

| Lesson  | Title                           | State ID | Grade Descr | State Text  |
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| Rhode Island > Grade Level Expectations > Written and Oral Communication (2006) |                                 |          |             |   |
| 1   | Healthy Living                  | OC-4-1.4 | Grade 4     | Participating in large and small group discussions to show understanding how other group members think.           |
| 1   | Healthy Living                  | OC-4-2.1 | Grade 4     | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 10  | Chain Five                      | OC-4-1.4 | Grade 4     | Participating in large and small group discussions to show understanding how other group members think.           |
| 10  | Chain Five                      | OC-4-2.1 | Grade 4     | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 10  | Chain Five                      | OC-5-1.4 | Grade 5     | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 10  | Chain Five                      | OC-5-1.5 | Grade 5     | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 11  | Alphabet Fruit (and Vegetables) | OC-4-1.4 | Grade 4     | Participating in large and small group discussions to show understanding how other group members think.           |
| 11  | Alphabet Fruit (and Vegetables) | OC-4-2.1 | Grade 4     | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 11  | Alphabet Fruit (and Vegetables) | OC-5-1.2 | Grade 5     | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 11  | Alphabet Fruit (and Vegetables) | OC-5-1.4 | Grade 5     | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 11  | Alphabet Fruit (and Vegetables) | OC-5-1.5 | Grade 5     | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 11  | Alphabet Fruit (and Vegetables) | OC-5-2.1 | Grade 5     | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 12  | Brilliant Breakfast             | OC-4-1.4 | Grade 4     |   |

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|    |                                   |          |         | Participating in large and small group discussions to show understanding how other group members think.           |
| 12 | Brilliant Breakfast               | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 13 | Fitness Walking                   | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 13 | Fitness Walking                   | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 13 | Fitness Walking                   | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 13 | Fitness Walking                   | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 13 | Fitness Walking                   | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 13 | Fitness Walking                   | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 14 | Healthy Living,<br>Healthy Eating | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 14 | Healthy Living,<br>Healthy Eating | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 14 | Healthy Living,<br>Healthy Eating | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 14 | Healthy Living,<br>Healthy Eating | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 14 | Healthy Living,<br>Healthy Eating | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 14 | Healthy Living,<br>Healthy Eating | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 15 | Keeping the Balance               | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |

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| 15 | Keeping the Balance        | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 15 | Keeping the Balance        | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 15 | Keeping the Balance        | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 15 | Keeping the Balance        | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 15 | Keeping the Balance        | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 16 | The Safe Workout: A Review | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 16 | The Safe Workout: A Review | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 16 | The Safe Workout: A Review | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 16 | The Safe Workout: A Review | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 16 | The Safe Workout: A Review | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 16 | The Safe Workout: A Review | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 17 | Hunting for Hidden Fat     | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 17 | Hunting for Hidden Fat     | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 17 | Hunting for Hidden Fat     | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 17 | Hunting for Hidden Fat     | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |

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| 17 | Hunting for Hidden Fat        | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 17 | Hunting for Hidden Fat        | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 18 | Beverage Buzz: Sack the Sugar | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 18 | Beverage Buzz: Sack the Sugar | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 18 | Beverage Buzz: Sack the Sugar | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 18 | Beverage Buzz: Sack the Sugar | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 18 | Beverage Buzz: Sack the Sugar | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 18 | Beverage Buzz: Sack the Sugar | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 19 | Snack Decisions               | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 19 | Snack Decisions               | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 19 | Snack Decisions               | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 19 | Snack Decisions               | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 19 | Snack Decisions               | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 19 | Snack Decisions               | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 2  | Carb Smart                    | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |

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| 2  | Carb Smart              | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 20 | Snacking and Inactivity | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 20 | Snacking and Inactivity | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 20 | Snacking and Inactivity | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 20 | Snacking and Inactivity | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 20 | Snacking and Inactivity | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 20 | Snacking and Inactivity | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 21 | Freeze My TV            | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 21 | Freeze My TV            | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 21 | Freeze My TV            | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 21 | Freeze My TV            | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 21 | Freeze My TV            | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 21 | Freeze My TV            | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 22 | Menu Monitoring         | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 22 | Menu Monitoring         | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |

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| 22 | Menu Monitoring   | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 22 | Menu Monitoring   | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 22 | Menu Monitoring   | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 22 | Menu Monitoring   | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 23 | Veggiemania   | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 23 | Veggiemania   | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 23 | Veggiemania   | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 23 | Veggiemania   | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 23 | Veggiemania   | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 23 | Veggiemania   | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 24 | Breakfast Bonanza   | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 24 | Breakfast Bonanza   | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 24 | Breakfast Bonanza   | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 24 | Breakfast Bonanza   | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 25 | Foods From Around the World; Italy, China, Mexico, and          | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |

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| 26 | Fitness Walking                   | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 26 | Fitness Walking                   | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 26 | Fitness Walking                   | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 26 | Fitness Walking                   | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 26 | Fitness Walking                   | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 26 | Fitness Walking                   | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 27 | Freeze My TV                      | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 27 | Freeze My TV                      | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 27 | Freeze My TV                      | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 27 | Freeze My TV                      | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 27 | Freeze My TV                      | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 27 | Freeze My TV                      | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 28 | Get 3 At School and 5+ A Day      | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 28 | Get 3 At School and 5+ A Day      | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 3  | The Safe Workout: An Introduction | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 3  | The Safe Workout: An Introduction | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |

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| 30 | Tour de Health                      | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 30 | Tour de Health                      | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 4  | Balancing Act                       | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 4  | Balancing Act                       | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 4  | Balancing Act                       | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 4  | Balancing Act                       | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 4  | Balancing Act                       | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 5  | Fast-Food Frenzy                    | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 6  | Snack Attack                        | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 6  | Snack Attack                        | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 6  | Snack Attack                        | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 6  | Snack Attack                        | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 7  | Sugar Water: Think About Your Drink | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 7  | Sugar Water: Think About Your Drink | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 7  | Sugar Water: Think About Your Drink | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 7  | Sugar Water: Think About Your Drink | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |

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| 7 | Sugar Water: Think About Your Drink                                  | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 7 | Sugar Water: Think About Your Drink                                  | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | OC-4-2.1 | Grade 4 | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)    |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | OC-5-1.2 | Grade 5 | Summarizing, paraphrasing, questioning, or contributing to information presented                                  |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | OC-5-1.4 | Grade 5 | Participating in large and small group discussions showing respect for a range of individual ideas                |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | OC-5-1.5 | Grade 5 | Reaching consensus to solve a problem, make a decision, or achieve a goal   |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | OC-5-2.1 | Grade 5 | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews) |
| 9 | Prime-Time Smartness   | OC-4-1.4 | Grade 4 | Participating in large and small group discussions to show understanding how other group members think.           |

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| 9  | Prime-Time Smartness | OC-4-2.1     | Grade 4     | Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions)   |
| 9  | Prime-Time Smartness | OC-5-1.2     | Grade 5     | Summarizing, paraphrasing, questioning, or contributing to information presented   |
| 9  | Prime-Time Smartness | OC-5-1.4     | Grade 5     | Participating in large and small group discussions showing respect for a range of individual ideas   |
| 9  | Prime-Time Smartness | OC-5-1.5     | Grade 5     | Reaching consensus to solve a problem, make a decision, or achieve a goal  |
| 9  | Prime-Time Smartness | OC-5-2.1     | Grade 5     | Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)  |
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| Rhode Island > Grade Level Expectations > Science (2006) |                      |              |             |  |
| Lesson   | Title                | State ID     | Grade Descr | State Text   |
| 27   | Freeze My TV         | ESS1(3-4) 3a | Grades: 3-4 | explaining how the use of scientific tools helps to extend senses and gather data about weather (i.e., weather/wind vane: direction; wind sock: wind intensity; anemometer: speed; thermometer: temperature; meter sticks/rulers: snow depth; rain gauges: rain amount in inches). |
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| Rhode Island > Grade Level Expectations > Reading (2006) |                      |              |             |  |
| Lesson   | Title                | State ID     | Grade Descr | State Text   |
| 1  | Healthy Living       | R-4-4.2      | Grade 4     | Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text  |
| 1  | Healthy Living       | R-4-7.2      | Grade 4     | Using information from the text to answer questions related to explicitly stated main/central ideas or key details   |
| 1  | Healthy Living       | R-4-7.3      | Grade 4     | Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)  |

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| 1  | Healthy Living                  | R-5-4.2  | Grade 5 | Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text  |
| 1  | Healthy Living                  | R-5-7.2  | Grade 5 | Using information from the text to answer questions related to main/central ideas or key details   |
| 1  | Healthy Living                  | R-5-7.3  | Grade 5 | Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)   |
| 10 | Chain Five                      | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 10 | Chain Five                      | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 11 | Alphabet Fruit (and Vegetables) | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 11 | Alphabet Fruit (and Vegetables) | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 11 | Alphabet Fruit (and Vegetables) | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 11 | Alphabet Fruit (and Vegetables) | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 13 | Fitness Walking                 | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 13 | Fitness Walking                 | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 13 | Fitness Walking                 | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 13 | Fitness Walking                 | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the   |

