

| Pennsylvania > Assessment Anchors > Reading (2005) |                   |            |             |   |
|--|-------------------|------------|-------------|---|
| Lesson   | Title             | State ID   | Grade Descr | State Text  |
| 19   | Snack Decisions   | R4.A.1.4.1 | Grade 4     | Identify and/or explain stated or implied main ideas and relevant supporting details from text.   |
| 19   | Snack Decisions   | R4.A.2.4.1 | Grade 4     | Identify and/or explain stated or implied main ideas and relevant supporting details from the text.                                       |
| 19   | Snack Decisions   | R5.A.1.4.1 | Grade 5     | Identify and/or explain stated or implied main ideas and relevant supporting details from text.   |
| 19   | Snack Decisions   | R5.A.1.6.2 | Grade 5     | Identify and/or describe examples of text that support its intended purpose.  |
| 19   | Snack Decisions   | R5.A.2.4.1 | Grade 5     | Identify and/or explain stated or implied main ideas and relevant supporting details from text.   |
| 19   | Snack Decisions   | R5.A.2.6.2 | Grade 5     | Identify and/or describe examples of text that support the author's intended purpose.   |
| 24   | Breakfast Bonanza | R4.A.1.4.1 | Grade 4     | Identify and/or explain stated or implied main ideas and relevant supporting details from text.   |
| 24   | Breakfast Bonanza | R4.A.2.4.1 | Grade 4     | Identify and/or explain stated or implied main ideas and relevant supporting details from the text.                                       |
| 24   | Breakfast Bonanza | R4.B.3.3.1 | Grade 4     | Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution. |
| 24   | Breakfast Bonanza | R5.A.1.4.1 | Grade 5     | Identify and/or explain stated or implied main ideas and relevant supporting details from text.   |
| 24   | Breakfast Bonanza | R5.A.1.6.2 | Grade 5     | Identify and/or describe examples of text that support its intended purpose.  |
| 24   | Breakfast Bonanza | R5.A.2.4.1 | Grade 5     | Identify and/or explain stated or implied main ideas and relevant supporting details from text.   |
| 24   | Breakfast Bonanza | R5.A.2.6.2 | Grade 5     | Identify and/or describe examples of text that support the author's intended purpose.   |
| 24   | Breakfast Bonanza | R5.B.3.3.1 | Grade 5     |   |

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|   |  |            |         | Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution. |
| 27  | Freeze My TV   | R4.B.3.3.3 | Grade 4 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
| 27  | Freeze My TV   | R5.B.3.3.3 | Grade 5 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
| 3   | The Safe Workout: An Introduction                                    | R4.B.3.3.3 | Grade 4 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
| 3   | The Safe Workout: An Introduction                                    | R5.B.3.3.3 | Grade 5 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
| 4   | Balancing Act  | R4.B.3.3.3 | Grade 4 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
| 4   | Balancing Act  | R5.B.3.3.3 | Grade 5 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
| 5   | Fast-Food Frenzy   | R4.B.3.3.3 | Grade 4 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
| 5   | Fast-Food Frenzy   | R5.B.3.3.3 | Grade 5 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
| 8   | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | R4.B.3.3.3 | Grade 4 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
| 8   | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | R5.B.3.3.3 | Grade 5 | Interpret graphics and charts and/or make connections between text and the content of graphics and charts.                                |
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| Pennsylvania > Assessment Anchors > Science 2007 Draft (2006) |  |            |         |   |

| Lesson   | Title                  | State ID   | Grade Descr | State Text  |
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| 27   | Freeze My TV           | S4.D.2.1.2 | Grade 4     | Identify weather patterns from data charts or graphs of the data (e.g., temperature, wind direction, wind speed, cloud types, precipitation).   |
| Pennsylvania > Assessment Anchors > Mathematics (2005) |                        |            |             |   |
| Lesson   | Title                  | State ID   | Grade Descr | State Text  |
| 12   | Brilliant Breakfast    | M5.E.1.1.1 | Grade 5     | Display and/or interpret data shown in tallies, tables, charts, pictographs, bar graphs, line graphs and using a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.  |
| 15   | Keeping the Balance    | M5.A.3.2.1 | Grade 5     | Use addition, subtraction, multiplication and division to compute accurately without a calculator (multipliers up to 2 digits, single-digit divisors or multiples of 10 whole numbers through thousands and decimals through hundredths - no division with decimals). |
| 17   | Hunting for Hidden Fat | M4.E.1.2.1 | Grade 4     | Graph data or complete a graph given the data (bar graph or pictograph grid is provided).   |
| 21   | Freeze My TV           | M4.E.1.2.1 | Grade 4     | Graph data or complete a graph given the data (bar graph or pictograph grid is provided).   |
| 27   | Freeze My TV           | M4.E.1.1.1 | Grade 4     | Describe, interpret and/or answer questions based on data shown in tables, charts, bar graphs or pictographs.   |
| 27   | Freeze My TV           | M4.E.1.2.1 | Grade 4     | Graph data or complete a graph given the data (bar graph or pictograph grid is provided).   |
| 27   | Freeze My TV           | M4.E.1.2.2 | Grade 4     | Translate information from one type of display to another (table, chart, bar graph, or pictograph).   |
| 27   | Freeze My TV           | M4.E.3.1.1 | Grade 4     | Make a prediction based on data or chance (data may be shown in tables, charts, line graphs, bar graphs or pictographs).  |
| 27   | Freeze My TV           | M5.E.1.1.1 | Grade 5     |   |

