

| Oklahoma > Priority Academic Student Skills > Health and Safety Education (2002) | | | | |
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| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 1 | Healthy Living | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 1 | Healthy Living | 2 | Grades: 5-8 | Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems. |
| 1 | Healthy Living | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 10 | Chain Five | 1 | Grades: 1-4 | Describe the various responsibilities of family members for health promotion and disease prevention. |
| 10 | Chain Five | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 10 | Chain Five | 2 | Grades: 5-8 | Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems. |
| 10 | Chain Five | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 11 | Alphabet Fruit (and Vegetables) | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 11 | Alphabet Fruit (and Vegetables) | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 11 | Alphabet Fruit (and Vegetables) | 7 | Grades: 5-8 | Describe the effects various diseases (e.g., cancer, diabetes) have on the body systems. |
| 11 | Alphabet Fruit (and Vegetables) | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |

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| 12 | Brilliant Breakfast | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 12 | Brilliant Breakfast | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 12 | Brilliant Breakfast | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 12 | Brilliant Breakfast | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 13 | Fitness Walking | 2 | Grades: 1-4 | Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules). |
| 13 | Fitness Walking | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 13 | Fitness Walking | 4 | Grades: 5-8 | Identify how media messages influence health behavior and choices. |
| 13 | Fitness Walking | 3 | Grades: 5-8 | Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively. |
| 13 | Fitness Walking | 3 | Grades: 5-8 | Demonstrate the ability to influence and support others in making positive health and safety choices. |
| 14 | Healthy Living, Healthy Eating | 5 | Grades: 1-4 | Interpret the meaning of warning labels and signs on hazardous substances. |
| 14 | Healthy Living, Healthy Eating | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 14 | Healthy Living, Healthy Eating | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 14 | Healthy Living, Healthy Eating | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 14 | Healthy Living, Healthy Eating | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 15 | Keeping the Balance | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |

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| 16 | The Safe Workout: A Review | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 16 | The Safe Workout: A Review | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 16 | The Safe Workout: A Review | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 17 | Hunting for Hidden Fat | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 17 | Hunting for Hidden Fat | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 17 | Hunting for Hidden Fat | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 17 | Hunting for Hidden Fat | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 18 | Beverage Buzz: Sack the Sugar | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 18 | Beverage Buzz: Sack the Sugar | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 18 | Beverage Buzz: Sack the Sugar | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 18 | Beverage Buzz: Sack the Sugar | 13 | Grades: 5-8 | Explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control. |
| 19 | Snack Decisions | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 19 | Snack Decisions | 1 | Grades: 1-4 | Identify ways in which media, technology, and other sources provide information about health and safety |
| 19 | Snack Decisions | 3 | Grades: 1-4 | Describe how media influences thoughts, feelings, and health/safety behaviors. |
| 19 | Snack Decisions | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |

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| 19 | Snack Decisions | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 19 | Snack Decisions | 4 | Grades: 5-8 | Analyze how media influences the selection of health information and products. |
| 19 | Snack Decisions | 4 | Grades: 5-8 | Identify how media messages influence health behavior and choices. |
| 2 | Carb Smart | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 20 | Snacking and Inactivity | 8 | Grades: 1-4 | Examine the relationship between physical and emotional health. |
| 20 | Snacking and Inactivity | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 20 | Snacking and Inactivity | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 20 | Snacking and Inactivity | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 21 | Freeze My TV | 1 | Grades: 1-4 | Identify ways in which media, technology, and other sources provide information about health and safety |
| 21 | Freeze My TV | 2 | Grades: 1-4 | Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules). |
| 21 | Freeze My TV | 2 | Grades: 5-8 | Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems. |
| 21 | Freeze My TV | 13 | Grades: 5-8 | Explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control. |
| 21 | Freeze My TV | 3 | Grades: 5-8 | Demonstrate the ability to utilize resources including technology from home, school, and community in locating valid health information. |
| 21 | Freeze My TV | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 21 | Freeze My TV | 1 | Grades: 5-8 | Analyze the influence of technology on personal and family health and safety. |
| 21 | Freeze My TV | 4 | Grades: 5-8 | Identify how media messages influence health behavior and choices. |
| 21 | Freeze My TV | 3 | Grades: 5-8 | |

