# Healthy Choices, Healthy Me!—Activity 1: Milk & Milk Products

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

## COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 1: Milk & Milk Products

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)

## **Reading Standards for Literature**

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (E)

**Reading Standards for Informational Text** 

**Key Ideas and Details** 

**R.CCR** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Ask and answer questions about key details in a text.

**R.CCR** Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Identify the main topic and retell key details of a text.

**R.CCR** Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure** 

**R.CCR** Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**R.CCR** Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

**R.CCR** Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Use the illustrations and details in a text to describe its key ideas.

**R.CCR** Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity** 

# Healthy Choices, Healthy Me!—Activity 1: Milk & Milk Products

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

	MON CORE CONTENT STANDARDS, GRADE 1 Activity 1: Milk & Milk Products
	ead and comprehend complex literary and informational texts independently and
proficiently.	
10. With prompting and suppo	ort, read informational texts appropriately complex for grade 1.
<b>Reading Standards: Found</b>	ational Skills
Print Concepts	
	of the organization and basic features of print.
Phonics and Word Recognition	
	I phonics and word analysis skills in decoding words <b>both in isolation and in</b>
text.	
Fluency	
4. Read with sufficient accura	cy and fluency to support comprehension.
Writing Standards	
Text Types and Purposes	
	ite arguments to support claims in an analysis of substantive topics or texts,
using valid reasoning and releva	
	ich they introduce the topic or name the book they are writing about, state an
	ne opinion, and provide some sense of closure.
<b>Research to Build and Presen</b>	
	nduct short as well as more sustained research projects based on focused
	standing of the subject under investigation.
	ch and writing projects (e.g., explore a number of "how-to" books on a given topi
and use them to write a sequer	
W.CCR Anchor Standard 8. Gaf	ther relevant information from multiple print and digital sources, assess the
	ther recevant mormation nom multiple print and ulgital sources, assess the
credibility and accuracy of each	source, and integrate the information while avoiding plagiarism.
credibility and accuracy of each 8. With guidance and support	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from
credibility and accuracy of each	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from
<b>credibility and accuracy of each</b> 8. With guidance and support provided sources to answer a c	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question.
credibility and accuracy of each 8. With guidance and support provided sources to answer a c Speaking and Listening Sta	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards
credibility and accuracy of each 8. With guidance and support provided sources to answer a consumer Speaking and Listening Stat Comprehension and Collabor	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration
credibility and accuracy of each 8. With guidance and support provided sources to answer a c Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pro	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards
credibility and accuracy of each 8. With guidance and support provided sources to answer a consumer and Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pro-	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and
credibility and accuracy of each 8. With guidance and support provided sources to answer a constraint Speaking and Listening Stat Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse parts persuasively.	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and
credibility and accuracy of each 8. With guidance and support provided sources to answer a constraint Speaking and Listening Stat Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse parts persuasively.	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Star Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse parting persuasively. 1. Participate in collaborative adults in small and larger grout SL.CCR Anchor Standard 2. Int	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tps. tegrate and evaluate information presented in diverse media and formats,
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse parts persuasively. 1. Participate in collaborative adults in small and larger grout SL.CCR Anchor Standard 2. Inti including visually, quantitatively	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tps. tegrate and evaluate information presented in diverse media and formats, 7, and orally.
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse parts persuasively. 1. Participate in collaborative adults in small and larger group SL.CCR Anchor Standard 2. Inti- including visually, quantitatively 2. Ask and answer questions a	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tps. tegrate and evaluate information presented in diverse media and formats,
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse partress persuasively. 1. Participate in collaborative adults in small and larger grout SL.CCR Anchor Standard 2. Inter- including visually, quantitatively 2. Ask and answer questions a other media.	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tegrate and evaluate information presented in diverse media and formats, <i>n</i> , and orally. bout key details in a text read aloud or information presented orally or through
