

Washington > Grade Level Expectations > Science (2004)				
Lesson	Title	State ID	Grade Descr	State Text
2	Carb Smart		Grade 4	Describe how the systems allow the human body to take in and use mineral nutrients (air, food, water) for living, growth, and repair (e.g., breathing in air supplies the oxygen necessary to live).
2	Carb Smart		Grade 5	Describe the path of substances (i.e., air, water, mineral nutrients) through a food chain.
27	Freeze My TV		Grade 4	Identify and use simple equipment and tools (such as magnifiers, rulers, balances, scales, and thermometers) to gather data and extend the senses.
27	Freeze My TV		Grade 4	Describe how to scientifically gather information to develop a solution (e.g., find an acceptable information source, do an investigation, and collect data).
27	Freeze My TV		Grade 4	scientifically gather information and collect measurable data
27	Freeze My TV		Grade 5	gather, record, and organize data using appropriate units, charts, and/or graphs
27	Freeze My TV		Grade 5	Identify and use simple equipment and tools (such as magnifiers, rulers, balances, scales, and thermometers) to gather data and extend the senses.
27	Freeze My TV		Grade 5	Describe how to scientifically gather information to develop a solution (e.g., find an acceptable information source, do an investigation, and collect data).
27	Freeze My TV		Grade 5	scientifically gather information and collect measurable data
Washington > Grade Level Expectations > Mathematics (2006)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast		Grade 5	Analyze mathematical information or results represented in tables, charts, graphs, text, diagrams, figures, or pictures.
17	Hunting for Hidden Fat		Grade 4	Summarize text and data in a given table, chart, line plot, pictograph, or bar graph.

17	Hunting for Hidden Fat		Grade 4	Explain whether a line plot, pictograph, table, chart, or bar graph is more appropriate for a given situation or to answer a question most effectively.
17	Hunting for Hidden Fat		Grade 5	Explain whether line plots, pictographs, tables, charts, bar or circle graphs are more appropriate for a given set of data, particular situation, or purpose, or answers a question most effectively.
21	Freeze My TV		Grade 4	Summarize text and data in a given table, chart, line plot, pictograph, or bar graph.
21	Freeze My TV		Grade 4	Describe the completeness and accuracy of data in a graph, given a set of data.
21	Freeze My TV		Grade 4	Explain whether the components of a graph are appropriate.
21	Freeze My TV		Grade 4	Explain whether a line plot, pictograph, table, chart, or bar graph is more appropriate for a given situation or to answer a question most effectively.
21	Freeze My TV		Grade 4	Extract and use mathematical information from various sources such as pictures, symbols, text, tables, charts, models, pictographs, bar graphs, or line plots for a specific purpose.
21	Freeze My TV		Grade 5	Explain whether line plots, pictographs, tables, charts, bar or circle graphs are more appropriate for a given set of data, particular situation, or purpose, or answers a question most effectively.
27	Freeze My TV		Grade 4	Select data collection methods, including conducting a survey, using observations, or measuring.
27	Freeze My TV		Grade 4	Make and explain a plan to collect, record, and organize data.
27	Freeze My TV		Grade 4	Summarize text and data in a given table, chart, line plot, pictograph, or bar graph.
27	Freeze My TV		Grade 4	Describe the completeness and accuracy of data in a graph, given a set of data.
27	Freeze My TV		Grade 4	Explain whether the components of a graph are appropriate.
27	Freeze My TV		Grade 4	Explain whether a line plot, pictograph, table, chart, or bar graph is more appropriate for a given situation or to answer a question most effectively.
27	Freeze My TV		Grade 4	Use tools such as manipulatives, pictures, charts, calculators, or measurement tools to construct a solution.
27	Freeze My TV		Grade 4	Compare mathematical information and results represented in tables, charts, pictographs, bar graphs, line plots, text, diagrams, figures, or pictures.

27	Freeze My TV		Grade 4	Develop and explain a plan, not a survey, to collect mathematical information including what information is needed and where and how to find the information.
27	Freeze My TV		Grade 4	Develop and follow a plan, not a survey, to collect mathematical information for a specific purpose by reading, listening, and/or observing.
27	Freeze My TV		Grade 4	Extract and use mathematical information from various sources such as pictures, symbols, text, tables, charts, models, pictographs, bar graphs, or line plots for a specific purpose.
27	Freeze My TV		Grade 4	Select a useful format and organize mathematical information for a given purpose.
27	Freeze My TV		Grade 4	Represent mathematical information in pictures, tables, charts, pictographs, bar graphs, line plots, drawings, or other appropriate forms and include title, labels, appropriate and consistent scales, and accurate data display.
27	Freeze My TV		Grade 5	Explain how different data collection methods, including phone survey, internet search, and person-to-person survey, affect the data set for a given question.
27	Freeze My TV		Grade 5	Explain whether line plots, pictographs, tables, charts, bar or circle graphs are more appropriate for a given set of data, particular situation, or purpose, or answers a question most effectively.
27	Freeze My TV		Grade 5	Analyze mathematical information or results represented in tables, charts, graphs, text, diagrams, figures, or pictures.
27	Freeze My TV		Grade 5	Compare mathematical information represented in tables, charts, graphs, text, diagrams, figures, or pictures.
27	Freeze My TV		Grade 5	Develop a plan, not a survey, for collecting mathematical information, including what information is needed and where and how to find the information.
27	Freeze My TV		Grade 5	Follow a plan, not a survey, to collect mathematical information for a given audience and purpose.
27	Freeze My TV		Grade 5	Extract and use mathematical information from various sources such as pictures, symbols, text, tables, charts, bar graphs, line plots, pictographs, circle graphs, and/or models for a purpose.
27	Freeze My TV		Grade 5	Select a useful format and organize mathematical information for a given purpose.
27	Freeze My TV		Grade 5	

