

| Nevada > Academic Standards > Social Studies (2001) |   |          |             |  |
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| Lesson  | Title   | State ID | Grade Descr | State Text   |
| 25  | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 1.5.6    | Grades: 4-5 | Answer spatial questions about a map using basic geographic vocabulary.  |
| Nevada > Academic Standards > Mathematics (2006)    |   |          |             |  |
| Lesson  | Title   | State ID | Grade Descr | State Text   |
| 21  | Freeze My TV  |          | Grade 5     | Select an appropriate type of graph to accurately represent the data and justify the selection.                        |
| 27  | Freeze My TV  |          | Grade 4     | Pose questions that can be used to guide the collection of categorical and numerical data.                             |
| 27  | Freeze My TV  |          | Grade 4     | Organize and represent data using a variety of graphical representations including frequency tables and line plots.    |
| 27  | Freeze My TV  |          | Grade 4     | Interpret data and make predictions using frequency tables and line plots.   |
| 27  | Freeze My TV  |          | Grade 5     | Pose questions that can be used to guide the collection of categorical and numerical data.                             |
| 27  | Freeze My TV  |          | Grade 5     | Organize and represent data using a variety of graphical representations including stem and leaf plots and histograms. |
| 27  | Freeze My TV  |          | Grade 5     | Interpret data and make predictions using stem-and-leaf plots and histograms.  |
| 27  | Freeze My TV  |          | Grade 5     | Select an appropriate type of graph to accurately represent the data and justify the selection.                        |
| 4   | Balancing Act   |          | Grade 4     | Organize and represent data using a variety of graphical representations including frequency tables and line plots.    |