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|    |                                   |          |         | comments and recommendations of peers, librarians, teachers, and others  |
| 14 | Healthy Living,<br>Healthy Eating | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 14 | Healthy Living,<br>Healthy Eating | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 14 | Healthy Living,<br>Healthy Eating | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 14 | Healthy Living,<br>Healthy Eating | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 15 | Keeping the Balance               | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 15 | Keeping the Balance               | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 15 | Keeping the Balance               | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 15 | Keeping the Balance               | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 16 | The Safe Workout: A<br>Review     | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 16 | The Safe Workout: A<br>Review     | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 16 | The Safe Workout: A<br>Review     | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 16 |                                   | R-5-17.2 | Grade 5 |  |

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|    | The Safe Workout: A Review    |          |         | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 17 | Hunting for Hidden Fat        | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 17 | Hunting for Hidden Fat        | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 17 | Hunting for Hidden Fat        | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 17 | Hunting for Hidden Fat        | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 18 | Beverage Buzz: Sack the Sugar | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 18 | Beverage Buzz: Sack the Sugar | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 18 | Beverage Buzz: Sack the Sugar | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 18 | Beverage Buzz: Sack the Sugar | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 19 | Snack Decisions               | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 19 | Snack Decisions               | R-4-4.2  | Grade 4 | Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text  |
| 19 | Snack Decisions               | R-4-7.2  | Grade 4 | Using information from the text to answer questions related to explicitly stated main/central ideas or key details   |
| 19 | Snack Decisions               | R-4-17.2 | Grade 4 |  |

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|    |                         |          |         | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 19 | Snack Decisions         | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 19 | Snack Decisions         | R-5-4.2  | Grade 5 | Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text  |
| 19 | Snack Decisions         | R-5-7.2  | Grade 5 | Using information from the text to answer questions related to main/central ideas or key details   |
| 19 | Snack Decisions         | R-5-8.3  | Grade 5 | Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant  |
| 19 | Snack Decisions         | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 2  | Carb Smart              | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 2  | Carb Smart              | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 20 | Snacking and Inactivity | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 20 | Snacking and Inactivity | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 20 | Snacking and Inactivity | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 20 | Snacking and Inactivity | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |

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| 21 | Freeze My TV    | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 21 | Freeze My TV    | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 21 | Freeze My TV    | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 21 | Freeze My TV    | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 22 | Menu Monitoring | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 22 | Menu Monitoring | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 22 | Menu Monitoring | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 22 | Menu Monitoring | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 23 | Veggiemania     | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 23 | Veggiemania     | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 23 | Veggiemania     | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 23 | Veggiemania     | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the   |

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|    |   |          |         | comments and recommendations of peers, librarians, teachers, and others  |
| 24 | Breakfast Bonanza   | R-4-4.2  | Grade 4 | Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text  |
| 24 | Breakfast Bonanza   | R-4-7.2  | Grade 4 | Using information from the text to answer questions related to explicitly stated main/central ideas or key details   |
| 24 | Breakfast Bonanza   | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 24 | Breakfast Bonanza   | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 24 | Breakfast Bonanza   | R-5-4.2  | Grade 5 | Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text  |
| 24 | Breakfast Bonanza   | R-5-7.2  | Grade 5 | Using information from the text to answer questions related to main/central ideas or key details   |
| 24 | Breakfast Bonanza   | R-5-8.3  | Grade 5 | Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant  |
| 24 | Breakfast Bonanza   | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 24 | Breakfast Bonanza   | R-5-15.3 | Grade 5 | Gathering, organizing, and interpreting the information  |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 26 | Fitness Walking   | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |

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| 26 | Fitness Walking              | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 26 | Fitness Walking              | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 26 | Fitness Walking              | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 27 | Freeze My TV                 | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 27 | Freeze My TV                 | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 27 | Freeze My TV                 | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 27 | Freeze My TV                 | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 28 | Get 3 At School and 5+ A Day | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 28 | Get 3 At School and 5+ A Day | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |
| 30 | Tour de Health               | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others          |
| 30 | Tour de Health               | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others |

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| 4 | Balancing Act    | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 4 | Balancing Act    | R-4-7.5  | Grade 4 | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children s magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)   |
| 4 | Balancing Act    | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others   |
| 4 | Balancing Act    | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 4 | Balancing Act    | R-5-7.5  | Grade 5 | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children s magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus |
| 4 | Balancing Act    | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others  |
| 4 | Balancing Act    | R-5-15.3 | Grade 5 | Gathering, organizing, and interpreting the information   |
| 5 | Fast-Food Frenzy | R-4-4.2  | Grade 4 | Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text   |
| 5 | Fast-Food Frenzy | R-4-7.3  | Grade 4 | Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)   |
| 5 | Fast-Food Frenzy | R-4-7.5  | Grade 4 | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children s magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)   |
| 5 | Fast-Food Frenzy | R-5-4.2  | Grade 5 | Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text   |
| 5 | Fast-Food Frenzy | R-5-7.3  | Grade 5 | Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)  |
| 5 | Fast-Food Frenzy | R-5-7.5  | Grade 5 | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children s magazines, content trade books, textbooks, student newspapers,   |