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| | | | | Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively. |
| 21 | Freeze My TV | 3 | Grades: 5-8 | Demonstrate the ability to influence and support others in making positive health and safety choices. |
| 22 | Menu Monitoring | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 22 | Menu Monitoring | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 22 | Menu Monitoring | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 22 | Menu Monitoring | 7 | Grades: 5-8 | Describe the effects various diseases (e.g., cancer, diabetes) have on the body systems. |
| 22 | Menu Monitoring | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 23 | Veggiemania | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 23 | Veggiemania | 2 | Grades: 1-4 | Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules). |
| 23 | Veggiemania | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 23 | Veggiemania | 3 | Grades: 5-8 | Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively. |
| 23 | Veggiemania | 3 | Grades: 5-8 | Demonstrate the ability to influence and support others in making positive health and safety choices. |
| 24 | Breakfast Bonanza | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 24 | Breakfast Bonanza | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 24 | Breakfast Bonanza | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |

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| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 2 | Grades: 1-4 | Examine cultural differences that impact health and safety practices. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 2 | Grades: 5-8 | Examine the influence of cultural beliefs on health behaviors and use of health services. |
| 26 | Fitness Walking | 2 | Grades: 1-4 | Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules). |
| 26 | Fitness Walking | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 26 | Fitness Walking | 4 | Grades: 5-8 | Identify how media messages influence health behavior and choices. |
| 26 | Fitness Walking | 3 | Grades: 5-8 | Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively. |
| 26 | Fitness Walking | 3 | Grades: 5-8 | Demonstrate the ability to influence and support others in making positive health and safety choices. |
| 27 | Freeze My TV | 1 | Grades: 1-4 | Identify and practice good personal health habits. |
| 27 | Freeze My TV | 1 | Grades: 1-4 | Identify ways in which media, technology, and other sources provide information about health and safety |
| 27 | Freeze My TV | 2 | Grades: 1-4 | Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules). |
| 27 | Freeze My TV | 2 | Grades: 5-8 | Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems. |
| 27 | Freeze My TV | 13 | Grades: 5-8 | |

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| | | | | Explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control. |
| 27 | Freeze My TV | 3 | Grades: 5-8 | Demonstrate the ability to utilize resources including technology from home, school, and community in locating valid health information. |
| 27 | Freeze My TV | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 27 | Freeze My TV | 1 | Grades: 5-8 | Analyze the influence of technology on personal and family health and safety. |
| 27 | Freeze My TV | 4 | Grades: 5-8 | Identify how media messages influence health behavior and choices. |
| 27 | Freeze My TV | 3 | Grades: 5-8 | Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively. |
| 27 | Freeze My TV | 3 | Grades: 5-8 | Demonstrate the ability to influence and support others in making positive health and safety choices. |
| 28 | Get 3 At School and 5+ A Day | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 28 | Get 3 At School and 5+ A Day | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 29 | Class Walking Clubs | 2 | Grades: 1-4 | Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules). |
| 29 | Class Walking Clubs | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 29 | Class Walking Clubs | 4 | Grades: 5-8 | Identify how media messages influence health behavior and choices. |
| 29 | Class Walking Clubs | 3 | Grades: 5-8 | Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively. |
| 29 | Class Walking Clubs | 3 | Grades: 5-8 | Demonstrate the ability to influence and support others in making positive health and safety choices. |
| 3 | The Safe Workout: An Introduction | 1 | Grades: 1-4 | Describe the various responsibilities of family members for health promotion and disease prevention. |
| 3 | | 9 | Grades: 1-4 | |