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| 4  | Balancing Act       |          | Grade 5     | Organize and represent data using a variety of graphical representations including stem and leaf plots and histograms.                    |
| 4  | Balancing Act       |          | Grade 5     | Select an appropriate type of graph to accurately represent the data and justify the selection.   |
| 5  | Fast-Food Frenzy    |          | Grade 4     | Add and subtract multi-digit numbers.   |
| 5  | Fast-Food Frenzy    |          | Grade 4     | Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations.              |
| 5  | Fast-Food Frenzy    |          | Grade 5     | Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations. |
| 6  | Snack Attack        |          | Grade 5     | Select an appropriate type of graph to accurately represent the data and justify the selection.   |
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| Nevada > Academic Standards > Computer and Technology Education (2000) |                     |          |             |   |
| Lesson   | Title               | State ID | Grade Descr | State Text  |
|  |                     |          |             |   |
| Nevada > Academic Standards > English Language Arts (2007)             |                     |          |             |   |
| Lesson   | Title               | State ID | Grade Descr | State Text  |
| 10   | Chain Five          |          | Grade 4     | Contribute to conversations and discussions about a given topic.  |
| 10   | Chain Five          |          | Grade 5     | Contribute to conversations and discussions about a given topic.  |
| 12   | Brilliant Breakfast |          | Grade 4     | Contribute to conversations and discussions about a given topic.  |
| 12   | Brilliant Breakfast |          | Grade 5     | Contribute to conversations and discussions about a given topic.  |
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| Nevada > Academic Standards > Mathematics (2001) |                              |          |             |  |
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| Lesson   | Title                        | State ID | Grade Descr | State Text   |
| 21   | Freeze My TV                 | 5.5.6    | Grade 5     | Describe the limitations of various graph formats; select an appropriate type of graph to accurately represent the data and justify the selection.   |
| 27   | Freeze My TV                 | 5.4.1    | Grade 4     | Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables.   |
| 27   | Freeze My TV                 | 5.5.1    | Grade 5     | Collect, organize, read, and interpret data using a variety of graphic representations including tables, line plots, stem and leaf plots, scatter plots, histograms; use data to draw and explain conclusions and predictions. |
| 27   | Freeze My TV                 | 5.5.6    | Grade 5     | Describe the limitations of various graph formats; select an appropriate type of graph to accurately represent the data and justify the selection.   |
| 28   | Get 3 At School and 5+ A Day | 5.4.1    | Grade 4     | Collect, organize, display, describe, and interpret simple data using number lines, pictographs, bar graphs, and frequency tables.   |
| 28   | Get 3 At School and 5+ A Day | 5.5.1    | Grade 5     | Collect, organize, read, and interpret data using a variety of graphic representations including tables, line plots, stem and leaf plots, scatter plots, histograms; use data to draw and explain conclusions and predictions. |
| 28   | Get 3 At School and 5+ A Day | 5.5.6    | Grade 5     | Describe the limitations of various graph formats; select an appropriate type of graph to accurately represent the data and justify the selection.   |
| 4  | Balancing Act                | 5.5.1    | Grade 5     | Collect, organize, read, and interpret data using a variety of graphic representations including tables, line plots, stem and leaf plots, scatter plots, histograms; use data to draw and explain conclusions and predictions. |
| 4  | Balancing Act                | 5.5.6    | Grade 5     | Describe the limitations of various graph formats; select an appropriate type of graph to accurately represent the data and justify the selection.   |
| 6  | Snack Attack                 | 5.5.6    | Grade 5     | Describe the limitations of various graph formats; select an appropriate type of graph to accurately represent the data and justify the selection.   |
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| Nevada > Academic Standards > Science (2005)          |                                 |          |             |  |
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| Lesson  | Title                           | State ID | Grade Descr | State Text   |
| Nevada > Academic Standards > Health Education (2000) |                                 |          |             |  |
| Lesson  | Title                           | State ID | Grade Descr | State Text   |
| 1   | Healthy Living                  | 7.5.1B   | Grades: 4-5 | Encourage others to make healthy choices.  |
| 10  | Chain Five                      | 1.5.3    | Grades: 4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health                               |
| 10  | Chain Five                      | 1.5.6    | Grades: 4-5 | Describe how behaviors, pathogens, genetic history, and other factors are related to disease prevention.                       |
| 10  | Chain Five                      | 4.5.2    | Grades: 4-5 | Describe ways technology can influence health and chronic disease.   |
| 10  | Chain Five                      | 7.5.1B   | Grades: 4-5 | Encourage others to make healthy choices.  |
| 11  | Alphabet Fruit (and Vegetables) | 7.5.1B   | Grades: 4-5 | Encourage others to make healthy choices.  |
| 12  | Brilliant Breakfast             | 1.5.3    | Grades: 4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health                               |
| 12  | Brilliant Breakfast             | 7.5.1B   | Grades: 4-5 | Encourage others to make healthy choices.  |
| 13  | Fitness Walking                 | 1.5.1    | Grades: 4-5 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death. |
| 13  | Fitness Walking                 | 4.5.3    |             | Analyze how stated and implied messages from media influence health behaviors.   |

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|    |                                |        | Grades:<br>4-5 |  |
| 13 | Fitness Walking                | 6.5.2  | Grades:<br>4-5 | Predict how decisions regarding health behaviors have consequences for self and others.  |
| 13 | Fitness Walking                | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 14 | Healthy Living, Healthy Eating | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 14 | Healthy Living, Healthy Eating | 1.5.8  | Grades:<br>4-5 | Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death |
| 14 | Healthy Living, Healthy Eating | 6.5.2  | Grades:<br>4-5 | Predict how decisions regarding health behaviors have consequences for self and others.  |
| 14 | Healthy Living, Healthy Eating | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 15 | Keeping the Balance            | 1.5.1  | Grades:<br>4-5 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.               |
| 15 | Keeping the Balance            | 1.5.2  | Grades:<br>4-5 | Name and explain the stages of growth and development.   |
| 15 | Keeping the Balance            | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 15 | Keeping the Balance            | 1.5.8  | Grades:<br>4-5 | Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death |
| 16 | The Safe Workout: A Review     | 1.5.2  | Grades:<br>4-5 | Name and explain the stages of growth and development.   |
| 16 | The Safe Workout: A Review     | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 17 | Hunting for Hidden Fat         | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |

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| 17 | Hunting for Hidden Fat        | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 18 | Beverage Buzz: Sack the Sugar | 1.5.2  | Grades:<br>4-5 | Name and explain the stages of growth and development.   |
| 18 | Beverage Buzz: Sack the Sugar | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 18 | Beverage Buzz: Sack the Sugar | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 19 | Snack Decisions               | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 19 | Snack Decisions               | 4.5.3  | Grades:<br>4-5 | Analyze how stated and implied messages from media influence health behaviors.   |
| 19 | Snack Decisions               | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 2  | Carb Smart                    | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 20 | Snacking and Inactivity       | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 20 | Snacking and Inactivity       | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 21 | Freeze My TV                  | 1.5.1  | Grades:<br>4-5 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.               |
| 21 | Freeze My TV                  | 1.5.8  | Grades:<br>4-5 | Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death |
| 21 | Freeze My TV                  | 4.5.3  | Grades:<br>4-5 | Analyze how stated and implied messages from media influence health behaviors.   |
| 21 | Freeze My TV                  | 6.5.2  | Grades:<br>4-5 | Predict how decisions regarding health behaviors have consequences for self and others.  |

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| 22 | Menu Monitoring   | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health                               |
| 22 | Menu Monitoring   | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 23 | Veggiemania   | 1.5.1  | Grades:<br>4-5 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death. |
| 23 | Veggiemania   | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health                               |
| 23 | Veggiemania   | 6.5.2  | Grades:<br>4-5 | Predict how decisions regarding health behaviors have consequences for self and others.  |
| 23 | Veggiemania   | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 24 | Breakfast Bonanza   | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health                               |
| 24 | Breakfast Bonanza   | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 25 | Foods From Around the World;<br>Italy, China, Mexico, and<br>Ethiopia | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health                               |
| 25 | Foods From Around the World;<br>Italy, China, Mexico, and<br>Ethiopia | 4.5.1  | Grades:<br>4-5 | Compare and contrast factors responsible for differences in health behavior and health services in different cultures.         |
| 25 | Foods From Around the World;<br>Italy, China, Mexico, and<br>Ethiopia | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 26 | Fitness Walking   | 1.5.1  | Grades:<br>4-5 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death. |
| 26 | Fitness Walking   | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |

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| 27 | Freeze My TV                      | 1.5.1  | Grades:<br>4-5 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.               |
| 27 | Freeze My TV                      | 4.5.2  | Grades:<br>4-5 | Describe ways technology can influence health and chronic disease.   |
| 27 | Freeze My TV                      | 4.5.3  | Grades:<br>4-5 | Analyze how stated and implied messages from media influence health behaviors.   |
| 27 | Freeze My TV                      | 6.5.2  | Grades:<br>4-5 | Predict how decisions regarding health behaviors have consequences for self and others.  |
| 28 | Get 3 At School and 5+ A Day      | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 29 | Class Walking Clubs               | 1.5.1  | Grades:<br>4-5 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.               |
| 29 | Class Walking Clubs               | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 3  | The Safe Workout: An Introduction | 1.5.1  | Grades:<br>4-5 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.               |
| 3  | The Safe Workout: An Introduction | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 3  | The Safe Workout: An Introduction | 1.5.8  | Grades:<br>4-5 | Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death |
| 30 | Tour de Health                    | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 4  | Balancing Act                     | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 5  | Fast-Food Frenzy                  | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 6  | Snack Attack                      | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |

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| 6  | Snack Attack   | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 7  | Sugar Water: Think About Your Drink                                  | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 7  | Sugar Water: Think About Your Drink                                  | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 8  | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 1.5.3  | Grades:<br>4-5 | Identify the key nutrients and the relationship of a balanced diet and these nutrients to health   |
| 8  | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
| 9  | Prime-Time Smartness   | 1.5.1  | Grades:<br>4-5 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.               |
| 9  | Prime-Time Smartness   | 1.5.8  | Grades:<br>4-5 | Explain the relationship of the environment to positive health behaviors and the prevention of injury, illness, disease, and premature death |
| 9  | Prime-Time Smartness   | 4.5.2  | Grades:<br>4-5 | Describe ways technology can influence health and chronic disease.   |
| 9  | Prime-Time Smartness   | 4.5.3  | Grades:<br>4-5 | Analyze how stated and implied messages from media influence health behaviors.   |
| 9  | Prime-Time Smartness   | 6.5.2  | Grades:<br>4-5 | Predict how decisions regarding health behaviors have consequences for self and others.  |
| 9  | Prime-Time Smartness   | 7.5.1B | Grades:<br>4-5 | Encourage others to make healthy choices.  |
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| Nevada > Academic Standards > English Language Arts (2001) |  |        |                |  |
| Lesson   | Title  |        |                | State Text   |

|    |                                 | State ID | Grade Descr |  |
|----|---------------------------------|----------|-------------|--|
| 10 | Chain Five                      | 10.4.1   | Grade 4     | Contribute to and listen attentively in conversations and group discussions.   |
| 10 | Chain Five                      | 10.4.2   | Grade 4     | Ask and answer questions with relevant details to clarify ideas.   |
| 11 | Alphabet Fruit (and Vegetables) | 10.4.1   | Grade 4     | Contribute to and listen attentively in conversations and group discussions.   |
| 11 | Alphabet Fruit (and Vegetables) | 10.4.2   | Grade 4     | Ask and answer questions with relevant details to clarify ideas.   |
| 12 | Brilliant Breakfast             | 10.4.1   | Grade 4     | Contribute to and listen attentively in conversations and group discussions.   |
| 13 | Fitness Walking                 | 10.4.1   | Grade 4     | Contribute to and listen attentively in conversations and group discussions.   |
| 13 | Fitness Walking                 | 10.4.2   | Grade 4     | Ask and answer questions with relevant details to clarify ideas.   |
| 14 | Healthy Living, Healthy Eating  | 10.4.1   | Grade 4     | Contribute to and listen attentively in conversations and group discussions.   |
| 14 | Healthy Living, Healthy Eating  | 10.4.2   | Grade 4     | Ask and answer questions with relevant details to clarify ideas.   |
| 15 | Keeping the Balance             | 10.4.1   | Grade 4     | Contribute to and listen attentively in conversations and group discussions.   |
| 15 | Keeping the Balance             | 10.4.2   | Grade 4     | Ask and answer questions with relevant details to clarify ideas.   |
| 16 | The Safe Workout: A Review      | 10.4.1   | Grade 4     | Contribute to and listen attentively in conversations and group discussions.   |
| 16 | The Safe Workout: A Review      | 10.4.2   | Grade 4     | Ask and answer questions with relevant details to clarify ideas.   |
| 17 | Hunting for Hidden Fat          | 10.4.1   | Grade 4     | Contribute to and listen attentively in conversations and group discussions.   |
| 17 | Hunting for Hidden Fat          | 10.4.2   | Grade 4     | Ask and answer questions with relevant details to clarify ideas.   |
| 18 | Beverage Buzz: Sack the Sugar   | 10.4.1   | Grade 4     | Contribute to and listen attentively in conversations and group discussions.   |
| 18 | Beverage Buzz: Sack the Sugar   | 10.4.2   | Grade 4     | Ask and answer questions with relevant details to clarify ideas.   |
| 19 | Snack Decisions                 | 1.4.5    | Grade 4     | Use knowledge of vocabulary and context clues to determine meanings of unknown words.  |
| 19 | Snack Decisions                 | 4.4.2    | Grade 4     | Compare main ideas and important concepts of various texts.  |
| 19 | Snack Decisions                 | 5.4.2    | Grade 4     | Write organized friendly letters, formal letters, thank you letters, and invitations in an appropriate format for a specific audience and purpose. |