				Represent mathematical information using tables, charts, pictographs, bar graphs, line plots, circle graphs, pictures, models, drawings, or other forms including titles, labels, appropriate and consistent scales, and accurate display of data.
28	Get 3 At School and 5+ A Day		Grade 4	Make and explain a plan to collect, record, and organize data.
28	Get 3 At School and 5+ A Day		Grade 4	Compare mathematical information and results represented in tables, charts, pictographs, bar graphs, line plots, text, diagrams, figures, or pictures.
28	Get 3 At School and 5+ A Day		Grade 4	Represent mathematical information in pictures, tables, charts, pictographs, bar graphs, line plots, drawings, or other appropriate forms and include title, labels, appropriate and consistent scales, and accurate data display.
28	Get 3 At School and 5+ A Day		Grade 5	Explain whether line plots, pictographs, tables, charts, bar or circle graphs are more appropriate for a given set of data, particular situation, or purpose, or answers a question most effectively.
28	Get 3 At School and 5+ A Day		Grade 5	Compare mathematical information represented in tables, charts, graphs, text, diagrams, figures, or pictures.
28	Get 3 At School and 5+ A Day		Grade 5	Represent mathematical information using tables, charts, pictographs, bar graphs, line plots, circle graphs, pictures, models, drawings, or other forms including titles, labels, appropriate and consistent scales, and accurate display of data.
4	Balancing Act		Grade 4	Summarize text and data in a given table, chart, line plot, pictograph, or bar graph.
4	Balancing Act		Grade 4	Describe the completeness and accuracy of data in a graph, given a set of data.
4	Balancing Act		Grade 4	Explain whether the components of a graph are appropriate.
4	Balancing Act		Grade 4	Explain whether a line plot, pictograph, table, chart, or bar graph is more appropriate for a given situation or to answer a question most effectively.
4	Balancing Act		Grade 4	Use tools such as manipulatives, pictures, charts, calculators, or measurement tools to construct a solution.
4	Balancing Act		Grade 4	Compare mathematical information and results represented in tables, charts, pictographs, bar graphs, line plots, text, diagrams, figures, or pictures.
4	Balancing Act		Grade 4	

				Extract and use mathematical information from various sources such as pictures, symbols, text, tables, charts, models, pictographs, bar graphs, or line plots for a specific purpose.
4	Balancing Act		Grade 4	Represent mathematical information in pictures, tables, charts, pictographs, bar graphs, line plots, drawings, or other appropriate forms and include title, labels, appropriate and consistent scales, and accurate data display.
4	Balancing Act		Grade 5	Read and interpret data from text and circle graphs in terms of patterns.
4	Balancing Act		Grade 5	Explain the completeness and accuracy of data presented in circle graphs.
4	Balancing Act		Grade 5	Explain whether line plots, pictographs, tables, charts, bar or circle graphs are more appropriate for a given set of data, particular situation, or purpose, or answers a question most effectively.
4	Balancing Act		Grade 5	Summarize data presented in a circle graph or text.
4	Balancing Act		Grade 5	Analyze mathematical information or results represented in tables, charts, graphs, text, diagrams, figures, or pictures.
4	Balancing Act		Grade 5	Compare mathematical information represented in tables, charts, graphs, text, diagrams, figures, or pictures.
4	Balancing Act		Grade 5	Extract and use mathematical information from various sources such as pictures, symbols, text, tables, charts, bar graphs, line plots, pictographs, circle graphs, and/or models for a purpose.
4	Balancing Act		Grade 5	Represent mathematical information using tables, charts, pictographs, bar graphs, line plots, circle graphs, pictures, models, drawings, or other forms including titles, labels, appropriate and consistent scales, and accurate display of data.
5	Fast-Food Frenzy		Grade 4	Report or record the number of units and a label.
5	Fast-Food Frenzy		Grade 4	Summarize text and data in a given table, chart, line plot, pictograph, or bar graph.
5	Fast-Food Frenzy		Grade 4	Explain whether a line plot, pictograph, table, chart, or bar graph is more appropriate for a given situation or to answer a question most effectively.
5	Fast-Food Frenzy		Grade 4	Compare mathematical information and results represented in tables, charts, pictographs, bar graphs, line plots, text, diagrams, figures, or pictures.
5	Fast-Food Frenzy		Grade 4	

				Extract and use mathematical information from various sources such as pictures, symbols, text, tables, charts, models, pictographs, bar graphs, or line plots for a specific purpose.
5	Fast-Food Frenzy		Grade 5	Report or record the number of units and a label.
5	Fast-Food Frenzy		Grade 5	Explain whether line plots, pictographs, tables, charts, bar or circle graphs are more appropriate for a given set of data, particular situation, or purpose, or answers a question most effectively.
5	Fast-Food Frenzy		Grade 5	Compare mathematical information represented in tables, charts, graphs, text, diagrams, figures, or pictures.
6	Snack Attack		Grade 4	Describe the completeness and accuracy of data in a graph, given a set of data.
6	Snack Attack		Grade 4	Explain whether the components of a graph are appropriate.
Washington > Grade Level Expectations > Writing (2005)				
Lesson	Title	State ID	Grade Descr	State Text
11	Alphabet Fruit (and Vegetables)		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
13	Fitness Walking		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
14	Healthy Living, Healthy Eating		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
15	Keeping the Balance		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
16	The Safe Workout: A Review		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
17	Hunting for Hidden Fat		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).

