an understanding that people respond to literature in different and individual ways.
9	Prime-Time Smartness	4	Middle Grades 5-8	Identify different ways in which informational texts are organized.
9	Prime-Time Smartness	5	Middle Grades 5-8	Produce and support generalizations acquired from informational text.
9	Prime-Time Smartness	6	Middle Grades 5-8	Describe new knowledge presented in informational texts and how it can be used.
9	Prime-Time Smartness	7	Middle Grades 5-8	Identify common technical terms used in informational texts.
Maine > Learning Results: Parameters for Essential Instruction > Science and Technology (2007)				
Lesson	Title	State ID	Grade Descr	State Text

Maine > Learning Results: Parameters for Essential Instruction > Science and Technology (1997)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	5	Elementary Grades 3-4	Gather and effectively present information, using a variety of media including computers (e.g., spreadsheets, word processing, programming, graphics, modeling).
Maine > Learning Results: Parameters for Essential Instruction > Social Studies (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Maine > Learning Results: Parameters for Essential Instruction > English Language Arts (2007)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	c	Grade 5	Identify, summarize, or paraphrase the main ideas and details presented in texts and use evidence from the text to support those ideas.
19	Snack Decisions	c	Grade 4	Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, homophones, and homographs.
19	Snack Decisions	c	Grade 4	Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.
19	Snack Decisions	c	Grade 5	Determine the meaning of unknown words by using a variety of strategies including distinguishing and interpreting words with multiple meanings and using word, context cues.
19	Snack Decisions	c	Grade 5	

				Identify, summarize, or paraphrase the main ideas and details presented in texts and use evidence from the text to support those ideas.
19	Snack Decisions	c	Grade 5	Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.
24	Breakfast Bonanza	c	Grade 4	Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, homophones, and homographs.
24	Breakfast Bonanza	c	Grade 5	Determine the meaning of unknown words by using a variety of strategies including distinguishing and interpreting words with multiple meanings and using word, context cues.
24	Breakfast Bonanza	c	Grade 5	Identify, summarize, or paraphrase the main ideas and details presented in texts and use evidence from the text to support those ideas.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	b	Grade 4	Use organizational text features including headings and sub-headings, bullets, bold- face fonts, illustrations, maps, and charts to locate information or to aid comprehension.
27	Freeze My TV	b	Grade 4	Use organizational text features including headings and sub-headings, bullets, bold- face fonts, illustrations, maps, and charts to locate information or to aid comprehension.
27	Freeze My TV	b	Grade 5	Use text features including diagrams, illustrations, charts, and maps to aid comprehension.
4	Balancing Act	a	Grade 4	Create questions that can be answered by the text using text features and information found within the text.
4	Balancing Act	b	Grade 4	Use organizational text features including headings and sub-headings, bullets, bold- face fonts, illustrations, maps, and charts to locate information or to aid comprehension.
4	Balancing Act	a	Grade 4	Compare the effects of the same kind of information as found in books, movies, newspapers, magazines, and/or on the Internet and television.
4	Balancing Act	a	Grade 5	

				Create and revise questions that can be answered by using text features and information found within the text.
4	Balancing Act	b	Grade 5	Use text features including diagrams, illustrations, charts, and maps to aid comprehension.
4	Balancing Act	a	Grade 5	Compare the effects of the same kind of information as found in books, movies, newspapers, magazines, and/or on the Internet and television.
5	Fast-Food Frenzy	c	Grade 5	Identify, summarize, or paraphrase the main ideas and details presented in texts and use evidence from the text to support those ideas.
6	Snack Attack	c	Grade 4	Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.
6	Snack Attack	a	Grade 4	Compare the effects of the same kind of information as found in books, movies, newspapers, magazines, and/or on the Internet and television.
6	Snack Attack	c	Grade 5	Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.
6	Snack Attack	a	Grade 5	Compare the effects of the same kind of information as found in books, movies, newspapers, magazines, and/or on the Internet and television.
7	Sugar Water: Think About Your Drink	c	Grade 4	Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.
7	Sugar Water: Think About Your Drink	c	Grade 5	Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grade 4	Use organizational text features including headings and sub-headings, bullets, bold- face fonts, illustrations, maps, and charts to locate information or to aid comprehension.
8	The Safe Workout: Snacking's Just Fine, If you Choose the	b	Grade 5	Use text features including diagrams, illustrations, charts, and maps to aid comprehension.