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|   |                                     |          |         | Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus   |
| 6 | Snack Attack                        | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 6 | Snack Attack                        | R-4-7.5  | Grade 4 | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)   |
| 6 | Snack Attack                        | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others   |
| 6 | Snack Attack                        | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 6 | Snack Attack                        | R-5-7.5  | Grade 5 | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus |
| 6 | Snack Attack                        | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others  |
| 6 | Snack Attack                        | R-5-15.3 | Grade 5 | Gathering, organizing, and interpreting the information   |
| 7 | Sugar Water: Think About Your Drink | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 7 | Sugar Water: Think About Your Drink | R-4-7.5  | Grade 4 | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)   |
| 7 | Sugar Water: Think About Your Drink | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others   |
| 7 |                                     | R-5-3.2  | Grade 5 |   |

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|   | Sugar Water: Think About Your Drink                                  |          |         | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 7 | Sugar Water: Think About Your Drink                                  | R-5-7.5  | Grade 5 | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus |
| 7 | Sugar Water: Think About Your Drink                                  | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others  |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | R-4-17.2 | Grade 4 | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others   |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | R-5-3.2  | Grade 5 | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | R-5-17.2 | Grade 5 | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others  |
| 9 | Prime-Time Smartness   | R-4-3.2  | Grade 4 | Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary   |
| 9 | Prime-Time Smartness   | R-4-7.5  | Grade 4 | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)   |

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| 9  | Prime-Time Smartness   | R-4-17.2    | Grade 4     | Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others   |
| 9  | Prime-Time Smartness   | R-5-3.2     | Grade 5     | Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary  |
| 9  | Prime-Time Smartness   | R-5-7.5     | Grade 5     | Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus |
| 9  | Prime-Time Smartness   | R-5-17.2    | Grade 5     | Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others  |
| 9  | Prime-Time Smartness   | R-5-15.3    | Grade 5     | Gathering, organizing, and interpreting the information   |
|  |                        |             |             |   |
| Rhode Island > Grade Level Expectations > Mathematics (2006) |                        |             |             |   |
| Lesson   | Title                  | State ID    | Grade Descr | State Text  |
| 17   | Hunting for Hidden Fat | M(DSP)-4-3  | Grade 4     | Organizes and displays data using tables, line plots, bar graphs, and pictographs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.  |
| 17   | Hunting for Hidden Fat | M(DSP)-5-3a | Grade 5     | Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.   |
| 21   | Freeze My TV           | M(DSP)-4-3  | Grade 4     | Organizes and displays data using tables, line plots, bar graphs, and pictographs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.  |
| 21   | Freeze My TV           | M(DSP)-5-3a | Grade 5     |   |

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|    |                              |             |         | Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.   |
| 24 | Breakfast Bonanza            | M(DSP)-5-3a | Grade 5 | Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.   |
| 27 | Freeze My TV                 | M(DSP)-4-3  | Grade 4 | Organizes and displays data using tables, line plots, bar graphs, and pictographs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.  |
| 27 | Freeze My TV                 | M(DSP)-4-6  | Grade 4 | In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations. |
| 27 | Freeze My TV                 | M(DSP)-5-1  | Grade 5 | Interprets a given representation (tables, bar graphs, circle graphs, or line graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.  |
| 27 | Freeze My TV                 | M(DSP)-5-3a | Grade 5 | Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.   |
| 27 | Freeze My TV                 | M(DSP)-5-3b | Grade 5 | Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M(DSP)-5-1.  |
| 27 | Freeze My TV                 | M(DSP)-5-6  | Grade 5 | In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.        |
| 28 | Get 3 At School and 5+ A Day | M(DSP)-4-6  | Grade 4 | In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the   |