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| | The Safe Workout: An Introduction | | | Define "addiction" and examine the addictive effects of alcohol, tobacco and other drugs |
| 3 | The Safe Workout: An Introduction | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 3 | The Safe Workout: An Introduction | 7 | Grades: 1-4 | Practice refusal skills (saying no) pertaining to the use of alcohol, nicotine, inhalants, and other harmful substances. |
| 3 | The Safe Workout: An Introduction | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 3 | The Safe Workout: An Introduction | 10 | Grades: 5-8 | Examine the risks and identify destructive effects of alcohol, tobacco, steroids and other drugs on body systems. |
| 3 | The Safe Workout: An Introduction | 1 | Grades: 5-8 | Describe and practice refusal skills pertaining to the use of alcohol, nicotine, caffeine, inhalants, and other harmful substances. |
| 3 | The Safe Workout: An Introduction | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 30 | Tour de Health | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 30 | Tour de Health | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 30 | Tour de Health | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 4 | Balancing Act | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 4 | Balancing Act | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 5 | Fast-Food Frenzy | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 5 | Fast-Food Frenzy | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |

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| 5 | Fast-Food Frenzy | 13 | Grades: 5-8 | Explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control. |
| 5 | Fast-Food Frenzy | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 6 | Snack Attack | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 6 | Snack Attack | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 6 | Snack Attack | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 6 | Snack Attack | 13 | Grades: 5-8 | Explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control. |
| 7 | Sugar Water: Think About Your Drink | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 7 | Sugar Water: Think About Your Drink | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 7 | Sugar Water: Think About Your Drink | 4 | Grades: 5-8 | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 7 | Sugar Water: Think About Your Drink | 13 | Grades: 5-8 | Explain the relationship between caloric intake and level of activity in weight management and describe safe methods of weight control. |
| 7 | Sugar Water: Think About Your Drink | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 6 | Grades: 1-4 | Investigate the role of breakfast in providing energy for school and play; describe reasons for eating a variety of healthy foods and list their sources. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 8 | | 4 | Grades: 5-8 | |

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| | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | | | Identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 10 | Grades: 5-8 | Identify the role exercise, nutrition, hygiene, and relationships play in basic personal health needs. |
| 9 | Prime-Time Smartness | 1 | Grades: 1-4 | Describe the various responsibilities of family members for health promotion and disease prevention. |
| 9 | Prime-Time Smartness | 6 | Grades: 1-4 | Determine the characteristics of valid health information and health-promoting products and services. |
| 9 | Prime-Time Smartness | 1 | Grades: 1-4 | Identify ways in which media, technology, and other sources provide information about health and safety |
| 9 | Prime-Time Smartness | 3 | Grades: 1-4 | Describe how media influences thoughts, feelings, and health/safety behaviors. |
| 9 | Prime-Time Smartness | 2 | Grades: 1-4 | Examine decision-making skills related to personal behavior which may be healthy or unhealthy (e.g., obeying pedestrian rules). |
| 9 | Prime-Time Smartness | 4 | Grades: 1-4 | Practice methods for assisting others in making positive healthy and safe choices. |
| 9 | Prime-Time Smartness | 3 | Grades: 5-8 | Demonstrate the ability to utilize resources including technology from home, school, and community in locating valid health information. |
| 9 | Prime-Time Smartness | 4 | Grades: 5-8 | Analyze how media influences the selection of health information and products. |
| 9 | Prime-Time Smartness | 1 | Grades: 5-8 | Analyze the influence of technology on personal and family health and safety. |
| 9 | Prime-Time Smartness | 2 | Grades: 5-8 | Examine the influence of cultural beliefs on health behaviors and use of health services. |
| 9 | Prime-Time Smartness | 4 | Grades: 5-8 | Identify how media messages influence health behavior and choices. |
| 9 | Prime-Time Smartness | 3 | Grades: 5-8 | Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively. |
| 9 | Prime-Time Smartness | 3 | Grades: 5-8 | Demonstrate the ability to influence and support others in making positive health and safety choices. |

