

Vermont > Framework of Standards > History and Social Science (2000)				
Lesson	Title	State ID	Grade Descr	State Text
Vermont > Framework of Standards > Arts, Language & Literature (2000)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
10	Chain Five	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
11	Alphabet Fruit (and Vegetables)	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
11	Alphabet Fruit (and Vegetables)	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
13	Fitness Walking	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
13	Fitness Walking	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
14	Healthy Living, Healthy Eating	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
14	Healthy Living, Healthy Eating	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
15	Keeping the Balance	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
15	Keeping the Balance	5.12		Students participate as members of a literate community, talking about books, ideas, and writing.

			Grades: 5-8	
16	The Safe Workout: A Review	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
16	The Safe Workout: A Review	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
17	Hunting for Hidden Fat	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
17	Hunting for Hidden Fat	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
18	Beverage Buzz: Sack the Sugar	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
18	Beverage Buzz: Sack the Sugar	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
19	Snack Decisions	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
19	Snack Decisions	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
20	Snacking and Inactivity	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
20	Snacking and Inactivity	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
21	Freeze My TV	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
21	Freeze My TV	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
22	Menu Monitoring	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
22	Menu Monitoring	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.

23	Veggiemania	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
23	Veggiemania	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
24	Breakfast Bonanza	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
24	Breakfast Bonanza	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
26	Fitness Walking	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
26	Fitness Walking	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
27	Freeze My TV	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
27	Freeze My TV	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
4	Balancing Act	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
4	Balancing Act	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
6	Snack Attack	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
6	Snack Attack	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
7	Sugar Water: Think About Your Drink	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
7	Sugar Water: Think About Your Drink	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
8		5.12		Students participate as members of a literate community, talking about books, ideas, and writing.

	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grades: 5-8	
9	Prime-Time Smartness	5.12	PreK-4	Students participate as members of a literate community, talking about books, ideas, and writing.
9	Prime-Time Smartness	5.12	Grades: 5-8	Students participate as members of a literate community, talking about books, ideas, and writing.
Vermont > Framework of Standards > Science, Math, and Technology (2000)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV		PreK-4	Gather and analyze data to compare the actual results to the expected outcomes; and
27	Freeze My TV	7.1.c	PreK-4	Create hypotheses for problems, design a "fair test" of their hypothesis, collect data through observation and instrumentation, and analyze data to draw conclusions; use conclusions to clarify understanding and generate new questions to be explored;
27	Freeze My TV	7.1.i	PreK-4	Work individually and in teams to collect and share information and ideas.
27	Freeze My TV		PreK-4	Data that are collected and recorded in ways that others can verify;
27	Freeze My TV	7.9.a	PreK-4	Collect, order, display, and analyze data in order to answer a question or test a hypothesis;
27	Freeze My TV	7.9.c	PreK-4	Gather data from an entire group or from a sample of its members, and identify the usefulness and limitations of each approach; analyze the validity of inferences about a set of data (i.e., figure out whether a statement is true or not); and
27	Freeze My TV		Grades: 5-8	Gather and analyze data to compare the actual results to the expected outcomes; and
27	Freeze My TV	7.1.ii	Grades: 5-8	Work individually and in teams to collect, share, and present information and ideas.

27	Freeze My TV		Grades: 5-8	Data that are collected and recorded in ways that others can verify;
27	Freeze My TV	7.9.aa	Grades: 5-8	Create and interpret statistical tables (e.g. frequency tables, histograms, scatter plots, stem-and-leaf, and box-and-whiskers) and charts;
28	Get 3 At School and 5+ A Day	7.9.a	PreK-4	Collect, order, display, and analyze data in order to answer a question or test a hypothesis;
4	Balancing Act	7.9.aa	Grades: 5-8	Create and interpret statistical tables (e.g. frequency tables, histograms, scatter plots, stem-and-leaf, and box-and-whiskers) and charts;
5	Fast-Food Frenzy	7.6.b	PreK-4	Begin to use simple concepts of negative numbers, properties of numbers (e.g., prime, square, composite, associative, commutative, distributive), three-digit and larger multipliers and divisors, rates, fractions, decimals, and percents;
5	Fast-Food Frenzy	7.6.h	Grades: 5-8	Interpret percent as part of 100, as a way of comparing quantities of different sizes, and as rate of change; order real numbers with the greater than and less than relationships, and by location on a number line.
5	Fast-Food Frenzy	7.9.aa	Grades: 5-8	Create and interpret statistical tables (e.g. frequency tables, histograms, scatter plots, stem-and-leaf, and box-and-whiskers) and charts;
Vermont > Framework of Standards > Communication (2000)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
11	Alphabet Fruit (and Vegetables)	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
11	Alphabet Fruit (and Vegetables)	1.15.a	PreK-4	Share information;
13	Fitness Walking	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
13	Fitness Walking	1.15.a	PreK-4	Share information;