	Right Kind			
9	Prime-Time Smartness	c	Grade 4	Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, homophones, and homographs.
9	Prime-Time Smartness	c	Grade 4	Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.
9	Prime-Time Smartness	a	Grade 4	Compare the effects of the same kind of information as found in books, movies, newspapers, magazines, and/or on the Internet and television.
9	Prime-Time Smartness	c	Grade 5	Determine the meaning of unknown words by using a variety of strategies including distinguishing and interpreting words with multiple meanings and using word, context cues.
9	Prime-Time Smartness	c	Grade 5	Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.
9	Prime-Time Smartness	a	Grade 5	Compare the effects of the same kind of information as found in books, movies, newspapers, magazines, and/or on the Internet and television.
Maine > Learning Results: Parameters for Essential Instruction > Social Studies (1997)				
Lesson	Title	State ID	Grade Descr	State Text
Maine > Learning Results: Parameters for Essential Instruction > Mathematics (1997)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV	4	Middle Grades 5-8	Represent numerical relationships in graphs, tables, and charts.
27	Freeze My TV	1		

			Elementary Grades 3-4	Make generalizations and draw conclusions using various types of graphs, charts, and tables.
27	Freeze My TV	2	Elementary Grades 3-4	Read and interpret displays of data.
27	Freeze My TV	1	Elementary Grades 3-4	Use simple tables and graphs to communicate ideas and information in presentations in a concise and clear manner.
27	Freeze My TV	4	Middle Grades 5-8	Represent numerical relationships in graphs, tables, and charts.
27	Freeze My TV	1	Middle Grades 5-8	Organize and analyze data using mean, median, mode, and range.
4	Balancing Act	1	Elementary Grades 3-4	Make generalizations and draw conclusions using various types of graphs, charts, and tables.
4	Balancing Act	1	Elementary Grades 3-4	Use simple tables and graphs to communicate ideas and information in presentations in a concise and clear manner.
5	Fast-Food Frenzy	3	Middle Grades 5-8	Apply concepts of ratios, proportions, percents, and number theory (e.g., primes, factors, and multiples) in practical and other mathematical situations.
5	Fast-Food Frenzy	1	Middle Grades 5-8	Compute and model all four operations with whole numbers, fractions, decimals, sets of numbers, and percents, applying the proper order of operations.
5	Fast-Food Frenzy	1	Middle Grades 5-8	Demonstrate the structure and use of systems of measurement.
Maine > Learning Results: Parameters for Essential Instruction > Health Education (1997)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	1		

			Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
1	Healthy Living	2	Elementary Grades 3-4	Identify indicators of physical, mental, emotional, and social health during childhood.
1	Healthy Living	2	Middle Grades 5-8	Describe the relationship among physical, mental, emotional, and social health.
1	Healthy Living	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
1	Healthy Living	3	Middle Grades 5-8	Analyze the effect of technology on personal and family health.
1	Healthy Living	4	Middle Grades 5-8	Describe how school, family, and peers influence the health of adolescents.
10	Chain Five	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
10	Chain Five	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
10	Chain Five	6	Middle Grades 5-8	Explain how appropriate health care can prevent premature death and disability.
11	Alphabet Fruit (and Vegetables)	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
11	Alphabet Fruit (and Vegetables)	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
12	Brilliant Breakfast	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
12	Brilliant Breakfast	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and

				behaviors resulting in injury).
13	Fitness Walking	2	Elementary Grades 3-4	Develop injury prevention and safety strategies for personal health.
13	Fitness Walking	2	Elementary Grades 3-4	Explain how media influences health decisions.
13	Fitness Walking	1	Elementary Grades 3-4	Demonstrate the ability to apply a decision-making process to health issues and problems.
13	Fitness Walking	2	Elementary Grades 3-4	Predict the results of positive health decisions.
13	Fitness Walking	2	Middle Grades 5-8	Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).
13	Fitness Walking	2	Middle Grades 5-8	Analyze how health-related decisions are influenced by individuals, families, and community values.
13	Fitness Walking	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
13	Fitness Walking	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
14	Healthy Living, Healthy Eating	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
15	Keeping the Balance	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
15	Keeping the Balance	7	Middle Grades 5-8	Identify the characteristics and stages of human growth and development.
15	Keeping the Balance	8	Middle Grades 5-8	Demonstrate thorough understanding of key health concepts.
16	The Safe Workout: A Review	1		

			Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
16	The Safe Workout: A Review	4	Elementary Grades 3-4	Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations.
16	The Safe Workout: A Review	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
16	The Safe Workout: A Review	7	Middle Grades 5-8	Identify the characteristics and stages of human growth and development.
16	The Safe Workout: A Review	8	Middle Grades 5-8	Demonstrate thorough understanding of key health concepts.
17	Hunting for Hidden Fat	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
17	Hunting for Hidden Fat	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
18	Beverage Buzz: Sack the Sugar	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
18	Beverage Buzz: Sack the Sugar	7	Middle Grades 5-8	Identify the characteristics and stages of human growth and development.
18	Beverage Buzz: Sack the Sugar	8	Middle Grades 5-8	Demonstrate thorough understanding of key health concepts.
19	Snack Decisions	2	Elementary Grades 3-4	Explain how media influences health decisions.
19	Snack Decisions	2	Middle Grades 5-8	Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).
2	Carb Smart	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).

20	Snacking and Inactivity	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
20	Snacking and Inactivity	2	Elementary Grades 3-4	Identify indicators of physical, mental, emotional, and social health during childhood.
20	Snacking and Inactivity	2	Middle Grades 5-8	Describe the relationship among physical, mental, emotional, and social health.
21	Freeze My TV	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
21	Freeze My TV	2	Elementary Grades 3-4	Develop injury prevention and safety strategies for personal health.
21	Freeze My TV	2	Elementary Grades 3-4	Explain how media influences health decisions.
21	Freeze My TV	3	Elementary Grades 3-4	Describe ways technology affects personal health.
21	Freeze My TV	1	Elementary Grades 3-4	Demonstrate the ability to apply a decision-making process to health issues and problems.
21	Freeze My TV	2	Elementary Grades 3-4	Predict the results of positive health decisions.
21	Freeze My TV	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
21	Freeze My TV	2	Middle Grades 5-8	Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).
21	Freeze My TV	3	Middle Grades 5-8	Analyze the effect of technology on personal and family health.
21	Freeze My TV	2	Middle Grades 5-8	Analyze how health-related decisions are influenced by individuals, families, and community values.

21	Freeze My TV	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
21	Freeze My TV	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
22	Menu Monitoring	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
22	Menu Monitoring	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
23	Veggiemania	2	Elementary Grades 3-4	Develop injury prevention and safety strategies for personal health.
23	Veggiemania	1	Elementary Grades 3-4	Demonstrate the ability to apply a decision-making process to health issues and problems.
23	Veggiemania	2	Elementary Grades 3-4	Predict the results of positive health decisions.
23	Veggiemania	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
23	Veggiemania	2	Middle Grades 5-8	Analyze how health-related decisions are influenced by individuals, families, and community values.
23	Veggiemania	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
23	Veggiemania	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
24	Breakfast Bonanza	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
25	Foods From Around the World; Italy, China, Mexico,	1	Elementary Grades 3-4	Evaluate the influences of culture on health.

	and Ethiopia			
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1	Middle Grades 5-8	Investigate the influence of cultural beliefs on health behaviors and the use of health services.
26	Fitness Walking	2	Elementary Grades 3-4	Develop injury prevention and safety strategies for personal health.
26	Fitness Walking	2	Elementary Grades 3-4	Explain how media influences health decisions.
26	Fitness Walking	1	Elementary Grades 3-4	Demonstrate the ability to apply a decision-making process to health issues and problems.
26	Fitness Walking	2	Elementary Grades 3-4	Predict the results of positive health decisions.
26	Fitness Walking	2	Middle Grades 5-8	Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).
26	Fitness Walking	2	Middle Grades 5-8	Analyze how health-related decisions are influenced by individuals, families, and community values.
26	Fitness Walking	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
26	Fitness Walking	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
27	Freeze My TV	2	Elementary Grades 3-4	Develop injury prevention and safety strategies for personal health.
27	Freeze My TV	2	Elementary Grades 3-4	Explain how media influences health decisions.