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|   |                              |            |             | Display and/or interpret data shown in tallies, tables, charts, pictographs, bar graphs, line graphs and using a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs. |
| 27  | Freeze My TV                 | M5.E.3.1.1 | Grade 5     | Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible (information could be represented by pictographs, bar graphs, charts, tables and/or spinners).               |
| 28  | Get 3 At School and 5+ A Day | M5.E.1.1.1 | Grade 5     | Display and/or interpret data shown in tallies, tables, charts, pictographs, bar graphs, line graphs and using a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs. |
| 4   | Balancing Act                | M4.E.1.1.1 | Grade 4     | Describe, interpret and/or answer questions based on data shown in tables, charts, bar graphs or pictographs.  |
| 4   | Balancing Act                | M4.E.1.2.2 | Grade 4     | Translate information from one type of display to another (table, chart, bar graph, or pictograph).  |
| 4   | Balancing Act                | M4.E.3.1.1 | Grade 4     | Make a prediction based on data or chance (data may be shown in tables, charts, line graphs, bar graphs or pictographs).   |
| 4   | Balancing Act                | M5.E.1.1.1 | Grade 5     | Display and/or interpret data shown in tallies, tables, charts, pictographs, bar graphs, line graphs and using a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs. |
| 4   | Balancing Act                | M5.E.3.1.1 | Grade 5     | Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible (information could be represented by pictographs, bar graphs, charts, tables and/or spinners).               |
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| Pennsylvania > Academic Standards > Science and Technology (2002) |                              |            |             |  |
| Lesson  | Title                        | State ID   | Grade Descr | State Text   |
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| Pennsylvania > Academic Standards > Mathematics (2002)                              |                                 |          |             |  |
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| Lesson  | Title                           | State ID | Grade Descr | State Text   |
| 27  | Freeze My TV                    | A        | Grade 5     | Organize and display data using pictures, tallies, tables, charts, bar graphs and circle graphs. |
| 28  | Get 3 At School and 5+ A Day    | A        | Grade 5     | Organize and display data using pictures, tallies, tables, charts, bar graphs and circle graphs. |
| 4   | Balancing Act                   | A        | Grade 5     | Organize and display data using pictures, tallies, tables, charts, bar graphs and circle graphs. |
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| Pennsylvania > Academic Standards > Reading, Writing, Speaking and Listening (2002) |                                 |          |             |  |
| Lesson  | Title                           | State ID | Grade Descr | State Text   |
| 10  | Chain Five                      |          | Grade 5     | Plan and participate in group presentations.   |
| 11  | Alphabet Fruit (and Vegetables) |          | Grade 5     | Summarize, when prompted.  |
| 11  | Alphabet Fruit (and Vegetables) |          | Grade 5     | Plan and participate in group presentations.   |
| 13  | Fitness Walking                 |          | Grade 5     | Summarize, when prompted.  |
| 13  | Fitness Walking                 |          | Grade 5     | Plan and participate in group presentations.   |
| 14  | Healthy Living, Healthy Eating  |          | Grade 5     | Listen to and acknowledge the contributions of others.   |
| 14  | Healthy Living, Healthy Eating  |          | Grade 5     | Summarize, when prompted.  |