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|   |                              |             |             | data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.  |
| 28  | Get 3 At School and 5+ A Day | M(DSP)-5-3a | Grade 5     | Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.  |
| 28  | Get 3 At School and 5+ A Day | M(DSP)-5-6  | Grade 5     | In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations. |
| 4   | Balancing Act                | M(DSP)-5-3a | Grade 5     | Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.  |
| 5   | Fast-Food Frenzy             | M(G&M)-4-7  | Grade 4     | Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.   |
| 5   | Fast-Food Frenzy             | M(N&O)-5-2  | Grade 5     | Demonstrates understanding of the relative magnitude of numbers by ordering, comparing, or identifying equivalent positive fractional numbers, decimals, or benchmark percents within number formats (fractions to fractions, decimals to decimals, or percents to percents); or integers in context using models or number lines.   |
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| Rhode Island > Alternate Grade Span Expectations > Reading (2005)     |                              |             |             |  |
| Lesson  | Title                        | State ID    | Grade Descr | State Text   |
|   |                              |             |             |  |
| Rhode Island > Alternate Grade Span Expectations > Mathematics (2005) |                              |             |             |  |

| Lesson   | Title                        | State ID | Grade Descr | State Text  |
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| 15   | Keeping the Balance          |          | Grades: 3-5 | Add one item to another item.   |
| 15   | Keeping the Balance          |          | Grades: 3-5 | Use sums to 6 and corresponding differences.  |
| 15   | Keeping the Balance          |          | Grades: 3-5 | Use sums to 10 and corresponding differences.   |
| 27   | Freeze My TV                 |          | Grades: 3-5 | Engage with a display of data as others make observational statements, e.g., chart displaying lunch count; how many student are having milk or hot lunch?                     |
| 27   | Freeze My TV                 |          | Grades: 3-5 | Make observational statements about parts of the data and /or the set of data as a whole (identifying how many in one category or identify which category has the most).      |
| 27   | Freeze My TV                 |          | Grades: 3-5 | Indicate an understanding of comparison words to describe collections in the school setting, (e.g., more/most/less/fewer/ same/none/larger/smaller/ middle).                  |
| 27   | Freeze My TV                 |          | Grades: 3-5 | Use comparison words to describe collections in the school setting, such as, more/most/less/fewer/ same/none/larger/smaller/ middle, e.g., more boys in the class than girls. |
| 27   | Freeze My TV                 |          | Grades: 3-5 | Identify what information is interesting to know (e.g., favorite TV show, ice cream; number of pets, teeth lost).   |
| 27   | Freeze My TV                 |          | Grades: 3-5 | Pose a question to answer/find information (e.g., How many pets do you have? ).   |
| 27   | Freeze My TV                 |          | Grades: 3-5 | Participate with another person to collect and record data.   |
| 27   | Freeze My TV                 |          | Grades: 3-5 | Indicate an awareness of collections within the environment (e.g., number of swings in the playground).   |
| 28   | Get 3 At School and 5+ A Day |          | Grades: 3-5 | Participate with another person to collect and record data.   |
| 5  | Fast-Food Frenzy             |          | Grades: 3-5 | Add one item to another item.   |
| 5  | Fast-Food Frenzy             |          | Grades: 3-5 | Use sums to 6 and corresponding differences.  |
| 5  | Fast-Food Frenzy             |          | Grades: 3-5 | Use sums to 10 and corresponding differences.   |
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| Rhode Island > Alternate Grade Span Expectations > |                              |          |             |   |

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|---|--------------|------------|-------------|---|
| Writing (2007)  |              |            |             |   |
| Lesson  | Title        | State ID   | Grade Descr | State Text  |
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| Rhode Island > Alternate Grade Span Expectations > Science (2007) |              |            |             |   |
| Lesson  | Title        | State ID   | Grade Descr | State Text  |
| 10  | Chain Five   | LS4.1.2b   | Grades: K-4 | Identify the connection between hygiene and wellness.   |
| 10  | Chain Five   | LS4.1.2b   | Grades: 5-8 | Identify the connection between hygiene and wellness.   |
| 23  | Veggiemania  | LS4.1.2b   | Grades: K-4 | Identify the connection between hygiene and wellness.   |
| 27  | Freeze My TV | ESS2.1.1a  | Grades: K-4 | Collect data to show that the sun warms the earth during daytime.   |
| 27  | Freeze My TV | ESS2.1.1b  | Grades: K-4 | Collect data to show the difference in temperature between a shady spot and a sunny spot.   |
| 27  | Freeze My TV | ESS2.1.1a  | Grades: 5-8 | Collect data to show that the sun warms the earth during daytime.   |
| 27  | Freeze My TV | ESS2.1.1b  | Grades: 5-8 | Collect data to show the difference in temperature between a shady spot and a sunny spot.   |
| 27  | Freeze My TV | ESS1.1.5d  | Grades: 5-8 | Collect data about the properties of soils, rocks and minerals. (Suggestion: Visit quarry/landscape store; gather soil from various areas around the school; using various soils plant seeds; create a mosaic/step stones; gather rocks in the area; use a rock tumbler; compare how much water a particular soil will hold (predict); estimate how many rocks will fill a particular container; create a chart that reflects the class's collected rocks.) |
| 27  | Freeze My TV | ESS1.2.13e | Grades: 5-8 | Collect data using one or more weather data collecting tools. (Suggestions: Keep a daily record of air temperature, cloud observations, and precipitation, relative humidity by using a weather station; check the weather report in the newspaper each day; create weather instruments.)   |
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| Rhode Island > Alternate Grade Span Expectations > Reading (2007) |              |            |             |   |
| Lesson  | Title        | State ID   | Grade Descr | State Text  |