14	Healthy Living, Healthy Eating	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
14	Healthy Living, Healthy Eating	1.15.a	PreK-4	Share information;
15	Keeping the Balance	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
15	Keeping the Balance	1.15.a	PreK-4	Share information;
16	The Safe Workout: A Review	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
16	The Safe Workout: A Review	1.15.a	PreK-4	Share information;
17	Hunting for Hidden Fat	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
17	Hunting for Hidden Fat	1.15.a	PreK-4	Share information;
18	Beverage Buzz: Sack the Sugar	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
18	Beverage Buzz: Sack the Sugar	1.15.a	PreK-4	Share information;
19	Snack Decisions	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
19	Snack Decisions	1.15.a	PreK-4	Share information;
20	Snacking and Inactivity	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
20	Snacking and Inactivity	1.15.a	PreK-4	Share information;
21	Freeze My TV	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
21	Freeze My TV	1.15.a	PreK-4	Share information;
22	Menu Monitoring	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.

22	Menu Monitoring	1.15.a	PreK-4	Share information;
23	Veggiemania	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
23	Veggiemania	1.15.a	PreK-4	Share information;
24	Breakfast Bonanza	1.3.b	PreK-4	Analyze and interpret features of a variety of types of text; and
24	Breakfast Bonanza	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
26	Fitness Walking	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
26	Fitness Walking	1.15.a	PreK-4	Share information;
27	Freeze My TV	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
27	Freeze My TV	1.15.a	PreK-4	Share information;
27	Freeze My TV	1.20	PreK-4	Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.
4	Balancing Act	1.3.b	PreK-4	Analyze and interpret features of a variety of types of text; and
4	Balancing Act	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
6	Snack Attack	1.3.b	PreK-4	Analyze and interpret features of a variety of types of text; and
6	Snack Attack	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
6	Snack Attack	1.15.a	PreK-4	Share information;
7	Sugar Water: Think About Your Drink	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
7	Sugar Water: Think About Your Drink	1.15.a	PreK-4	Share information;
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
8	The Safe Workout: Snacking's Just Fine,	1.15.a	PreK-4	Share information;

	If you Choose the Right Kind			
9	Prime-Time Smartness	1.3.b	PreK-4	Analyze and interpret features of a variety of types of text; and
9	Prime-Time Smartness	1.13.c	PreK-4	Respond through discussion, writing, and using art forms.
9	Prime-Time Smartness	1.15.a	PreK-4	Share information;
Vermont > Grade Level Expectations > Reading (2004)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Grade 4	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
1	Healthy Living		Grade 4	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
1	Healthy Living		Grade 5	Using information from the text to answer questions related to main/central ideas or key details
1	Healthy Living		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		Grade 4	Participating in appropriate and focused discussions about text 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		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)		Grade 4	Participating in appropriate and focused discussions about text 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			Grade 5	

	Alphabet Fruit (and Vegetables)			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		Grade 4	Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary
13	Fitness Walking		Grade 4	Participating in appropriate and focused discussions about text 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		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		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
14	Healthy Living, Healthy Eating		Grade 4	Participating in appropriate and focused discussions about text 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, Healthy Eating		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		Grade 4	Participating in appropriate and focused discussions about text 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		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 Review		Grade 4	Participating in appropriate and focused discussions about text 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 Review		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
17	Hunting for Hidden Fat		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 4	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
19	Snack Decisions		Grade 4	Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary
19	Snack Decisions		Grade 4	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
19	Snack Decisions		Grade 4	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant
19	Snack Decisions		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 5	Using information from the text to answer questions related to main/central ideas or key details
19	Snack Decisions		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		Grade 4	Participating in appropriate and focused discussions about text 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		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
21	Freeze My TV		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 4	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
24	Breakfast Bonanza		Grade 4	Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary

24	Breakfast Bonanza		Grade 4	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
24	Breakfast Bonanza		Grade 4	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain) or message; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant
24	Breakfast Bonanza		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 5	Using information from the text to answer questions related to main/central ideas or key details
24	Breakfast Bonanza		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		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
4	Balancing Act		Grade 4	

				Participating in appropriate and focused discussions about text 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		Grade 5	using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, logical/sequential)
4	Balancing Act		Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet Web sites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)
4	Balancing Act		Grade 5	Connecting information within a text or across texts
4	Balancing Act		Grade 5	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
4	Balancing Act		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
5	Fast-Food Frenzy		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		Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
5	Fast-Food Frenzy		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		Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet Web sites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)
6	Snack Attack		Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures,

				instructions, book orders, announcements, invitations)
6	Snack Attack		Grade 4	Participating in appropriate and focused discussions about text 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		Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet Web sites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)
6	Snack Attack		Grade 5	Connecting information within a text or across texts
6	Snack Attack		Grade 5	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
6	Snack Attack		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
7	Sugar Water: Think About Your Drink		Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: 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		Grade 4	Participating in appropriate and focused discussions about text 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	Sugar Water: Think About Your Drink		Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet Web sites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)
7	Sugar Water: Think About Your Drink		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		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 4	Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)
9	Prime-Time Smartness		Grade 4	Selecting appropriate words to use in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary
9	Prime-Time Smartness		Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
9	Prime-Time Smartness		Grade 4	Participating in appropriate and focused discussions about text 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		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		Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet Web sites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)
9	Prime-Time Smartness		Grade 5	Connecting information within a text or across texts
9	Prime-Time Smartness		Grade 5	Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)
9	Prime-Time Smartness		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
Vermont > Grade Level Expectations > Science (2007)				

Lesson	Title	State ID	Grade Descr	State Text
Vermont > Grade Level Expectations > History and Social Science (2004)				
Lesson	Title	State ID	Grade Descr	State Text
Vermont > Grade Level Expectations > Science (2004)				
Lesson	Title	State ID	Grade Descr	State Text
19	Snack Decisions		Grades: 3-4	From food, people obtain nutrients and other materials for body repair and growth. The un-digestible parts of food are eliminated. Key structures are mouth, esophagus, stomach, intestine and anus.
2	Carb Smart		Grades: 3-4	From food, people obtain nutrients and other materials for body repair and growth. The un-digestible parts of food are eliminated. Key structures are mouth, esophagus, stomach, intestine and anus.
21	Freeze My TV		Grades: 3-4	Determining an appropriate representation (graph or table or chart or diagram) to represent their findings most accurately.
21	Freeze My TV		Grades: 3-4	Including in graphs a title, labels, scale, and recording data correctly.
21	Freeze My TV		Grades: 5-6	Determining an appropriate representation (line graph in addition to prior examples) to represent their findings accurately.
21	Freeze My TV		Grades: 5-6	Including clearly labeled keys and symbols, when necessary.
21	Freeze My TV		Grades: 5-6	Using correct scientific terminology to label representations.