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| 14 | Healthy Living, Healthy Eating |   | Grade 5 | Plan and participate in group presentations.  |
| 15 | Keeping the Balance            |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 15 | Keeping the Balance            |   | Grade 5 | Summarize, when prompted.   |
| 15 | Keeping the Balance            |   | Grade 5 | Plan and participate in group presentations.  |
| 16 | The Safe Workout: A Review     |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 16 | The Safe Workout: A Review     |   | Grade 5 | Summarize, when prompted.   |
| 16 | The Safe Workout: A Review     |   | Grade 5 | Plan and participate in group presentations.  |
| 17 | Hunting for Hidden Fat         |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 17 | Hunting for Hidden Fat         |   | Grade 5 | Summarize, when prompted.   |
| 17 | Hunting for Hidden Fat         |   | Grade 5 | Plan and participate in group presentations.  |
| 18 | Beverage Buzz: Sack the Sugar  |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 18 | Beverage Buzz: Sack the Sugar  |   | Grade 5 | Summarize, when prompted.   |
| 18 | Beverage Buzz: Sack the Sugar  |   | Grade 5 | Plan and participate in group presentations.  |
| 19 | Snack Decisions                | C | Grade 5 | Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking. |
| 19 | Snack Decisions                | D | Grade 5 | Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.                  |
| 19 | Snack Decisions                |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 19 | Snack Decisions                |   | Grade 5 | Summarize, when prompted.   |
| 19 | Snack Decisions                |   | Grade 5 | Plan and participate in group presentations.  |

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| 20 | Snacking and Inactivity |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 20 | Snacking and Inactivity |   | Grade 5 | Summarize, when prompted.   |
| 20 | Snacking and Inactivity |   | Grade 5 | Plan and participate in group presentations.  |
| 21 | Freeze My TV            |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 21 | Freeze My TV            |   | Grade 5 | Summarize, when prompted.   |
| 21 | Freeze My TV            |   | Grade 5 | Plan and participate in group presentations.  |
| 22 | Menu Monitoring         |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 22 | Menu Monitoring         |   | Grade 5 | Summarize, when prompted.   |
| 22 | Menu Monitoring         |   | Grade 5 | Plan and participate in group presentations.  |
| 23 | Veggiemania             |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 23 | Veggiemania             |   | Grade 5 | Summarize, when prompted.   |
| 23 | Veggiemania             |   | Grade 5 | Plan and participate in group presentations.  |
| 24 | Breakfast Bonanza       | C | Grade 5 | Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking. |
| 24 | Breakfast Bonanza       | D | Grade 5 | Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.                  |
| 24 | Breakfast Bonanza       |   | Grade 5 | Plan and participate in group presentations.  |
| 26 | Fitness Walking         |   | Grade 5 | Listen to and acknowledge the contributions of others.  |
| 26 | Fitness Walking         |   | Grade 5 | Summarize, when prompted.   |
| 26 | Fitness Walking         |   | Grade 5 | Plan and participate in group presentations.  |
| 27 | Freeze My TV            |   | Grade 5 | Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).   |
| 27 | Freeze My TV            |   | Grade 5 | Listen to and acknowledge the contributions of others.  |

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| 27   | Freeze My TV   |          | Grade 5     | Summarize, when prompted.   |
| 27   | Freeze My TV   |          | Grade 5     | Plan and participate in group presentations.  |
| 4  | Balancing Act  |          | Grade 5     | Plan and participate in group presentations.  |
| 6  | Snack Attack   |          | Grade 5     | Summarize, when prompted.   |
| 6  | Snack Attack   |          | Grade 5     | Plan and participate in group presentations.  |
| 7  | Sugar Water: Think About Your Drink                                  |          | Grade 5     | Summarize, when prompted.   |
| 7  | Sugar Water: Think About Your Drink                                  |          | Grade 5     | Plan and participate in group presentations.  |
| 8  | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind |          | Grade 5     | Summarize, when prompted.   |
| 8  | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind |          | Grade 5     | Plan and participate in group presentations.  |
| 9  | Prime-Time Smartness   | C        | Grade 5     | Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking. |
| 9  | Prime-Time Smartness   |          | Grade 5     | Summarize, when prompted.   |
| 9  | Prime-Time Smartness   |          | Grade 5     | Plan and participate in group presentations.  |
| Pennsylvania > Academic Standards > Environment and Ecology (2002) |  |          |             |   |
| Lesson   | Title  | State ID | Grade Descr | State Text  |
| 10   | Chain Five   |          | Grade 4     | Explain air, water and nutrient cycles.   |

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| 19 | Snack Decisions  |  | Grade 4 | Explain air, water and nutrient cycles. |
| 2  | Carb Smart   |  | Grade 4 | Explain air, water and nutrient cycles. |
| 22 | Menu Monitoring  |  | Grade 4 | Explain air, water and nutrient cycles. |
| 30 | Tour de Health   |  | Grade 4 | Explain air, water and nutrient cycles. |
| 5  | Fast-Food Frenzy   |  | Grade 4 | Explain air, water and nutrient cycles. |
| 7  | Sugar Water: Think About Your Drink                                  |  | Grade 4 | Explain air, water and nutrient cycles. |
| 8  | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind |  | Grade 4 | Explain air, water and nutrient cycles. |
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