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Stat Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse parts persuasively. 1. Participate in collaborative adults in small and larger grout SL.CCR Anchor Standard 2. Inter- including visually, quantitatively 2. Ask and answer questions a other media. Presentation of Knowledge ar	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tps. tegrate and evaluate information presented in diverse media and formats, <i>x</i> , and orally. bout key details in a text read aloud or information presented orally or through and Ideas
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse parts persuasively. 1. Participate in collaborative adults in small and larger grous SL.CCR Anchor Standard 2. Inti- including visually, quantitatively 2. Ask and answer questions a other media. Presentation of Knowledge ar SL.CCR Anchor Standard 4. Pro-	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tegrate and evaluate information presented in diverse media and formats, r, and orally. ibout key details in a text read aloud or information presented orally or through and Ideas esent information, findings, and supporting evidence such that listeners can
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse part persuasively. 1. Participate in collaborative adults in small and larger grou SL.CCR Anchor Standard 2. Inti- including visually, quantitatively 2. Ask and answer questions a other media. Presentation of Knowledge ar SL.CCR Anchor Standard 4. Pro- follow the line of reasoning and to	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tps. tegrate and evaluate information presented in diverse media and formats, <i>x</i> , and orally. bout key details in a text read aloud or information presented orally or through and Ideas
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Standard Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse part persuasively. 1. Participate in collaborative adults in small and larger grout SL.CCR Anchor Standard 2. Inti- including visually, quantitatively 2. Ask and answer questions a other media. Presentation of Knowledge ar SL.CCR Anchor Standard 4. Pro- follow the line of reasoning and ta and audience.	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tops. tegrate and evaluate information presented in diverse media and formats, <i>r</i> , and orally. bout key details in a text read aloud or information presented orally or through nd Ideas esent information, findings, and supporting evidence such that listeners can the organization, development, and style are appropriate to task, purpose,
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pre- collaborations with diverse partre- persuasively. 1. Participate in collaborative adults in small and larger groue SL.CCR Anchor Standard 2. Inter- including visually, quantitatively 2. Ask and answer questions a other media. Presentation of Knowledge arrest SL.CCR Anchor Standard 4. Pre- follow the line of reasoning and ta and audience. 4. Describe people, places, thi	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tps. tegrate and evaluate information presented in diverse media and formats, <i>v</i> , and orally. bout key details in a text read aloud or information presented orally or through nd Ideas esent information, findings, and supporting evidence such that listeners can the organization, development, and style are appropriate to task, purpose, ngs, and events with relevant details, expressing ideas and feelings clearly.
credibility and accuracy of each 8. With guidance and support provided sources to answer a co Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse partra- persuasively. 1. Participate in collaborative adults in small and larger grout SL.CCR Anchor Standard 2. Inter- including visually, quantitatively 2. Ask and answer questions a other media. Presentation of Knowledge arr SL.CCR Anchor Standard 4. Pro- follow the line of reasoning and to and audience. 4. Describe people, places, thi SL.CCR Anchor Standard 6. Ad	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tps. tegrate and evaluate information presented in diverse media and formats, <i>x</i> , and orally. about key details in a text read aloud or information presented orally or through the organization, findings, and supporting evidence such that listeners can the organization, development, and style are appropriate to task, purpose, ngs, and events with relevant details, expressing ideas and feelings clearly. lapt speech to a variety of contexts and communicative tasks, demonstrating
credibility and accuracy of each 8. With guidance and support provided sources to answer a con- Speaking and Listening Sta Comprehension and Collabor SL.CCR Anchor Standard 1. Pro- collaborations with diverse partress persuasively. 1. Participate in collaborative adults in small and larger grout SL.CCR Anchor Standard 2. Inter- including visually, quantitatively 2. Ask and answer questions a other media. Presentation of Knowledge arress SL.CCR Anchor Standard 4. Pro- follow the line of reasoning and ta and audience. 4. Describe people, places, thi SL.CCR Anchor Standard 6. Ad command of formal English whe	source, and integrate the information while avoiding plagiarism. from adults, recall information from experiences or gather information from question. andards ration epare for and participate effectively in a range of conversations and ners, building on others' ideas and expressing their own clearly and conversations with diverse partners about grade 1 topics and texts with peers and tps. tegrate and evaluate information presented in diverse media and formats, <i>x</i> , and orally. about key details in a text read aloud or information presented orally or through the organization, findings, and supporting evidence such that listeners can the organization, development, and style are appropriate to task, purpose, ngs, and events with relevant details, expressing ideas and feelings clearly. lapt speech to a variety of contexts and communicative tasks, demonstrating