22	Menu Monitoring		Grades: 3-4	From food, people obtain nutrients and other materials for body repair and growth. The un-digestible parts of food are eliminated. Key structures are mouth, esophagus, stomach, intestine and anus.
27	Freeze My TV		Grades: 3-4	Recording data at various points during an investigation by reporting what actually happens, even when data conflicts with expectations.
27	Freeze My TV		Grades: 3-4	Recording relevant details of an object and its surroundings when applicable.
27	Freeze My TV		Grades: 3-4	Determining an appropriate representation (graph or table or chart or diagram) to represent their findings most accurately.
27	Freeze My TV		Grades: 3-4	Including in graphs a title, labels, scale, and recording data correctly.
27	Freeze My TV		Grades: 5-6	Collecting data and recording accurate and complete data from multiple trials.
27	Freeze My TV		Grades: 5-6	Determining an appropriate representation (line graph in addition to prior examples) to represent their findings accurately.
27	Freeze My TV		Grades: 5-6	Selecting a scale that is appropriate for range of data to be plotted, labels units, and presents data in an objective way.
27	Freeze My TV		Grades: 5-6	Including clearly labeled keys and symbols, when necessary.
27	Freeze My TV		Grades: 5-6	Using correct scientific terminology to label representations.
30	Tour de Health		Grades: 3-4	From food, people obtain nutrients and other materials for body repair and growth. The un-digestible parts of food are eliminated. Key structures are mouth, esophagus, stomach, intestine and anus.
4	Balancing Act		Grades: 3-4	From food, people obtain nutrients and other materials for body repair and growth. The un-digestible parts of food are eliminated. Key structures are mouth, esophagus, stomach, intestine and anus.
5	Fast-Food Frenzy		Grades: 3-4	From food, people obtain nutrients and other materials for body repair and growth. The un-digestible parts of food are eliminated. Key structures are mouth, esophagus, stomach, intestine and anus.
6	Snack Attack		Grades: 3-4	From food, people obtain nutrients and other materials for body repair and growth. The un-digestible parts of food are eliminated. Key structures are mouth, esophagus, stomach, intestine and anus.

7	Sugar Water: Think About Your Drink		Grades: 3-4	From food, people obtain nutrients and other materials for body repair and growth. The un-digestible parts of food are eliminated. Key structures are mouth, esophagus, stomach, intestine and anus.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grades: 3-4	From food, people obtain nutrients and other materials for body repair and growth. The un-digestible parts of food are eliminated. Key structures are mouth, esophagus, stomach, intestine and anus.
Vermont > Grade Level Expectations > Health (2007)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
1	Healthy Living	b	Grades: 5-6	Developing strategies to balance healthy food, snacks, and water intake along with daily physical activity.
1	Healthy Living	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
1	Healthy Living	a	Grades: 5-6	Setting realistic short and/or long-term goals for healthy eating and exercise and developing plans to achieve them.
10	Chain Five	a	Grades: 3-4	Using the nutrition information on food labels to compare products.
10	Chain Five	a	Grades: 5-6	Identifying resources that provide valid health information and services, (e.g., food labels, MyPyramid, US Dietary Guidelines).
11	Alphabet Fruit (and Vegetables)	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
11	Alphabet Fruit (and Vegetables)	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.

12	Brilliant Breakfast	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
12	Brilliant Breakfast	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
16	The Safe Workout: A Review	b	Grades: 5-6	Developing strategies to balance healthy food, snacks, and water intake along with daily physical activity.
17	Hunting for Hidden Fat	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
17	Hunting for Hidden Fat	a	Grades: 3-4	Using the nutrition information on food labels to compare products.
17	Hunting for Hidden Fat	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
17	Hunting for Hidden Fat	a	Grades: 5-6	Identifying resources that provide valid health information and services, (e.g., food labels, MyPyramid, US Dietary Guidelines).
18	Beverage Buzz: Sack the Sugar	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-6	Describing the relationship between healthy behaviors and personal health, (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active).
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-6	Identifying resources that provide valid health information and services, (e.g., food labels, MyPyramid, US Dietary Guidelines).
19	Snack Decisions	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
19	Snack Decisions	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
19	Snack Decisions	a	Grades: 5-6	Identifying resources that provide valid health information and services, (e.g., food labels, MyPyramid, US Dietary Guidelines).

20	Snacking and Inactivity	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
20	Snacking and Inactivity	b	Grades: 5-6	Developing strategies to balance healthy food, snacks, and water intake along with daily physical activity.
20	Snacking and Inactivity	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
21	Freeze My TV	a	Grades: 5-6	Describing the relationship between healthy behaviors and personal health, (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active).
22	Menu Monitoring	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
22	Menu Monitoring	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
24	Breakfast Bonanza	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
24	Breakfast Bonanza	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	b	Grades: 5-6	Describing positive health habits for the adolescent, (e.g., balanced nutritional intake is necessary to promote healthy growth and development).
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
25		a		