18	Beverage Buzz: Sack the Sugar		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
19	Snack Decisions		Grade 4	multiparagraph explanatory letters
19	Snack Decisions		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
20	Snacking and Inactivity		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
21	Freeze My TV		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
22	Menu Monitoring		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
23	Veggiemania		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
26	Fitness Walking		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
27	Freeze My TV		Grade 4	tables
27	Freeze My TV		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
4	Balancing Act		Grade 4	tables
4	Balancing Act		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
6	Snack Attack		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
7	Sugar Water: Think About Your Drink		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).

9	Prime-Time Smartness		Grade 5	book reviews
9	Prime-Time Smartness		Grade 5	Explains accuracy of content and vocabulary for specific curricular areas (e.g., in science looking for conclusions drawn from data).
Washington > Grade Level Expectations > Mathematics (2004)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast		Grade 5	Read and interpret data from text, line and bar graphs, histograms, stem-and-leaf plots, and circle graphs, and determine when using each of these is appropriate.
15	Keeping the Balance		Grade 5	Create or identify a representation of addition or subtraction of non-negative decimals or fractions.
15	Keeping the Balance		Grade 5	Explain a strategy for adding fractions.
17	Hunting for Hidden Fat		Grade 5	Read and interpret data from text, line and bar graphs, histograms, stem-and-leaf plots, and circle graphs, and determine when using each of these is appropriate.
17	Hunting for Hidden Fat		Grade 5	Determine what type of data should be represented on a bar graph, circle graph, histogram, or line graph.
21	Freeze My TV		Grade 4	Explain the data in a given table, chart, or graph.
21	Freeze My TV		Grade 5	Read and interpret data from text, line and bar graphs, histograms, stem-and-leaf plots, and circle graphs, and determine when using each of these is appropriate.
21	Freeze My TV		Grade 5	Construct assorted graphs that include labels, appropriate scale, and key.
21	Freeze My TV		Grade 5	Determine what type of data should be represented on a bar graph, circle graph, histogram, or line graph.
21	Freeze My TV		Grade 5	Construct assorted graphs including histograms, pictographs, and stem-and-leaf plots that include labels, appropriate scale, and key.
24	Breakfast Bonanza		Grade 5	Read and interpret data from text, line and bar graphs, histograms, stem-and-leaf plots, and circle graphs, and determine when using each of these is appropriate.

24	Breakfast Bonanza		Grade 5	Determine what type of data should be represented on a bar graph, circle graph, histogram, or line graph.
27	Freeze My TV		Grade 4	Make a plan to answer a question including how to record and organize data.
27	Freeze My TV		Grade 4	Compare the mode and median from a set of data and determine which measure better describes the average.
27	Freeze My TV		Grade 4	Explain the data in a given table, chart, or graph.
27	Freeze My TV		Grade 4	Analyze the completeness and accuracy of data in a graph given a set of data.
27	Freeze My TV		Grade 4	Gather and organize data (e.g., determine how to break information into categories such as cost of animal, cost of cage, cost of food, cost of bedding, cost of equipment in order to create a table).
27	Freeze My TV		Grade 4	Describe and compare data organization methods (e.g., charts used for organizing costs for each animal).
27	Freeze My TV		Grade 4	Determine how to collect information for a specific purpose or audience (e.g., to convince a parent or other adult, to demonstrate a need for change, to provide information).
27	Freeze My TV		Grade 4	Organize information on a chart and create a summary of the results to inform a specific audience (e.g., chart all related costs for the purchase of each pet; write a summary explaining the results and the kids possible decisions based on the results).
27	Freeze My TV		Grade 4	Construct assorted line and pictographs that include labels, a scale that is not one, and a key.
27	Freeze My TV		Grade 4	Conduct a survey for a question; collect data, and use multiplication and/or division to compute the results of the survey.
27	Freeze My TV		Grade 4	Read and interpret data from line plots and pictographs.
27	Freeze My TV		Grade 4	Make a plan to answer a question including how to record and organize data.
27	Freeze My TV		Grade 5	Ask the same question using different data collection methods that result in other points of view being supported and explain why the method affected the data.
27	Freeze My TV		Grade 5	Explain how different data collection methods affect the nature of the data set with a given question (e.g., phone survey, Internet search, person-to-person survey).
27	Freeze My TV		Grade 5	Compare the mean, median, and mode for a given set of data.