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| Oklahoma > Priority Academic Student Skills > Technology Education and Instructional Technology (2002) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Oklahoma > Priority Academic Student Skills > Science (2002) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 21 | Freeze My TV | 1 | Grade 4 | Report data using tables, line, bar, trend, and/or simple circle graphs. |
| 21 | Freeze My TV | 2 | Grade 4 | Interpret data tables, line, bar, trend and/or simple circle graphs. |
| 21 | Freeze My TV | 1 | Grade 5 | Report data using tables, line, bar, trend, and/or simple circle graphs. |
| 21 | Freeze My TV | 2 | Grade 5 | Interpret data tables, line, bar, trend, and/or simple circle graphs. |
| 27 | Freeze My TV | 1 | Grade 4 | Report data using tables, line, bar, trend, and/or simple circle graphs. |
| 27 | Freeze My TV | 2 | Grade 4 | Interpret data tables, line, bar, trend and/or simple circle graphs. |
| 27 | Freeze My TV | 1 | Grade 5 | Report data using tables, line, bar, trend, and/or simple circle graphs. |
| 27 | Freeze My TV | 2 | Grade 5 | Interpret data tables, line, bar, trend, and/or simple circle graphs. |
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| Oklahoma > Priority Academic Student Skills > Language Arts (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 6 | Fourth Grade | Write summaries based upon the main idea of a reading selection and its most significant details. |

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| 1 | Healthy Living | a | Fifth Grade | Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. |
| 11 | Alphabet Fruit (and Vegetables) | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 11 | Alphabet Fruit (and Vegetables) | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 13 | Fitness Walking | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 13 | Fitness Walking | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 14 | Healthy Living, Healthy Eating | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 14 | Healthy Living, Healthy Eating | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 15 | Keeping the Balance | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 15 | Keeping the Balance | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 16 | The Safe Workout: A Review | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 16 | The Safe Workout: A Review | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 17 | Hunting for Hidden Fat | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 17 | Hunting for Hidden Fat | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |

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| 18 | Beverage Buzz: Sack the Sugar | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 18 | Beverage Buzz: Sack the Sugar | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 19 | Snack Decisions | a | Fourth Grade | Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas. |
| 19 | Snack Decisions | 3 | Fourth Grade | Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. |
| 19 | Snack Decisions | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 19 | Snack Decisions | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 19 | Snack Decisions | c | Fifth Grade | Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas. |
| 19 | Snack Decisions | a | Fifth Grade | Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. |
| 19 | Snack Decisions | e | Fifth Grade | Conventions of letter writing |
| 20 | Snacking and Inactivity | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 20 | Snacking and Inactivity | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 21 | Freeze My TV | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 21 | Freeze My TV | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 22 | Menu Monitoring | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized |

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| | | | | vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 22 | Menu Monitoring | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 23 | Veggiemania | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 23 | Veggiemania | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 24 | Breakfast Bonanza | a | Fourth Grade | Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas. |
| 24 | Breakfast Bonanza | 4 | Fifth Grade | Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. |
| 24 | Breakfast Bonanza | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 24 | Breakfast Bonanza | c | Fifth Grade | Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas. |
| 24 | Breakfast Bonanza | a | Fifth Grade | Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | c | Fifth Grade | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 2 | Fifth Grade | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation. |
| 26 | Fitness Walking | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 26 | Fitness Walking | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 27 | Freeze My TV | 1 | Fourth Grade | |

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| | | | | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations. |
| 27 | Freeze My TV | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 27 | Freeze My TV | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 27 | Freeze My TV | c | Fifth Grade | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 27 | Freeze My TV | e | Fifth Grade | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 27 | Freeze My TV | 2 | Fifth Grade | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation. |
| 28 | Get 3 At School and 5+ A Day | c | Fifth Grade | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 3 | The Safe Workout: An Introduction | c | Fifth Grade | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 3 | The Safe Workout: An Introduction | e | Fifth Grade | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 4 | Balancing Act | h | Fourth Grade | use more than one source of information, including speakers, newspapers, media sources, and online information. |
| 4 | Balancing Act | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 4 | Balancing Act | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 4 | Balancing Act | c | Fifth Grade | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |

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| 4 | Balancing Act | e | Fifth Grade | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 4 | Balancing Act | d | Fifth Grade | use a variety of information sources, including speakers, firsthand interviews, reference materials, and online information. |
| 4 | Balancing Act | 2 | Fifth Grade | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation. |
| 5 | Fast-Food Frenzy | a | Fifth Grade | Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. |
| 5 | Fast-Food Frenzy | c | Fifth Grade | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 5 | Fast-Food Frenzy | e | Fifth Grade | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 6 | Snack Attack | 3 | Fourth Grade | Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. |
| 6 | Snack Attack | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 6 | Snack Attack | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 6 | Snack Attack | e | Fifth Grade | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 7 | Sugar Water: Think About Your Drink | 3 | Fourth Grade | Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. |
| 7 | Sugar Water: Think About Your Drink | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 7 | | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |

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| | Sugar Water: Think About Your Drink | | | |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 2 | Fifth Grade | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation. |
| 9 | Prime-Time Smartness | a | Fourth Grade | demonstrate an understanding of a literary work. |
| 9 | Prime-Time Smartness | 6 | Fourth Grade | Write summaries based upon the main idea of a reading selection and its most significant details. |
| 9 | Prime-Time Smartness | 3 | Fourth Grade | Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. |
| 9 | Prime-Time Smartness | a | Fifth Grade | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 9 | Prime-Time Smartness | a | Fifth Grade | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 9 | Prime-Time Smartness | e | Fifth Grade | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 9 | Prime-Time Smartness | a | Fifth Grade | demonstrate an understanding of a designated literary work. |
| 9 | Prime-Time Smartness | c | Fifth Grade | develop interpretations and evaluations that exhibit careful reading and understanding. |
| 9 | Prime-Time Smartness | 7 | Fifth Grade | Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions. |

| Oklahoma > Priority Academic Student Skills > Language Arts (2002) | | | | |
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| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 6 | Grade 4 | Write summaries based upon the main idea of a reading selection and its most significant details. |
| 1 | Healthy Living | a | Grade 5 | Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. |
| 11 | Alphabet Fruit (and Vegetables) | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 11 | Alphabet Fruit (and Vegetables) | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 13 | Fitness Walking | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 13 | Fitness Walking | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 14 | Healthy Living, Healthy Eating | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 14 | Healthy Living, Healthy Eating | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 15 | Keeping the Balance | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 15 | Keeping the Balance | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 16 | | a | Grade 5 | |

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| | The Safe Workout: A Review | | | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 16 | The Safe Workout: A Review | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 17 | Hunting for Hidden Fat | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 17 | Hunting for Hidden Fat | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 18 | Beverage Buzz: Sack the Sugar | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 18 | Beverage Buzz: Sack the Sugar | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 19 | Snack Decisions | a | Grade 4 | Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas. |
| 19 | Snack Decisions | 3 | Grade 4 | Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. |
| 19 | Snack Decisions | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 19 | Snack Decisions | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 19 | Snack Decisions | c | Grade 5 | Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas. |
| 19 | Snack Decisions | a | Grade 5 | Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. |
| 19 | Snack Decisions | e | Grade 5 | Conventions of letter writing |
| 20 | Snacking and Inactivity | a | Grade 5 | |

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| | | | | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 20 | Snacking and Inactivity | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 21 | Freeze My TV | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 21 | Freeze My TV | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 22 | Menu Monitoring | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 22 | Menu Monitoring | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 23 | Veggiemania | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 23 | Veggiemania | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 24 | Breakfast Bonanza | a | Grade 4 | Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas. |
| 24 | Breakfast Bonanza | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 24 | Breakfast Bonanza | c | Grade 5 | Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas. |
| 24 | Breakfast Bonanza | a | Grade 5 | Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. |
| 24 | Breakfast Bonanza | e | Grade 5 | Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order). |
| 24 | Breakfast Bonanza | 4 | Grade 5 | |