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| Rhode Island > Alternate Grade Span Expectations > Mathematics (2007) |                               |          |             |   |
| Lesson  | Title                         | State ID | Grade Descr | State Text  |
|   |                               |          |             |   |
| Rhode Island > Alternate Grade Span Expectations > Writing (2005)     |                               |          |             |   |
| Lesson  | Title                         | State ID | Grade Descr | State Text  |
|   |                               |          |             |   |
| Rhode Island > Standards and Frameworks > Science (2000)              |                               |          |             |   |
| Lesson  | Title                         | State ID | Grade Descr | State Text  |
| 1   | Healthy Living                | 1        | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 1   | Healthy Living                | 3        | Grades: 3-5 | Physical health can affect people's emotional well-being and vice versa.  |
| 17  | Hunting for Hidden Fat        | 1        | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 18  | Beverage Buzz: Sack the Sugar | 1        | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 2   | Carb Smart                    | 1        | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |

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| 21 | Freeze My TV                         | 1 | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 21 | Freeze My TV                         | 3 | Grades: 3-5 | Physical health can affect people's emotional well-being and vice versa.  |
| 23 | Veggiemanía                          | 1 | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 26 | Fitness Walking                      | 1 | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 26 | Fitness Walking                      | 3 | Grades: 3-5 | Physical health can affect people's emotional well-being and vice versa.  |
| 27 | Freeze My TV                         | 1 | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 27 | Freeze My TV                         | 3 | Grades: 3-5 | Physical health can affect people's emotional well-being and vice versa.  |
| 29 | Class Walking Clubs                  | 1 | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 29 | Class Walking Clubs                  | 3 | Grades: 3-5 | Physical health can affect people's emotional well-being and vice versa.  |
| 3  | The Safe Workout:<br>An Introduction | 1 | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 3  | The Safe Workout:<br>An Introduction | 3 | Grades: 3-5 | Physical health can affect people's emotional well-being and vice versa.  |
| 30 | Tour de Health                       | 1 | Grades: 3-5 | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 30 | Tour de Health                       | 3 | Grades: 3-5 | Physical health can affect people's emotional well-being and vice versa.  |

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| 4   | Balancing Act   | 1        | Grades: 3-5        | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 8   | The Safe Workout:<br>Snacking's Just Fine,<br>If you Choose the<br>Right Kind | 1        | Grades: 3-5        | Food provides energy and materials for growth and repair of body parts. Vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. As people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 8   | The Safe Workout:<br>Snacking's Just Fine,<br>If you Choose the<br>Right Kind | 3        | Grades: 3-5        | Physical health can affect people's emotional well-being and vice versa.  |
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| Rhode Island > Standards and Frameworks > Language Arts (2000)      |   |          |                    |   |
| Lesson  | Title   | State ID | Grade Descr        | State Text  |
|   |   |          |                    |   |
| Rhode Island > Standards and Frameworks > Physical Education (2003) |   |          |                    |   |
| Lesson  | Title   | State ID | Grade Descr        | State Text  |
|   |   |          |                    |   |
| Rhode Island > Standards and Frameworks > Mathematics (2000)        |   |          |                    |   |
| Lesson  | Title   | State ID | Grade Descr        | State Text  |
| 15  | Keeping the Balance   |          | Elementary:<br>K-4 | Develop an understanding of the concepts of addition, subtraction, multiplication, and division, using concrete models.   |