27	Freeze My TV		Grade 5	Read and interpret data from text, line and bar graphs, histograms, stem-and-leaf plots, and circle graphs, and determine when using each of these is appropriate.
27	Freeze My TV		Grade 5	Construct assorted graphs that include labels, appropriate scale, and key.
27	Freeze My TV		Grade 5	Determine what type of data should be represented on a bar graph, circle graph, histogram, or line graph.
27	Freeze My TV		Grade 5	Compare the consistency of results from two different displays that address the same question.
27	Freeze My TV		Grade 5	Determine how to collect information for a specific purpose or audience (e.g., to convince a parent or other adult, to demonstrate a need for change, to provide information).
27	Freeze My TV		Grade 5	Develop and follow a plan based on the kind of information needed, the purpose, and the audience (e.g., survey, gather data from a chart or graph, read in a text to gather information).
27	Freeze My TV		Grade 5	Ask the same question using different data collection methods that result in other points of view being supported.
27	Freeze My TV		Grade 5	Explain how different data collection methods affect the nature of the data set with a given question (e.g., phone survey, person-to-person survey, internet search).
27	Freeze My TV		Grade 5	Identify and use data from text passages, histograms, stem-and-leaf plots, and circle graphs.
27	Freeze My TV		Grade 5	Determine the best method for organizing and representing information for a specific purpose (e.g., a physical model or a calculation to inform the teacher how many pieces of pizza each student should receive).
27	Freeze My TV		Grade 5	Construct assorted graphs including histograms, pictographs, and stem-and-leaf plots that include labels, appropriate scale, and key.
27	Freeze My TV		Grade 5	Graphically represent the same data in two different ways.
28	Get 3 At School and 5+ A Day		Grade 4	Make a plan to answer a question including how to record and organize data.
28	Get 3 At School and 5+ A Day		Grade 4	Gather and organize data (e.g., determine how to break information into categories such as cost of animal, cost of cage, cost of food, cost of bedding, cost of equipment in order to create a table).

28	Get 3 At School and 5+ A Day		Grade 4	Describe and compare data organization methods (e.g., charts used for organizing costs for each animal).
28	Get 3 At School and 5+ A Day		Grade 4	Make a plan to answer a question including how to record and organize data.
28	Get 3 At School and 5+ A Day		Grade 5	Compare the consistency of results from two different displays that address the same question.
28	Get 3 At School and 5+ A Day		Grade 5	Determine the best method for organizing and representing information for a specific purpose (e.g., a physical model or a calculation to inform the teacher how many pieces of pizza each student should receive).
4	Balancing Act		Grade 4	Create two different graphic displays using a set of data.
4	Balancing Act		Grade 4	Explain the data in a given table, chart, or graph.
4	Balancing Act		Grade 4	Describe and compare data organization methods (e.g., charts used for organizing costs for each animal).
4	Balancing Act		Grade 4	Organize information on a chart and create a summary of the results to inform a specific audience (e.g., chart all related costs for the purchase of each pet; write a summary explaining the results and the kids possible decisions based on the results).
4	Balancing Act		Grade 5	Read and interpret data from text, line and bar graphs, histograms, stem-and-leaf plots, and circle graphs, and determine when using each of these is appropriate.
4	Balancing Act		Grade 5	Construct assorted graphs that include labels, appropriate scale, and key.
4	Balancing Act		Grade 5	Determine what type of data should be represented on a bar graph, circle graph, histogram, or line graph.
4	Balancing Act		Grade 5	Identify and use data from text passages, histograms, stem-and-leaf plots, and circle graphs.
4	Balancing Act		Grade 5	Construct assorted graphs including histograms, pictographs, and stem-and-leaf plots that include labels, appropriate scale, and key.
5	Fast-Food Frenzy		Grade 4	Explain the data in a given table, chart, or graph.
5	Fast-Food Frenzy		Grade 4	Organize information on a chart and create a summary of the results to inform a specific audience (e.g., chart all related costs for the purchase of each pet; write a summary explaining the results and the kids possible decisions based on the results).

6	Snack Attack		Grade 4	Explain the data in a given table, chart, or graph.
6	Snack Attack		Grade 5	Construct assorted graphs that include labels, appropriate scale, and key.
6	Snack Attack		Grade 5	Construct assorted graphs including histograms, pictographs, and stem-and-leaf plots that include labels, appropriate scale, and key.
Washington > Grade Level Expectations > Communication (2005)				
Lesson	Title	State ID	Grade Descr	State Text
11	Alphabet Fruit (and Vegetables)		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
11	Alphabet Fruit (and Vegetables)		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
11	Alphabet Fruit (and Vegetables)		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
11	Alphabet Fruit (and Vegetables)		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
11	Alphabet Fruit (and Vegetables)		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
11	Alphabet Fruit (and Vegetables)		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
11	Alphabet Fruit (and Vegetables)		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
13	Fitness Walking		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the

				quickest or best solution).
13	Fitness Walking		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
13	Fitness Walking		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
13	Fitness Walking		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
14	Healthy Living, Healthy Eating		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
14	Healthy Living, Healthy Eating		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
14	Healthy Living, Healthy Eating		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
14	Healthy Living, Healthy Eating		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
15	Keeping the Balance		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
15	Keeping the Balance		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
15	Keeping the Balance		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
15	Keeping the Balance		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
15	Keeping the Balance		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).