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| 19 | Snack Decisions         | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 19 | Snack Decisions         | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 19 | Snack Decisions         | 10.4.3 | Grade 4 | Share ideas, opinions, and information clearly and effectively.  |
| 19 | Snack Decisions         | 1.5.5  | Grade 5 | Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.                            |
| 19 | Snack Decisions         | 4.5.2  | Grade 5 | Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.                       |
| 19 | Snack Decisions         | 5.5.2  | Grade 5 | Write well-organized communications such as friendly or business letters in an appropriate format for a specific audience and purpose. |
| 19 | Snack Decisions         | 10.5.3 | Grade 5 | Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.             |
| 20 | Snacking and Inactivity | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 20 | Snacking and Inactivity | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 21 | Freeze My TV            | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 21 | Freeze My TV            | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 22 | Menu Monitoring         | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 22 | Menu Monitoring         | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 23 | Veggiemania             | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 23 | Veggiemania             | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 24 | Breakfast Bonanza       | 1.4.5  | Grade 4 | Use knowledge of vocabulary and context clues to determine meanings of unknown words.  |
| 24 | Breakfast Bonanza       | 4.4.2  | Grade 4 | Compare main ideas and important concepts of various texts.  |
| 24 | Breakfast Bonanza       | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 24 | Breakfast Bonanza       | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 24 | Breakfast Bonanza       | 1.5.5  | Grade 5 |  |

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|    |                                     |        |         | Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.                            |
| 24 | Breakfast Bonanza                   | 4.5.2  | Grade 5 | Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.                       |
| 26 | Fitness Walking                     | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 26 | Fitness Walking                     | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 27 | Freeze My TV                        | 4.4.1  | Grade 4 | Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text. |
| 27 | Freeze My TV                        | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 27 | Freeze My TV                        | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 27 | Freeze My TV                        | 4.5.1  | Grade 5 | Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.                             |
| 27 | Freeze My TV                        | 11.5.5 | Grade 5 | Present research findings using charts, maps, or graphs with written text.   |
| 4  | Balancing Act                       | 4.4.1  | Grade 4 | Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text. |
| 4  | Balancing Act                       | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 4  | Balancing Act                       | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 4  | Balancing Act                       | 4.5.1  | Grade 5 | Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.                             |
| 6  | Snack Attack                        | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 6  | Snack Attack                        | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 6  | Snack Attack                        | 10.4.3 | Grade 4 | Share ideas, opinions, and information clearly and effectively.  |
| 6  | Snack Attack                        | 10.5.3 | Grade 5 | Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.             |
| 7  | Sugar Water: Think About Your Drink | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |

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| 7 | Sugar Water: Think About Your Drink                                  | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 7 | Sugar Water: Think About Your Drink                                  | 10.4.3 | Grade 4 | Share ideas, opinions, and information clearly and effectively.  |
| 7 | Sugar Water: Think About Your Drink                                  | 10.5.3 | Grade 5 | Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.             |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 4.4.1  | Grade 4 | Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to comprehend text. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 4.5.1  | Grade 5 | Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.                             |
| 9 | Prime-Time Smartness   | 1.4.5  | Grade 4 | Use knowledge of vocabulary and context clues to determine meanings of unknown words.  |
| 9 | Prime-Time Smartness   | 5.4.4  | Grade 4 | Write responses to literary selections, using supporting details from the selection.   |
| 9 | Prime-Time Smartness   | 10.4.1 | Grade 4 | Contribute to and listen attentively in conversations and group discussions.   |
| 9 | Prime-Time Smartness   | 10.4.2 | Grade 4 | Ask and answer questions with relevant details to clarify ideas.   |
| 9 | Prime-Time Smartness   | 10.4.3 | Grade 4 | Share ideas, opinions, and information clearly and effectively.  |
| 9 | Prime-Time Smartness   | 1.5.5  | Grade 5 | Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.                            |
| 9 | Prime-Time Smartness   | 5.5.4  | Grade 5 | Write responses to literary selections by supporting ideas with selected examples.   |
| 9 | Prime-Time Smartness   | 10.5.3 | Grade 5 |  |

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|  |  |  |  | Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively. |
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