Initiative

# Healthy Choices, Healthy Me!—Activity 1: Milk & Milk Products

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

Language Standards
Conventions of Standard English
L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and
usage when writing or speaking.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization,
punctuation, and spelling when writing.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
writing.
Vocabulary Acquisition and Use
L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and
phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized
reference materials, as appropriate.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1
reading and content, choosing flexibly from an array of strategies.
L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and
nuances in word meanings.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in
word meanings.
L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific
words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness
level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term
important to comprehension or expression.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts,
including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster</i>
Nibblet because she nibbles too much because she likes that).
K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)
Measurement and Data
Represent and interpret data.
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in
<ul> <li>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (E)</li> <li>Geometry</li> </ul>
<ul> <li>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (E)</li> <li>Geometry</li> <li>Reason with shapes and their attributes.</li> </ul>
<ul> <li>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (E)</li> <li>Geometry</li> <li>Reason with shapes and their attributes.</li> <li>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining</li> </ul>
<ul> <li>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (E)</li> <li>Geometry</li> <li>Reason with shapes and their attributes.</li> <li>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> </ul>
<ul> <li>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (E)</li> <li>Geometry</li> <li>Reason with shapes and their attributes. <ol> <li>Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> <li>Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles)</li> </ol> </li> </ul>
<ul> <li>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (E)</li> <li>Geometry</li> <li>Reason with shapes and their attributes.</li> <li>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</li> </ul>

# Healthy Choices, Healthy Me!—Activity 2: Fruits

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 2: Fruits

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)

## **Reading Standards for Literature**

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (E)

**Reading Standards for Informational Text** 

**Key Ideas and Details** 

**R.CCR** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Ask and answer questions about key details in a text.

**R.CCR** Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Identify the main topic and retell key details of a text.

**R.CCR** Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure** 

**R.CCR** Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**R.CCR** Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

**R.CCR** Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Use the illustrations and details in a text to describe its key ideas.

**R.CCR** Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity** 

# Healthy Choices, Healthy Me!—Activity 2: Fruits

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 2: Fruits
<b>R.CCR Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and
proficiently.
10. With prompting and support, read informational texts appropriately complex for grade 1.
Reading Standards: Foundational Skills
Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in</b>
text.
Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
Writing Standards
Text Types and Purposes
W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts,
using valid reasoning and relevant and sufficient evidence.
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Research to Build and Present Knowledge
W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused
questions, demonstrating understanding of the subject under investigation.
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic
and use them to write a sequence of instructions). (E)
W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the
credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. With guidance and support from adults, recall information from experiences or gather information from
provided sources to answer a question.
Speaking and Listening Standards
Comprehension and Collaboration
SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through
other media.
Presentation of Knowledge and Ideas
SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audienze
<ul><li>and audience.</li><li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li></ul>
4. Describe people, places, things, and events with relevant details, expressing ideas and reenings clearly. SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express
information and enhance understanding of presentations.
<ul> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> </ul>
*CCR anchor standards are found in this document: <i>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects,</i> 2010, Common Core State Standards Initiative