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| | | | | Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | c | Grade 5 | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 2 | Grade 5 | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation. |
| 26 | Fitness Walking | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 26 | Fitness Walking | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 27 | Freeze My TV | 1 | Grade 4 | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations. |
| 27 | Freeze My TV | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 27 | Freeze My TV | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 27 | Freeze My TV | c | Grade 5 | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 27 | Freeze My TV | e | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 27 | Freeze My TV | 2 | Grade 5 | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation. |
| 28 | Get 3 At School and 5+ A Day | c | Grade 5 | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 3 | The Safe Workout: An Introduction | c | Grade 5 | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |

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| 3 | The Safe Workout: An Introduction | e | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 4 | Balancing Act | h | Grade 4 | use more than one source of information, including speakers, newspapers, media sources, and online information. |
| 4 | Balancing Act | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 4 | Balancing Act | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 4 | Balancing Act | e | Grade 5 | Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order). |
| 4 | Balancing Act | c | Grade 5 | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 4 | Balancing Act | e | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 4 | Balancing Act | d | Grade 5 | use a variety of information sources, including speakers, firsthand interviews, reference materials, and online information. |
| 4 | Balancing Act | 2 | Grade 5 | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation. |
| 5 | Fast-Food Frenzy | a | Grade 5 | Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. |
| 5 | Fast-Food Frenzy | c | Grade 5 | Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps). |
| 5 | Fast-Food Frenzy | e | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 6 | Snack Attack | 3 | Grade 4 | Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. |

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| 6 | Snack Attack | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 6 | Snack Attack | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 6 | Snack Attack | e | Grade 5 | Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order). |
| 6 | Snack Attack | e | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 7 | Sugar Water: Think About Your Drink | 3 | Grade 4 | Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. |
| 7 | Sugar Water: Think About Your Drink | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 7 | Sugar Water: Think About Your Drink | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 2 | Grade 5 | Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation. |
| 9 | Prime-Time Smartness | a | Grade 4 | demonstrate an understanding of a literary work. |
| 9 | Prime-Time Smartness | 6 | Grade 4 | Write summaries based upon the main idea of a reading selection and its most significant details. |
| 9 | Prime-Time Smartness | 3 | Grade 4 | |

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| | | | | Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question. |
| 9 | Prime-Time Smartness | a | Grade 5 | Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. |
| 9 | Prime-Time Smartness | a | Grade 5 | Interpret new words by analyzing the meaning of prefixes and suffixes. |
| 9 | Prime-Time Smartness | e | Grade 5 | Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order). |
| 9 | Prime-Time Smartness | e | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 9 | Prime-Time Smartness | a | Grade 5 | demonstrate an understanding of a designated literary work. |
| 9 | Prime-Time Smartness | c | Grade 5 | develop interpretations and evaluations that exhibit careful reading and understanding. |
| 9 | Prime-Time Smartness | 7 | Grade 5 | Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions. |
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| Oklahoma > Priority Academic Student Skills > Mathematics (2002) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 12 | Brilliant Breakfast | a | Grade 5 | Analyze data to create and interpret tables and graphs. |
| 18 | Beverage Buzz: Sack the Sugar | 2 | Process Standards (Grades 1-5) | Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?). |
| 21 | Freeze My TV | a | Grade 4 | Examine data displays such as tallies, tables, charts and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of |