15	Keeping the Balance		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
15	Keeping the Balance		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
16	The Safe Workout: A Review		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
16	The Safe Workout: A Review		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
16	The Safe Workout: A Review		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
16	The Safe Workout: A Review		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
16	The Safe Workout: A Review		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
16	The Safe Workout: A Review		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
16	The Safe Workout: A Review		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
17	Hunting for Hidden Fat		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
17	Hunting for Hidden Fat		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
17	Hunting for Hidden Fat		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
17	Hunting for Hidden Fat		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).

17	Hunting for Hidden Fat		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
17	Hunting for Hidden Fat		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
17	Hunting for Hidden Fat		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
18	Beverage Buzz: Sack the Sugar		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
18	Beverage Buzz: Sack the Sugar		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
18	Beverage Buzz: Sack the Sugar		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
18	Beverage Buzz: Sack the Sugar		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
18	Beverage Buzz: Sack the Sugar		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
18	Beverage Buzz: Sack the Sugar		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
18	Beverage Buzz: Sack the Sugar		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
19	Snack Decisions		Grade 4	Identifies main idea and gives three or more supporting details.
19	Snack Decisions		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
19	Snack Decisions		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).

19	Snack Decisions		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
19	Snack Decisions		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
19	Snack Decisions		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
19	Snack Decisions		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
19	Snack Decisions		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
20	Snacking and Inactivity		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
20	Snacking and Inactivity		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
20	Snacking and Inactivity		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
20	Snacking and Inactivity		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
20	Snacking and Inactivity		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
20	Snacking and Inactivity		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
20	Snacking and Inactivity		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
21	Freeze My TV		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).

21	Freeze My TV		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
21	Freeze My TV		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
21	Freeze My TV		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
21	Freeze My TV		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
21	Freeze My TV		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
21	Freeze My TV		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
22	Menu Monitoring		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
22	Menu Monitoring		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
22	Menu Monitoring		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
22	Menu Monitoring		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
22	Menu Monitoring		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
22	Menu Monitoring		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
22	Menu Monitoring		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
23	Veggiemania		Grade 4	

				Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
23	Veggiemania		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
23	Veggiemania		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
23	Veggiemania		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
23	Veggiemania		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
23	Veggiemania		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
23	Veggiemania		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
24	Breakfast Bonanza		Grade 4	Identifies main idea and gives three or more supporting details.
26	Fitness Walking		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
26	Fitness Walking		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
26	Fitness Walking		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
26	Fitness Walking		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
26	Fitness Walking		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
26	Fitness Walking		Grade 5	

				Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
26	Fitness Walking		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
27	Freeze My TV		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
27	Freeze My TV		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
27	Freeze My TV		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
27	Freeze My TV		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
27	Freeze My TV		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
27	Freeze My TV		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
27	Freeze My TV		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
4	Balancing Act		Grade 4	Arranges ideas using a variety of organizing methods to interpret information with teacher methods (e.g., drawings, graphic organizers, note taking).
4	Balancing Act		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
4	Balancing Act		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
4	Balancing Act		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
4	Balancing Act		Grade 4	

				Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
4	Balancing Act		Grade 5	Arranges ideas using a variety of organizing methods to interpret information with teacher guidance (e.g., drawings, graphic organizers, note taking, etc.).
4	Balancing Act		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
4	Balancing Act		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
4	Balancing Act		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
6	Snack Attack		Grade 4	Arranges ideas using a variety of organizing methods to interpret information with teacher methods (e.g., drawings, graphic organizers, note taking).
6	Snack Attack		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
6	Snack Attack		Grade 4	Identifies and demonstrates rules that guide small group work (e.g., takes turns, stays on topic, contributes equally, and encourages contributions of others).
6	Snack Attack		Grade 4	Assumes assigned role in group for completion of a task (e.g., leader, reporter).
6	Snack Attack		Grade 5	Arranges ideas using a variety of organizing methods to interpret information with teacher guidance (e.g., drawings, graphic organizers, note taking, etc.).
6	Snack Attack		Grade 5	Divides work and assumes assigned role in group for completion of a task (e.g., leader, reporter).
6	Snack Attack		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
7	Sugar Water: Think About Your Drink		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).

7	Sugar Water: Think About Your Drink		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
7	Sugar Water: Think About Your Drink		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
7	Sugar Water: Think About Your Drink		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
9	Prime-Time Smartness		Grade 4	Arranges ideas using a variety of organizing methods to interpret information with teacher methods (e.g., drawings, graphic organizers, note taking).
9	Prime-Time Smartness		Grade 4	Reaches a group decision through compromise, with teacher guidance for large group solutions (e.g., blending differing points of view to reach a compromise or choosing the quickest or best solution).
9	Prime-Time Smartness		Grade 4	Identifies strengths and areas needing improvement in one's own communication using classroom criteria (e.g., a checklist for group work or presentations in which students identify the presence or absence of the criteria).
9	Prime-Time Smartness		Grade 5	Arranges ideas using a variety of organizing methods to interpret information with teacher guidance (e.g., drawings, graphic organizers, note taking, etc.).