	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grades: 5-6	Demonstrating effective ways to promote and support positive health (e.g., supporting others to choose healthy foods and be physically active).
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 5-6	Analyzing how personal preferences, restrictions, and barriers influence decision related to healthy eating, adequate sleep, and physical activity.
27	Freeze My TV	b	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote personal health practices.
28	Get 3 At School and 5+ A Day	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
28	Get 3 At School and 5+ A Day	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
3	The Safe Workout: An Introduction	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
3	The Safe Workout: An Introduction	b	Grades: 5-6	Developing strategies to balance healthy food, snacks, and water intake along with daily physical activity.
3	The Safe Workout: An Introduction	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
3	The Safe Workout: An Introduction	a	Grades: 5-6	Setting realistic short and/or long-term goals for healthy eating and exercise and developing plans to achieve them.
30	Tour de Health	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
30	Tour de Health	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
5	Fast-Food Frenzy	a	Grades: 3-4	Using the nutrition information on food labels to compare products.
5	Fast-Food Frenzy	a		

			Grades: 5-6	Describing the relationship between healthy behaviors and personal health, (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active).
5	Fast-Food Frenzy	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
5	Fast-Food Frenzy	a	Grades: 5-6	Identifying resources that provide valid health information and services, (e.g., food labels, MyPyramid, US Dietary Guidelines).
6	Snack Attack	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
6	Snack Attack	b	Grades: 5-6	Developing strategies to balance healthy food, snacks, and water intake along with daily physical activity.
6	Snack Attack	a	Grades: 5-6	Describing the relationship between healthy behaviors and personal health, (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active).
6	Snack Attack	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.
6	Snack Attack	a	Grades: 5-6	Identifying resources that provide valid health information and services, (e.g., food labels, MyPyramid, US Dietary Guidelines).
7	Sugar Water: Think About Your Drink	a	Grades: 3-4	Analyzing how family, school and media influence eating habits and physical activity choices.
7	Sugar Water: Think About Your Drink	a	Grades: 3-4	Using the nutrition information on food labels to compare products.
7	Sugar Water: Think About Your Drink	b	Grades: 5-6	Developing strategies to balance healthy food, snacks, and water intake along with daily physical activity.
7	Sugar Water: Think About Your Drink	a	Grades: 5-6	Describing the relationship between healthy behaviors and personal health, (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active).
7	Sugar Water: Think About Your Drink	b	Grades: 5-6	Describing positive health habits for the adolescent, (e.g., balanced nutritional intake is necessary to promote healthy growth and development).
7	Sugar Water: Think About Your Drink	a	Grades: 5-6	Analyzing how information from peers, family, and others influences food and physical activity choices.

7	Sugar Water: Think About Your Drink	a	Grades: 5-6	Identifying resources that provide valid health information and services, (e.g., food labels, MyPyramid, US Dietary Guidelines).
7	Sugar Water: Think About Your Drink	a	Grades: 5-6	Demonstrating effective ways to promote and support positive health (e.g., supporting others to choose healthy foods and be physically active).
7	Sugar Water: Think About Your Drink	a	Grades: 5-6	Analyzing how personal preferences, restrictions, and barriers influence decision related to healthy eating, adequate sleep, and physical activity.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grades: 5-6	Developing strategies to balance healthy food, snacks, and water intake along with daily physical activity.
Vermont > Grade Level Expectations > Health (2004)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
1	Healthy Living	e	Grades: 3-4	Identifying indicators or characteristics of physical, mental, emotional, and social health during childhood.
1	Healthy Living	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
1	Healthy Living	e	Grades: 5-6	Defining the different aspects of physical, mental, emotional, and social health.
1	Healthy Living	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
10	Chain Five	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.