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| 21 | Freeze My TV                 |  | Middle: 5-8        | Construct and interpret tables, graphs, and charts.   |
| 27 | Freeze My TV                 |  | Elementary:<br>K-4 | Collect, organize, and describe data.   |
| 27 | Freeze My TV                 |  | Elementary:<br>K-4 | Draw conclusions and make predictions, using collected and recorded data.   |
| 27 | Freeze My TV                 |  | Elementary:<br>K-4 | Record and display data in a variety of ways, including the use of appropriate technological tools.                                 |
| 27 | Freeze My TV                 |  | Elementary:<br>K-4 | Read and interpret data.  |
| 27 | Freeze My TV                 |  | Elementary:<br>K-4 | Formulate and solve problems that involve collecting and analyzing data.  |
| 27 | Freeze My TV                 |  | Middle: 5-8        | Construct and interpret tables, graphs, and charts.   |
| 27 | Freeze My TV                 |  | Middle: 5-8        | Describe and represent relations through different formats (tables, graphs, verbal rules, open sentences, equations, and geometry). |
| 28 | Get 3 At School and 5+ A Day |  | Elementary:<br>K-4 | Collect, organize, and describe data.   |
| 28 | Get 3 At School and 5+ A Day |  | Elementary:<br>K-4 | Draw conclusions and make predictions, using collected and recorded data.   |
| 28 | Get 3 At School and 5+ A Day |  | Elementary:<br>K-4 | Record and display data in a variety of ways, including the use of appropriate technological tools.                                 |
| 4  | Balancing Act                |  | Middle: 5-8        | Construct and interpret tables, graphs, and charts.   |
| 4  | Balancing Act                |  | Middle: 5-8        | Describe and represent relations through different formats (tables, graphs, verbal rules, open sentences, equations, and geometry). |
| 5  | Fast-Food Frenzy             |  | Middle: 5-8        | Represent and apply ratios, proportions, and percents.  |
| 5  | Fast-Food Frenzy             |  | Middle: 5-8        | Have an intuitive understanding of systems of measurement.  |
| 5  | Fast-Food Frenzy             |  | Middle: 5-8        | Construct and interpret tables, graphs, and charts.   |
| 6  | Snack Attack                 |  | Middle: 5-8        | Construct and interpret tables, graphs, and charts.   |

| Rhode Island > Standards and Frameworks > Health Education (2000) |                            |          |             |   |
|---|----------------------------|----------|-------------|---|
| Lesson  | Title                      | State ID | Grade Descr | State Text  |
| 1   | Healthy Living             | 2        | Grades: K-4 | Identify indicators of mental, emotional, social and physical health during childhood.  |
| 1   | Healthy Living             | 4        | Grades: K-4 | Describe how physical, social, emotional and family environments influence personal health.   |
| 1   | Healthy Living             | 2        | Grades: 5-8 | Describe the interrelationship of mental, emotional, physical, social and physical health during adolescence.   |
| 10  | Chain Five                 | 5        | Grades: 5-8 | Describe ways to reduce risks related to early adolescent health problems.  |
| 10  | Chain Five                 | 6        | Grades: 5-8 | Explain how appropriate health care can prevent premature death and disability.   |
| 10  | Chain Five                 | 7        | Grades: 5-8 | Describe how lifestyle, family history, pathogens and other risk factors are related to the cause or prevention of disease and other health problems. |
| 13  | Fitness Walking            | 1        | Grades: K-4 | Describe relationships between personal health behaviors and individual well being.   |
| 13  | Fitness Walking            | 1        | Grades: K-4 | Identify responsible health behaviors.  |
| 13  | Fitness Walking            | 1        | Grades: 5-8 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.                        |
| 13  | Fitness Walking            | 7        | Grades: 5-8 | Describe how lifestyle, family history, pathogens and other risk factors are related to the cause or prevention of disease and other health problems. |
| 15  | Keeping the Balance        | 1        | Grades: 5-8 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.                        |
| 16  | The Safe Workout: A Review | 6        | Grades: K-4 | Identify and demonstrate ways to avoid and reduce threatening situations.   |
| 16  | The Safe Workout: A Review | 6        | Grades: 5-8 | Identify and demonstrate ways to avoid and reduce threatening situations.   |
| 19  | Snack Decisions            | 3        | Grades: K-4 | Explain how media influences the selection of health information, products and services.  |

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| 19 | Snack Decisions   | 2 | Grades: K-4 | Explain how media influences thoughts, feelings, and health behaviors.  |
| 19 | Snack Decisions   | 3 | Grades: 5-8 | Analyze how media influences the selection of health information, products and services.  |
| 19 | Snack Decisions   | 2 | Grades: 5-8 | Analyze how positive and negative messages from media and other resources influence health behaviors.   |
| 20 | Snacking and Inactivity   | 2 | Grades: K-4 | Identify indicators of mental, emotional, social and physical health during childhood.  |
| 20 | Snacking and Inactivity   | 4 | Grades: K-4 | Describe how physical, social, emotional and family environments influence personal health.   |
| 20 | Snacking and Inactivity   | 2 | Grades: 5-8 | Describe the interrelationship of mental, emotional, physical, social and physical health during adolescence.   |
| 21 | Freeze My TV  | 1 | Grades: K-4 | Describe relationships between personal health behaviors and individual well being.   |
| 21 | Freeze My TV  | 1 | Grades: K-4 | Identify responsible health behaviors.  |
| 21 | Freeze My TV  | 3 | Grades: K-4 | Describe ways technology can influence personal health.   |
| 21 | Freeze My TV  | 1 | Grades: 5-8 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.                        |
| 21 | Freeze My TV  | 7 | Grades: 5-8 | Describe how lifestyle, family history, pathogens and other risk factors are related to the cause or prevention of disease and other health problems. |
| 21 | Freeze My TV  | 3 | Grades: 5-8 | Analyze the influence of technology on personal or family health.   |
| 23 | Veggiemania   | 1 | Grades: K-4 | Describe relationships between personal health behaviors and individual well being.   |
| 23 | Veggiemania   | 1 | Grades: K-4 | Identify responsible health behaviors.  |
| 23 | Veggiemania   | 1 | Grades: 5-8 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.                        |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 1 | Grades: K-4 | Demonstrate awareness of the influence of culture upon personal health behaviors.   |
| 25 |   | 1 | Grades: 5-8 | Describe the influence of cultural beliefs on health behaviors and the use of health services.  |