# Healthy Choices, Healthy Me!—Activity 2: Fruits

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 2: Fruits
SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating
command of formal English when indicated or appropriate.
6. Produce complete sentences when appropriate to task and situation.
Language Standards
Conventions of Standard English
L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization,
punctuation, and spelling when writing.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
writing.
Vocabulary Acquisition and Use
L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized
reference materials, as appropriate.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and
nuances in word meanings.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in
word meanings.
L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts,
including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster
Nibblet because she nibbles too much because she likes that).
K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)
Measurement and Data
Represent and interpret data.
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total
number of data points, how many in each category, and how many more or less are in one category than in
another. (E)

#### Geometry

## Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

# *Healthy Choices, Healthy Me!*—Activity 3: Vegetables

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 3: Vegetables

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)

#### **Reading Standards for Literature**

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (E)

**Reading Standards for Informational Text** 

**Key Ideas and Details** 

**R.CCR** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Ask and answer questions about key details in a text.

**R.CCR** Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Identify the main topic and retell key details of a text.

**R.CCR** Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure** 

**R.CCR** Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**R.CCR** Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

**R.CCR** Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Use the illustrations and details in a text to describe its key ideas.

**R.CCR** Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity** 

# *Healthy Choices, Healthy Me!*—Activity 3: Vegetables

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 3: Vegetables
<b>R.CCR Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and
proficiently.
10. With prompting and support, read informational texts appropriately complex for grade 1.
Reading Standards: Foundational Skills
Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in
<u>text</u> .
Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
Writing Standards
Text Types and Purposes
W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts,
using valid reasoning and relevant and sufficient evidence.
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an
opinion, supply a reason for the opinion, and provide some sense of closure.
Research to Build and Present Knowledge
W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused
questions, demonstrating understanding of the subject under investigation.
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic
and use them to write a sequence of instructions). (E)
W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the
credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. With guidance and support from adults, recall information from experiences or gather information from
provided sources to answer a question.
Speaking and Listening Standards
Comprehension and Collaboration
SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Presentation of Knowledge and Ideas
SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can
follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)
*CCR anchor standards are found in this document: <i>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</i> , 2010, Common Core State Standards Initiative

# Healthy Choices, Healthy Me!—Activity 3: Vegetables

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1	
Activity 3: Vegetables	
SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demons	strating
command of formal English when indicated or appropriate.	
6. Produce complete sentences when appropriate to task and situation.	
Language Standards	
Conventions of Standard English	
L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar	· and
usage when writing or speaking.	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or	speaking
L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitaliza punctuation, and spelling when writing.	tion,
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelli	ing when
writing.	
Vocabulary Acquisition and Use	
L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning wo	rds and
phrases by using context clues, analyzing meaningful word parts, and consulting general and speciali	zed
reference materials, as appropriate.	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradest on gradest end of the second sec	ade 1
reading and content, choosing flexibly from an array of strategies.	
L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, a	and
nuances in word meanings.	
5. With guidance and support from adults, demonstrate understanding of word relationships and nuanc	es in
word meanings.	1.01
L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-spe	
words and phrases sufficient for reading, writing, speaking, and listening at the college and career re	
level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown important to comprehension or expression.	i term
6. Use words and phrases acquired through conversations, reading and being read to, and responding to	) texts
including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my ham</i>	
Nibblet because she nibbles too much because she likes that).	5101
K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)	)
Measurement and Data	
Represent and interpret data.	
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the	
number of data points, how many in each category, and how many more or less are in one category that	n in
another. (E)	
Caomatry	

#### Geometry

## Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

# Healthy Choices, Healthy Me!—Activity 4: Grains, Breads & Cereals

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 4: Grains, Breads & Cereals

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)

## **Reading Standards for Literature**

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (E)

# **Reading Standards for Informational Text**

**Key Ideas and Details** 

**R.CCR** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Ask and answer questions about key details in a text.

**R.CCR** Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Identify the main topic and retell key details of a text.

**R.CCR** Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure** 

**R.CCR** Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**R.CCR** Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

**R.CCR** Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Use the illustrations and details in a text to describe its key ideas.