10	Chain Five	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
11	Alphabet Fruit (and Vegetables)	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
12	Brilliant Breakfast	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
12	Brilliant Breakfast	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
13	Fitness Walking	b	Grades: 5-6	Describing positive health habits for the adolescent (e.g., diet, physical activity, and medical screenings).
13	Fitness Walking	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
14	Healthy Living, Healthy Eating	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
14	Healthy Living, Healthy Eating	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
14	Healthy Living, Healthy Eating	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
16	The Safe Workout: A Review	b	Grades: 3-4	Identifying protective behaviors and strategies to avoid/manage unhealthy or dangerous situations (e.g., helmets, seat belts).
16	The Safe Workout: A Review	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
16	The Safe Workout: A Review	b	Grades: 5-6	Demonstrating ways to avoid or change situations that threaten personal safety (e.g., sexual, abuse, harassment, bullying).
16	The Safe Workout: A Review	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
17	Hunting for Hidden Fat	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.

17	Hunting for Hidden Fat	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
18	Beverage Buzz: Sack the Sugar	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
18	Beverage Buzz: Sack the Sugar	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
19	Snack Decisions	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
19	Snack Decisions	a	Grades: 3-4	Analyzing how advertising and marketing attempts to influence initiation of health risk behaviors.
19	Snack Decisions	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
19	Snack Decisions	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
19	Snack Decisions	b	Grades: 5-6	Differentiating between internal (e.g., knowledge, attitudes, beliefs) and external (e.g., peers, family, media) influences on personal health behaviors.
2	Carb Smart	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
2	Carb Smart	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
20	Snacking and Inactivity	e	Grades: 3-4	Identifying indicators or characteristics of physical, mental, emotional, and social health during childhood.
20	Snacking and Inactivity	e	Grades: 5-6	Defining the different aspects of physical, mental, emotional, and social health.
20	Snacking and Inactivity	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.

21	Freeze My TV	d	Grades: 3-4	Describing ways technology affects personal health.
21	Freeze My TV	b	Grades: 5-6	Describing positive health habits for the adolescent (e.g., diet, physical activity, and medical screenings).
22	Menu Monitoring	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
22	Menu Monitoring	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
22	Menu Monitoring	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
23	Veggiemania	b	Grades: 5-6	Describing positive health habits for the adolescent (e.g., diet, physical activity, and medical screenings).
24	Breakfast Bonanza	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
24	Breakfast Bonanza	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
24	Breakfast Bonanza	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	b	Grades: 3-4	Evaluating the ways culture can influence health.
25	Foods From Around the World; Italy, China, Mexico, and	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.

	Ethiopia			
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
26	Fitness Walking	b	Grades: 5-6	Describing positive health habits for the adolescent (e.g., diet, physical activity, and medical screenings).
26	Fitness Walking	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
27	Freeze My TV	b	Grades: 3-4	Describing strategies to improve or maintain personal health (e.g., exercising, brushing teeth, personal hygiene, using food labels).
27	Freeze My TV	d	Grades: 3-4	Describing ways technology affects personal health.
27	Freeze My TV	b	Grades: 5-6	Describing positive health habits for the adolescent (e.g., diet, physical activity, and medical screenings).
28	Get 3 At School and 5+ A Day	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
28	Get 3 At School and 5+ A Day	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
29	Class Walking Clubs	b	Grades: 5-6	Describing positive health habits for the adolescent (e.g., diet, physical activity, and medical screenings).
29	Class Walking Clubs	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
3	The Safe Workout: An Introduction	e	Grades: 3-4	Describing the benefits of not using alcohol and tobacco, and the problems associated with their use.
3	The Safe Workout: An Introduction	b	Grades: 3-4	Describing strategies to improve or maintain personal health (e.g., exercising, brushing teeth, personal hygiene, using food labels).
3		c		Identifying and classifying foods according to the Food Guide Pyramid.

	The Safe Workout: An Introduction		Grades: 3-4	
3	The Safe Workout: An Introduction	e	Grades: 5-6	Identifying effects of alcohol, tobacco, and other drugs on the individual, family, and society.
3	The Safe Workout: An Introduction	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
4	Balancing Act	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
4	Balancing Act	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
6	Snack Attack	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
6	Snack Attack	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
6	Snack Attack	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
7	Sugar Water: Think About Your Drink	c	Grades: 3-4	Identifying and classifying foods according to the Food Guide Pyramid.
7	Sugar Water: Think About Your Drink	c	Grades: 5-6	Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
7	Sugar Water: Think About Your Drink	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
9	Prime-Time Smartness	a	Grades: 3-4	Analyzing how advertising and marketing attempts to influence initiation of health risk behaviors.