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| | | | | population data and write problems). |
| 21 | Freeze My TV | a | Grade 5 | Analyze data to create and interpret tables and graphs. |
| 21 | Freeze My TV | b | Grade 5 | Justify the selection of the type of table or graph (e.g., a line graph may be more appropriate than a bar graph when displaying the height of a person over time). |
| 27 | Freeze My TV | a | Grade 4 | Examine data displays such as tallies, tables, charts and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems). |
| 27 | Freeze My TV | b | Grade 4 | Collect, organize and record data in tables and graphs (e.g., bar, pictograph, line plots). |
| 27 | Freeze My TV | a | Grade 5 | Analyze data to create and interpret tables and graphs. |
| 27 | Freeze My TV | b | Grade 5 | Justify the selection of the type of table or graph (e.g., a line graph may be more appropriate than a bar graph when displaying the height of a person over time). |
| 27 | Freeze My TV | c | Grade 5 | Compare and translate between displays of data (e.g., multiple sets of data on the same graph, Venn diagrams, a combination of diagrams, charts, tables, graphs). |
| 27 | Freeze My TV | d | Grade 5 | Formulate questions, design investigations, consider samples, and collect, organize, and analyze data using observation, measurement, surveys, or experiments (e.g., how far can 5th graders throw a softball based on where it first hits the ground?). |
| 28 | Get 3 At School and 5+ A Day | b | Grade 4 | Collect, organize and record data in tables and graphs (e.g., bar, pictograph, line plots). |
| 28 | Get 3 At School and 5+ A Day | c | Grade 5 | Compare and translate between displays of data (e.g., multiple sets of data on the same graph, Venn diagrams, a combination of diagrams, charts, tables, graphs). |
| 4 | Balancing Act | a | Grade 4 | Examine data displays such as tallies, tables, charts and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems). |
| 4 | Balancing Act | b | Grade 4 | Collect, organize and record data in tables and graphs (e.g., bar, pictograph, line plots). |
| 4 | Balancing Act | a | Grade 5 | Analyze data to create and interpret tables and graphs. |
| 4 | Balancing Act | b | Grade 5 | |

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| | | | | Justify the selection of the type of table or graph (e.g., a line graph may be more appropriate than a bar graph when displaying the height of a person over time). |
| 4 | Balancing Act | c | Grade 5 | Compare and translate between displays of data (e.g., multiple sets of data on the same graph, Venn diagrams, a combination of diagrams, charts, tables, graphs). |
| 5 | Fast-Food Frenzy | d | Grade 5 | Explain verbally with manipulatives and diagrams 25%, 50%, 75%; use these percents to solve problems and relate them to their corresponding fractions and decimals. |
| 5 | Fast-Food Frenzy | b | Grade 5 | Apply estimation skills to solve problems involving common percents and equivalent fractions. |
| 5 | Fast-Food Frenzy | c | Grade 5 | Compare and translate between displays of data (e.g., multiple sets of data on the same graph, Venn diagrams, a combination of diagrams, charts, tables, graphs). |
| 6 | Snack Attack | a | Grade 4 | Examine data displays such as tallies, tables, charts and graphs and use the observations to pose and answer questions (e.g., choose a table in social studies of population data and write problems). |
| 6 | Snack Attack | a | Grade 5 | Analyze data to create and interpret tables and graphs. |
| 6 | Snack Attack | b | Grade 5 | Justify the selection of the type of table or graph (e.g., a line graph may be more appropriate than a bar graph when displaying the height of a person over time). |
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| Oklahoma > Priority Academic Student Skills > Social Studies (2002) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Oklahoma > Modified and Alternate Priority Academic Student Skills > Writing Modified (2007) | | | | |
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| Oklahoma > Modified and Alternate Priority Academic Student Skills > Mathematics Alternate (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 27 | Freeze My TV | 5.5.1 | Grade 5 | Analyze data to create and interpret tables and graphs. The student will use data from a chart, graph, or table and make simple predictions. |
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| Oklahoma > Modified and Alternate Priority Academic Student Skills > Reading Modified (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Oklahoma > Modified and Alternate Priority Academic Student Skills > Writing Alternate (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Oklahoma > Modified and Alternate Priority Academic Student Skills > Mathematics Modified (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 27 | Freeze My TV | a | Grade 4 | Examine data displays, such as tallies, tables, charts and graphs, and use the observations to answer questions. |

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| 27 | Freeze My TV | b | Grade 4 | Collect, organize and record data in tables and graphs. |
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| Oklahoma > Modified and Alternate Priority Academic Student Skills > Social Studies Modified (2007) | | | | |
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| Oklahoma > Modified and Alternate Priority Academic Student Skills > Science Alternate (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Oklahoma > Modified and Alternate Priority Academic Student Skills > Social Studies Alternate (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Oklahoma > Modified and Alternate Priority Academic Student Skills > Reading Alternate (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Science Modified (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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