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|    | Foods From Around the World; Italy, China, Mexico, and Ethiopia |   |             |   |
| 26 | Fitness Walking   | 1 | Grades: K-4 | Describe relationships between personal health behaviors and individual well being.   |
| 26 | Fitness Walking   | 1 | Grades: K-4 | Identify responsible health behaviors.  |
| 26 | Fitness Walking   | 1 | Grades: 5-8 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.                        |
| 26 | Fitness Walking   | 7 | Grades: 5-8 | Describe how lifestyle, family history, pathogens and other risk factors are related to the cause or prevention of disease and other health problems. |
| 27 | Freeze My TV  | 1 | Grades: K-4 | Describe relationships between personal health behaviors and individual well being.   |
| 27 | Freeze My TV  | 1 | Grades: K-4 | Identify responsible health behaviors.  |
| 27 | Freeze My TV  | 2 | Grades: K-4 | Identify personal health needs and health habits.   |
| 27 | Freeze My TV  | 4 | Grades: K-4 | Demonstrate strategies to improve or maintain personal health.  |
| 27 | Freeze My TV  | 3 | Grades: K-4 | Describe ways technology can influence personal health.   |
| 27 | Freeze My TV  | 1 | Grades: 5-8 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.                        |
| 27 | Freeze My TV  | 7 | Grades: 5-8 | Describe how lifestyle, family history, pathogens and other risk factors are related to the cause or prevention of disease and other health problems. |
| 27 | Freeze My TV  | 2 | Grades: 5-8 | Analyze personal health habits to determine health strengths and risks.   |
| 27 | Freeze My TV  | 4 | Grades: 5-8 | Demonstrate strategies to improve or maintain personal and family health.   |
| 27 | Freeze My TV  | 3 | Grades: 5-8 | Analyze the influence of technology on personal or family health.   |
| 29 | Class Walking Clubs   | 1 | Grades: K-4 | Describe relationships between personal health behaviors and individual well being.   |
| 29 | Class Walking Clubs   | 1 | Grades: K-4 | Identify responsible health behaviors.  |
| 29 | Class Walking Clubs   | 1 | Grades: 5-8 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.                        |

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| 29 | Class Walking Clubs                  | 7 | Grades: 5-8 | Describe how lifestyle, family history, pathogens and other risk factors are related to the cause or prevention of disease and other health problems. |
| 3  | The Safe Workout:<br>An Introduction | 1 | Grades: 5-8 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.                        |
| 9  | Prime-Time<br>Smartness              | 1 | Grades: K-4 | Identify characteristics of valid health information and health-promoting products and services.  |
| 9  | Prime-Time<br>Smartness              | 3 | Grades: K-4 | Explain how media influences the selection of health information, products and services.  |
| 9  | Prime-Time<br>Smartness              | 1 | Grades: K-4 | Identify responsible health behaviors.  |
| 9  | Prime-Time<br>Smartness              | 2 | Grades: K-4 | Explain how media influences thoughts, feelings, and health behaviors.  |
| 9  | Prime-Time<br>Smartness              | 3 | Grades: K-4 | Describe ways technology can influence personal health.   |
| 9  | Prime-Time<br>Smartness              | 1 | Grades: 5-8 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.                        |
| 9  | Prime-Time<br>Smartness              | 3 | Grades: 5-8 | Analyze how media influences the selection of health information, products and services.  |
| 9  | Prime-Time<br>Smartness              | 2 | Grades: 5-8 | Analyze how positive and negative messages from media and other resources influence health behaviors.   |
| 9  | Prime-Time<br>Smartness              | 3 | Grades: 5-8 | Analyze the influence of technology on personal or family health.   |
|    |                                      |   |             |   |