9	Prime-Time Smartness	d	Grades: 3-4	Describing ways technology affects personal health.
9	Prime-Time Smartness	b	Grades: 3-4	Identifying characteristics of valid health information and products, and services that promote health.
9	Prime-Time Smartness	b	Grades: 5-6	Describing positive health habits for the adolescent (e.g., diet, physical activity, and medical screenings).
9	Prime-Time Smartness	a	Grades: 5-6	Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
Vermont > Grade Level Expectations > Mathematics (2004)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	M4:23	Grade 4	Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. And (tally charts, frequency charts, line graphs, Venn diagrams).
27	Freeze My TV	M4:25	Grade 4	Organizes and displays data using line plots, bar graphs, tally charts and frequency charts, or tables to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions.
27	Freeze My TV	M4:28	Grade 4	In response to a teacher- or student-generated question or hypothesis, collects appropriate data, organizes the data, displays/ represents the data, analyzes the data to draw conclusions about the questions or hypothesis being tested.
27	Freeze My TV	M5:23	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. And (tally charts, frequency charts, line graphs, Venn diagrams, pictographs, line plots, histograms).
27	Freeze My TV	M5:25	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 M5:23. Organizes and displays data using line plots, bar graphs, tally charts and frequency charts, or tables to answer question related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.

27	Freeze My TV	M5:28	Grade 5	In response to a teacher- or student-generated question or hypothesis, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connections to real-world situations.
28	Get 3 At School and 5+ A Day	M4:25	Grade 4	Organizes and displays data using line plots, bar graphs, tally charts and frequency charts, or tables to answer question related to the data, to analyze the data to formulate or justify conclusions, or to make predictions.
28	Get 3 At School and 5+ A Day	M4:28	Grade 4	In response to a teacher- or student-generated question or hypothesis, collects appropriate data, organizes the data, displays/ represents the data, analyzes the data to draw conclusions about the questions or hypothesis being tested.
28	Get 3 At School and 5+ A Day	M5:25	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 M5:23. Organizes and displays data using line plots, bar graphs, tally charts and frequency charts, or tables to answer question 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	M5:28	Grade 5	In response to a teacher- or student-generated question or hypothesis, collects appropriate data, organizes the data, appropriately displays/represents numerical and/or categorical data, analyzes the data to draw conclusions about the questions or hypothesis being tested, and when appropriate makes predictions, asks new questions, or makes connections to real-world situations.
4	Balancing Act	M4:23	Grade 4	Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems. And (tally charts, frequency charts, line graphs, Venn diagrams).
4	Balancing Act	M5:23	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. And (tally charts, frequency charts, line graphs, Venn diagrams, pictographs, line plots, histograms).
5	Fast-Food Frenzy		Grade 5	positive fractional numbers (proper, mixed number, and improper) (halves, fourths, eighths, thirds, sixths, twelfths, fifths, or powers of ten [10, 100, 1000]), decimals (to thousandths), or benchmark percents (10%, 25%, 50%, 75% or 100%) as a part to whole relationship in area, set, or linear models using models, explanations, or other representations.
Vermont > Grade Level Expectations > Writing				

(2004)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Grade 5	Summarizing key ideas
9	Prime-Time Smartness		Grade 4	Making inferences about content, events, characters, setting, or common themes
9	Prime-Time Smartness		Grade 4	Organizing ideas, using transition words/phrases, and writing a conclusion
9	Prime-Time Smartness		Grade 5	Selecting appropriate information to set context/background
9	Prime-Time Smartness		Grade 5	Summarizing key ideas
9	Prime-Time Smartness		Grade 5	Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts
9	Prime-Time Smartness		Grade 5	Stating and maintaining a focus (purpose) when responding to a given question
9	Prime-Time Smartness		Grade 5	Using specific details and references to text or citations to support focus
9	Prime-Time Smartness		Grade 5	Making inferences about the content, events, characters, setting, or common themes
9	Prime-Time Smartness		Grade 5	Organizing ideas using transition words/phrases and writing a conclusion that provides closure
Vermont > Grade Level Expectations > Information Technology (2004)				
Lesson	Title	State ID	Grade Descr	State Text