**R.CCR** Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity** 

# Healthy Choices, Healthy Me!—Activity 4: Grains, Breads & Cereals Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 4: Grains, Breads & Cereals
<b>R.CCR Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and
proficiently.
10. With prompting and support, read informational texts appropriately complex for grade 1.
Reading Standards: Foundational Skills
Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in
text.
Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
Writing Standards
Text Types and Purposes
W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an
opinion, supply a reason for the opinion, and provide some sense of closure.
Research to Build and Present Knowledge
W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused
questions, demonstrating understanding of the subject under investigation.
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic
and use them to write a sequence of instructions). (E)
W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the
credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening Standards
Comprehension and Collaboration
SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and
<b>persuasively.</b> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and
adults in small and larger groups.
SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats,
including visually, quantitatively, and orally.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through
other media.
Presentation of Knowledge and Ideas
SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose,
and audience.
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express
information and enhance understanding of presentations.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)
*CCR anchor standards are found in this document: <i>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects,</i> 2010, Common Core State Standards Initiative

# Healthy Choices, Healthy Me!—Activity 4: Grains, Breads & Cereals

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 4: Grains, Breads & Cereals
SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating
command of formal English when indicated or appropriate.
6. Produce complete sentences when appropriate to task and situation.
Language Standards
Conventions of Standard English
L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and
usage when writing or speaking.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use
L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and
phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized
reference materials, as appropriate.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1
reading and content, choosing flexibly from an array of strategies.
L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in
word meanings.
L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific
words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness
level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term
important to comprehension or expression.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts,
including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster
Nibblet because she nibbles too much because she likes that).
K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)
Measurement and Data
Represent and interpret data.
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total
number of data points, how many in each category, and how many more or less are in one category than in
another. (E)
Geometry
Descen with showed and their ottain where

## Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

# Healthy Choices, Healthy Me!—Activity 5: Meat, Beans & Nuts

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

## COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 5: Meat, Beans & Nuts

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)

## **Reading Standards for Literature**

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (E)

## **Reading Standards for Informational Text**

**Key Ideas and Details** 

**R.CCR** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Ask and answer questions about key details in a text.

**R.CCR** Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Identify the main topic and retell key details of a text.

**R.CCR** Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure** 

**R.CCR** Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**R.CCR** Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

**R.CCR** Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Use the illustrations and details in a text to describe its key ideas.

**R.CCR** Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity** 

# *Healthy Choices, Healthy Me!*—Activity 5: Meat, Beans & Nuts Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CODE CONTENTS STANDADDS, CDADE 1
COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 5: Meat, Beans & Nuts
<b>R.CCR Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and
proficiently.
10. With prompting and support, read informational texts appropriately complex for grade 1.
Reading Standards: Foundational Skills
Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in
text.
Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
Writing Standards
Text Types and Purposes
W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an
opinion, supply a reason for the opinion, and provide some sense of closure.
Research to Build and Present Knowledge
W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused
questions, demonstrating understanding of the subject under investigation.
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic
and use them to write a sequence of instructions). (E) W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the
credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. With guidance and support from adults, recall information from experiences or gather information from
provided sources to answer a question.
Speaking and Listening Standards
Comprehension and Collaboration
SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and
collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and
adults in small and larger groups.
SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through
other media.
Presentation of Knowledge and Ideas
SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can
follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)
*CCR anchor standards are found in this document: <i>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</i> , 2010, Common Core State Standards Initiative

# Healthy Choices, Healthy Me!—Activity 5: Meat, Beans & Nuts

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1
Activity 5: Meat, Beans & Nuts
SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating
command of formal English when indicated or appropriate.
6. Produce complete sentences when appropriate to task and situation.
Language Standards
Conventions of Standard English
L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and
usage when writing or speaking.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization,
punctuation, and spelling when writing.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when
writing.
Vocabulary Acquisition and Use
L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and
phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized
reference materials, as appropriate.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1</i>
reading and content, choosing flexibly from an array of strategies.
L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in
word meanings.
L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific
words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness
level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term
important to comprehension or expression.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts,
including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster
Nibblet because she nibbles too much because she likes that).
K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)
Geometry