9	Prime-Time Smartness		Grade 5	Facilitates group progress by suggesting solutions, checking for group understanding, and initiating action. (e.g., brainstorming, problem solving, compromising).
9	Prime-Time Smartness		Grade 5	Examines own communication (group work or presentation types) using criteria (e.g., rubrics, checklists specific to type of communication, content scoring guides).
Washington > Grade Level Expectations > Reading (2004)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Grade 5	Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text (e.g., newspaper or magazine articles).
1	Healthy Living		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
12	Brilliant Breakfast		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
17	Hunting for Hidden Fat		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
19	Snack Decisions		Grade 4	Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
19	Snack Decisions		Grade 4	State the main idea of a literary/narrative text passage and support with three details from the story.
19	Snack Decisions		Grade 4	Select, from multiple choices, the main/major idea of a passage, poem, or selection.
19	Snack Decisions		Grade 4	Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.
19	Snack Decisions		Grade 5	

				Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
19	Snack Decisions		Grade 5	State the main idea of a passage and provide several text-based details supporting it.
19	Snack Decisions		Grade 5	Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.
19	Snack Decisions		Grade 5	Organize main ideas and supporting details in a graphic organizer to enhance comprehension.
21	Freeze My TV		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
24	Breakfast Bonanza		Grade 4	Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
24	Breakfast Bonanza		Grade 4	Read aloud grade-level literary/narrative text and informational/expository text accurately, using appropriate pacing, phrasing, and expression.
24	Breakfast Bonanza		Grade 4	State the main idea of a literary/narrative text passage and support with three details from the story.
24	Breakfast Bonanza		Grade 4	Select, from multiple choices, the main/major idea of a passage, poem, or selection.
24	Breakfast Bonanza		Grade 4	Organize main ideas and supporting details in a teacher-selected graphic organizer to enhance comprehension of text.
24	Breakfast Bonanza		Grade 4	Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast) to aid comprehension.
24	Breakfast Bonanza		Grade 5	Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
24	Breakfast Bonanza		Grade 5	Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
24	Breakfast Bonanza		Grade 5	State the main idea of a passage and provide several text-based details supporting it.
24	Breakfast Bonanza		Grade 5	Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.

24	Breakfast Bonanza		Grade 5	Organize main ideas and supporting details in a graphic organizer to enhance comprehension.
24	Breakfast Bonanza		Grade 5	Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast, chronological order) to aid comprehension.
24	Breakfast Bonanza		Grade 5	Differentiate between text organizational structures of informational/expository text and literary/narrative text.
27	Freeze My TV		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
28	Get 3 At School and 5+ A Day		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
3	The Safe Workout: An Introduction		Grade 4	Read aloud grade-level literary/narrative text and informational/expository text accurately, using appropriate pacing, phrasing, and expression.
3	The Safe Workout: An Introduction		Grade 4	Interpret information from graphic features.
3	The Safe Workout: An Introduction		Grade 5	Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
3	The Safe Workout: An Introduction		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
4	Balancing Act		Grade 4	Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
4	Balancing Act		Grade 4	Read aloud grade-level literary/narrative text and informational/expository text accurately, using appropriate pacing, phrasing, and expression.
4	Balancing Act		Grade 4	Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
4	Balancing Act		Grade 4	Interpret information from graphic features.

4	Balancing Act		Grade 4	Collect and use information from a variety of resources to solve a problem or answer a question.
4	Balancing Act		Grade 4	Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget).
4	Balancing Act		Grade 5	Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
4	Balancing Act		Grade 5	Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
4	Balancing Act		Grade 5	Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
4	Balancing Act		Grade 5	Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., how a bill becomes law, stages in the colonization of early America).
4	Balancing Act		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
4	Balancing Act		Grade 5	Differentiate between text organizational structures of informational/expository text and literary/narrative text.
5	Fast-Food Frenzy		Grade 4	Read aloud grade-level literary/narrative text and informational/expository text accurately, using appropriate pacing, phrasing, and expression.
5	Fast-Food Frenzy		Grade 4	Interpret information from graphic features.
5	Fast-Food Frenzy		Grade 5	Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
5	Fast-Food Frenzy		Grade 5	Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text (e.g., newspaper or magazine articles).
5	Fast-Food Frenzy		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
6	Snack Attack		Grade 4	

				Read aloud grade-level literary/narrative text and informational/expository text accurately, using appropriate pacing, phrasing, and expression.
6	Snack Attack		Grade 4	Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
6	Snack Attack		Grade 4	Interpret information from graphic features.
6	Snack Attack		Grade 4	Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget).
6	Snack Attack		Grade 5	Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
6	Snack Attack		Grade 5	Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
6	Snack Attack		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
6	Snack Attack		Grade 5	Differentiate between text organizational structures of informational/expository text and literary/narrative text.
7	Sugar Water: Think About Your Drink		Grade 4	Explain the information in functional documents related to hobbies or interests (e.g., skate boarding magazines, books about animals, e-mail, and letters from friends).
7	Sugar Water: Think About Your Drink		Grade 5	Locate and use functional documents (e.g., informational/expository posters, advertisements, brochures).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).
9	Prime-Time Smartness		Grade 4	Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
9	Prime-Time Smartness		Grade 4	Read aloud grade-level literary/narrative text and informational/expository text accurately, using appropriate pacing, phrasing, and expression.
9	Prime-Time Smartness		Grade 4	

				Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
9	Prime-Time Smartness		Grade 4	Interpret information from graphic features.
9	Prime-Time Smartness		Grade 4	Interpret information from common environmental print to solve a problem or perform a task (e.g., use a catalog to choose items within a budget).
9	Prime-Time Smartness		Grade 4	Respond to literature from a variety of genres using teacher or self-generated prompts appropriate to the text and content.
9	Prime-Time Smartness		Grade 5	Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
9	Prime-Time Smartness		Grade 5	Read aloud grade-level informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.
9	Prime-Time Smartness		Grade 5	Select, from multiple choices, a prediction or inference from informational/expository text (e.g., what is likely to happen, or what will happen next).
9	Prime-Time Smartness		Grade 5	Explain the use of steps in a process to convey meaning in an informational/expository text (e.g., how a bill becomes law, stages in the colonization of early America).
9	Prime-Time Smartness		Grade 5	Differentiate between text organizational structures of informational/expository text and literary/narrative text.
9	Prime-Time Smartness		Grade 5	Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast literary/narrative elements in texts written in different genres).
Washington > Essential Academic Learning Requirements > Mathematics (2001)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV		Benchmark 1	collect data in an organized way
27	Freeze My TV			

			Benchmark 1	organize and display data in numerical and graphical forms such as tables, charts, pictographs, and bar graphs
27	Freeze My TV		Benchmark 1	develop and follow a simple plan for collecting information
27	Freeze My TV		Benchmark 2	organize and display data in appropriate forms, such as frequency tables, circle graphs, and stem-and-leaf plots
27	Freeze My TV		Benchmark 2	calculate and appropriately use range and measures of central tendency to describe data
27	Freeze My TV		Benchmark 2	represent and describe patterns with tables, graphs, and rules
27	Freeze My TV		Benchmark 2	develop and follow a plan for collecting information
27	Freeze My TV		Benchmark 2	clearly and effectively express or present ideas and situations using both everyday and mathematical language such as models, tables, charts, graphs, written reflection, or algebraic notation
28	Get 3 At School and 5+ A Day		Benchmark 1	organize and display data in numerical and graphical forms such as tables, charts, pictographs, and bar graphs
4	Balancing Act		Benchmark 1	organize and display data in numerical and graphical forms such as tables, charts, pictographs, and bar graphs
4	Balancing Act		Benchmark 2	represent and describe patterns with tables, graphs, and rules
4	Balancing Act		Benchmark 2	clearly and effectively express or present ideas and situations using both everyday and mathematical language such as models, tables, charts, graphs, written reflection, or algebraic notation
5	Fast-Food Frenzy		Benchmark 2	demonstrate understanding of integers, fractions, decimals, percents, place value of decimals, and properties of the rational number system using pictures and symbols
5	Fast-Food Frenzy		Benchmark 2	clearly and effectively express or present ideas and situations using both everyday and mathematical language such as models, tables, charts, graphs, written reflection, or algebraic notation

Washington > Essential Academic Learning Requirements > Science (1998)				
Lesson	Title	State ID	Grade Descr	State Text
2	Carb Smart		Benchmark 1	recognize that living things need constant energy supplied from food or light and that, in ecosystems, substances such as air, water, nutrients, and the chemicals in food are continually recycled
30	Tour de Health		Benchmark 1	recognize that living things need constant energy supplied from food or light and that, in ecosystems, substances such as air, water, nutrients, and the chemicals in food are continually recycled
4	Balancing Act		Benchmark 1	recognize that living things need constant energy supplied from food or light and that, in ecosystems, substances such as air, water, nutrients, and the chemicals in food are continually recycled
6	Snack Attack		Benchmark 1	recognize that living things need constant energy supplied from food or light and that, in ecosystems, substances such as air, water, nutrients, and the chemicals in food are continually recycled
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Benchmark 1	recognize that living things need constant energy supplied from food or light and that, in ecosystems, substances such as air, water, nutrients, and the chemicals in food are continually recycled
Washington > Essential Academic Learning Requirements > Reading (1998)				
Lesson	Title	State ID	Grade Descr	State Text

Washington > Essential Academic Learning Requirements > Mathematics (2005)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	4	Grade 4	Demonstrate understanding of the concept of, determine, and use median to describe a set of data; compare the median and the mode in describing a set of data.
27	Freeze My TV	3	Grade 5	Identify and/or describe how different collection methods or different questions affect the data collected.
4	Balancing Act	5	Grade 5	Read data from text and circle graphs and determine when using each of these is appropriate.
Washington > Essential Academic Learning Requirements > Social Studies (2002)				
Lesson	Title	State ID	Grade Descr	State Text
Washington > Essential Academic Learning Requirements > Communication (1998)				
Lesson	Title	State ID	Grade Descr	State Text
Washington > Essential Academic Learning Requirements > Health & Fitness (2002)				
Lesson	Title			State Text

		State ID	Grade Descr	
1	Healthy Living	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
1	Healthy Living	2.1.1	Benchmark 2	Describe the physical, emotional, intellectual, and social changes that occur during puberty.
1	Healthy Living	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
10	Chain Five	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
10	Chain Five	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
10	Chain Five	2.2.1	Benchmark 1	Identify and demonstrate skills that help in the prevention of non-communicable
10	Chain Five	2.2.2	Benchmark 1	Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.
10	Chain Five	2.3.2	Benchmark 1	Identify abusive and risky situations and demonstrate safe behaviors to prevent injury to self and others at home, school, and in the community.
10	Chain Five	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.
10	Chain Five	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
10	Chain Five	2.2.2	Benchmark 2	Describe personal and health care practices that result in prevention, detection, and treatment of communicable diseases.
11	Alphabet Fruit (and Vegetables)	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
11	Alphabet Fruit (and Vegetables)	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.