27	Freeze My TV	3	Elementary Grades 3-4	Describe ways technology affects personal health.
27	Freeze My TV	1	Elementary Grades 3-4	Demonstrate the ability to apply a decision-making process to health issues and problems.
27	Freeze My TV	2	Elementary Grades 3-4	Predict the results of positive health decisions.
27	Freeze My TV	3	Middle Grades 5-8	Develop strategies to improve or maintain personal and family health.
27	Freeze My TV	2	Middle Grades 5-8	Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).
27	Freeze My TV	3	Middle Grades 5-8	Analyze the effect of technology on personal and family health.
27	Freeze My TV	2	Middle Grades 5-8	Analyze how health-related decisions are influenced by individuals, families, and community values.
27	Freeze My TV	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
27	Freeze My TV	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
28	Get 3 At School and 5+ A Day	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
29	Class Walking Clubs	2	Elementary Grades 3-4	Develop injury prevention and safety strategies for personal health.
29	Class Walking Clubs	2	Elementary Grades 3-4	Explain how media influences health decisions.
29	Class Walking Clubs	1	Elementary Grades 3-4	Demonstrate the ability to apply a decision-making process to health issues and problems.

29	Class Walking Clubs	2	Elementary Grades 3-4	Predict the results of positive health decisions.
29	Class Walking Clubs	2	Middle Grades 5-8	Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).
29	Class Walking Clubs	2	Middle Grades 5-8	Analyze how health-related decisions are influenced by individuals, families, and community values.
29	Class Walking Clubs	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
29	Class Walking Clubs	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
3	The Safe Workout: An Introduction	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
3	The Safe Workout: An Introduction	4	Elementary Grades 3-4	Demonstrate healthful and safe ways to deal with or avoid threatening and stressful situations.
3	The Safe Workout: An Introduction	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
30	Tour de Health	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
4	Balancing Act	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
4	Balancing Act	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
5	Fast-Food Frenzy	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
5	Fast-Food Frenzy	3		

			Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
6	Snack Attack	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
7	Sugar Water: Think About Your Drink	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
7	Sugar Water: Think About Your Drink	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	3	Middle Grades 5-8	Analyze the effects that risky behaviors have on personal health (e.g., tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
9	Prime-Time Smartness	1	Elementary Grades 3-4	Describe the relationship between healthy practices and personal health (e.g., eating well and exercise).
9	Prime-Time Smartness	1	Elementary Grades 3-4	Identify characteristics of valid health information and products, and services that promote health.
9	Prime-Time Smartness	2	Elementary Grades 3-4	Explain how media influences health decisions.
9	Prime-Time Smartness	3	Elementary Grades 3-4	Describe ways technology affects personal health.
9	Prime-Time Smartness	4	Elementary Grades 3-4	Express opinions and give accurate information about health issues.
9	Prime-Time Smartness	1	Elementary Grades 3-4	Demonstrate the ability to apply a decision-making process to health issues and problems.
9	Prime-Time Smartness	2		Predict the results of positive health decisions.

			Elementary Grades 3-4	
9	Prime-Time Smartness	2	Middle Grades 5-8	Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).
9	Prime-Time Smartness	3	Middle Grades 5-8	Analyze the effect of technology on personal and family health.
9	Prime-Time Smartness	2	Middle Grades 5-8	Analyze how health-related decisions are influenced by individuals, families, and community values.
9	Prime-Time Smartness	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
9	Prime-Time Smartness	3	Middle Grades 5-8	Explain how decisions regarding health behaviors have consequences for them and others.
Maine > Accountability Standards > Science (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Maine > Accountability Standards > Mathematics (2006)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	2.2.11	Grade 5	Students read, construct and interpret line graphs.
15	Keeping the Balance	2.1.11	Grade 5	Students solve problems requiring multiple operations addition, subtraction, multiplication and division and use the conventions of order of operations (no exponents expected).
17	Hunting for Hidden Fat	2.2.10	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.

21	Freeze My TV	2.2.10	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.
27	Freeze My TV	2.2.10	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.
27	Freeze My TV	2.2.11	Grade 5	Students read, construct and interpret line graphs.
28	Get 3 At School and 5+ A Day	2.2.10	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.
4	Balancing Act	2.2.10	Grade 4	Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data displays.
Maine > Accountability Standards > Reading (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	1.1.18	Grade 4	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.
1	Healthy Living	1.1.19	Grade 5	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.
4	Balancing Act	1.1.18	Grade 4	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.
4	Balancing Act	1.1.19	Grade 5	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.
5	Fast-Food Frenzy	1.1.18	Grade 4	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.
5	Fast-Food Frenzy	1.1.19	Grade 5	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.
6	Snack Attack	1.1.18	Grade 4	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.

6	Snack Attack	1.1.19	Grade 5	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.
9	Prime-Time Smartness	1.1.18	Grade 4	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.
9	Prime-Time Smartness	1.1.19	Grade 5	Students read, paraphrase, and summarize informational texts, within a grade appropriate span of text complexity, for different purposes.