12	Brilliant Breakfast	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
12	Brilliant Breakfast	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.
12	Brilliant Breakfast	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
13	Fitness Walking	1.3.1	Benchmark 2	Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardiorespiratory fitness, muscular strength-endurance-flexibility, and body composition.
13	Fitness Walking	2.3.2	Benchmark 2	Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.
13	Fitness Walking	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
14	Healthy Living, Healthy Eating	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
15	Keeping the Balance	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
15	Keeping the Balance	1.4.2	Benchmark 1	Recognize the physical benefits of movement, fitness, and nutrition.
15	Keeping the Balance	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
15	Keeping the Balance	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
15	Keeping the Balance	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
16	The Safe Workout: A Review	2.1.2	Benchmark 1	Identify hereditary factors that affect growth and development.
16		2.1.3		Describe the influence of nutrition on health and development.

	The Safe Workout: A Review		Benchmark 1	
16	The Safe Workout: A Review	2.1.2	Benchmark 2	Identify hereditary factors that affect growth, development, and health.
16	The Safe Workout: A Review	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
16	The Safe Workout: A Review	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
17	Hunting for Hidden Fat	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
17	Hunting for Hidden Fat	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.
19	Snack Decisions	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
2	Carb Smart	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
20	Snacking and Inactivity	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
20	Snacking and Inactivity	1.4.2	Benchmark 1	Recognize the physical benefits of movement, fitness, and nutrition.
20	Snacking and Inactivity	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
20	Snacking and Inactivity	2.3.5	Benchmark 1	Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.
20	Snacking and Inactivity	2.1.1	Benchmark 2	Describe the physical, emotional, intellectual, and social changes that occur during puberty.
20	Snacking and Inactivity	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.

20	Snacking and Inactivity	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
21	Freeze My TV	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
21	Freeze My TV	2.3.2	Benchmark 2	Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.
21	Freeze My TV	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
22	Menu Monitoring	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
22	Menu Monitoring	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
22	Menu Monitoring	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.
22	Menu Monitoring	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
23	Veggiemania	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
23	Veggiemania	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
23	Veggiemania	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
23	Veggiemania	2.3.2	Benchmark 2	Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.
24	Breakfast Bonanza	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
24	Breakfast Bonanza	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
26	Fitness Walking	1.3.1	Benchmark 2	Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardiorespiratory fitness, muscular strength-endurance-flexibility, and body composition.
26	Fitness Walking	2.3.2	Benchmark 2	Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.
26	Fitness Walking	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
27	Freeze My TV	3.2.3	Benchmark 1	Demonstrate the ability to practice health-enhancing behaviors and reduce risks.
27	Freeze My TV	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
27	Freeze My TV	2.3.2	Benchmark 2	Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.
27	Freeze My TV	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
28	Get 3 At School and 5+ A Day	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
28	Get 3 At School and 5+ A Day	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.
28	Get 3 At School and 5+ A Day	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
29	Class Walking Clubs	1.3.1	Benchmark 2	Measure physical fitness, set fitness and activity goals, and explore a variety of activities to maintain healthy levels of cardiorespiratory fitness, muscular strength-endurance-flexibility,

				and body composition.
29	Class Walking Clubs	2.3.2	Benchmark 2	Anticipate abuse and risky situations and demonstrate safe behavior to minimize risk and prevent injury to self and others at home, school, and in the community.
29	Class Walking Clubs	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
3	The Safe Workout: An Introduction	2.3.5	Benchmark 1	Identify physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs, and apply skills to resist any harmful use of substances.
3	The Safe Workout: An Introduction	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
3	The Safe Workout: An Introduction	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
30	Tour de Health	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
30	Tour de Health	1.4.2	Benchmark 1	Recognize the physical benefits of movement, fitness, and nutrition.
30	Tour de Health	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
30	Tour de Health	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.
30	Tour de Health	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
30	Tour de Health	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
4	Balancing Act	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
4	Balancing Act	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
4	Balancing Act	2.1.3		Describe how nutrition, exercise, and rest influence physical growth and lifelong health.

			Benchmark 2	
5	Fast-Food Frenzy	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
5	Fast-Food Frenzy	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
5	Fast-Food Frenzy	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.
5	Fast-Food Frenzy	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
6	Snack Attack	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
7	Sugar Water: Think About Your Drink	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
7	Sugar Water: Think About Your Drink	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
7	Sugar Water: Think About Your Drink	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.
7	Sugar Water: Think About Your Drink	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.4.1	Benchmark 1	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	2.1.3	Benchmark 1	Describe the influence of nutrition on health and development.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.4.1	Benchmark 2	Design nutrition goals based on national dietary guidelines and individual activity needs.

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	2.1.3	Benchmark 2	Describe how nutrition, exercise, and rest influence physical growth and lifelong health.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	4.2.1	Benchmark 2	Develop a support system and record-keeping system to achieve health and fitness goals.
Washington > Essential Academic Learning Requirements > Writing (1998)				
Lesson	Title	State ID	Grade Descr	State Text
Washington > Frameworks > Social Studies (2003)				
Lesson	Title	State ID	Grade Descr	State Text