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

# *Healthy Choices, Healthy Me!*—Activity 6: Extra Foods

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 6: Extra Foods

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)

#### **Reading Standards for Informational Text**

**Key Ideas and Details** 

**R.CCR** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Ask and answer questions about key details in a text.

**R.CCR** Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Identify the main topic and retell key details of a text.

**R.CCR** Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure** 

**R.CCR** Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**R.CCR** Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**R.CCR** Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

**R.CCR** Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Use the illustrations and details in a text to describe its key ideas.

**R.CCR** Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

**R.CCR Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

# Healthy Choices, Healthy Me!—Activity 6: Extra Foods

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 6: Extra Foods
10. With prompting and support, read informational texts appropriately complex for grade 1.
Reading Standards: Foundational Skills
Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text</b> .
Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
Writing Standards
Text Types and Purposes
W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts,
using valid reasoning and relevant and sufficient evidence.
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an
opinion, supply a reason for the opinion, and provide some sense of closure.
Research to Build and Present Knowledge
W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the
credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. With guidance and support from adults, recall information from experiences or gather information from
provided sources to answer a question.
Speaking and Listening Standards
Comprehension and Collaboration
SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and
<b>persuasively.</b> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and
adults in small and larger groups.
SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats,
including visually, quantitatively, and orally.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Presentation of Knowledge and Ideas
SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can
follow the line of reasoning and the organization, development, and style are appropriate to task, purpose,
and audience.
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating
command of formal English when indicated or appropriate.
6. Produce complete sentences when appropriate to task and situation.
Language Standards
Conventions of Standard English
L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# Healthy Choices, Healthy Me!—Activity 6: Extra Foods

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

#### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 6: Extra Foods

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).

## K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)

#### Geometry

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

# *Healthy Choices, Healthy Me!*—Activity 7: Mixed Foods

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 7: Mixed Foods

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &
LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)
Reading Standards for Informational Text
Key Ideas and Details
R.CCR Anchor Standard 2: Determine central ideas or themes of a text and analyze their development;
summarize the key supporting details and ideas.
2. Identify the main topic and retell key details of a text.
R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the
course of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure
R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining
technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or
tone.
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
R.CCR Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and
larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents,
glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>R.CCR</b> Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the
words in a text.
Integration of Knowledge and Ideas
R.CCR Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats,
including visually and quantitatively, as well as in words.*
7. Use the illustrations and details in a text to describe its key ideas.
R.CCR Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to
build knowledge or to compare the approaches the authors take.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,
descriptions, or procedures).
Range of Reading and Level of Text Complexity
<b>R.CCR Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and
proficiently.
10. With prompting and support, read informational texts appropriately complex for grade 1.
Reading Standards: Foundational Skills
Print Concepts
1 Demonstrate understanding of the organization and basic features of print

1. Demonstrate understanding of the organization and basic features of print.

# Healthy Choices, Healthy Me!—Activity 7: Mixed Foods

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

#### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 7: Mixed Foods

#### **Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text**.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

**Speaking and Listening Standards** 

**Comprehension and Collaboration** 

SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Presentation of Knowledge and Ideas

SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)

SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6. Produce complete sentences when appropriate to task and situation.

Language Standards

**Conventions of Standard English** 

L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term

# Healthy Choices, Healthy Me!—Activity 7: Mixed Foods

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

#### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 7: Mixed Foods

#### important to comprehension or expression.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*). (E)

# Healthy Choices, Healthy Me!—Activity 8: Build Your Breakfast

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 8: Build Your Breakfast

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)

## **Reading Standards for Literature**

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (E)

**Reading Standards for Informational Text** 

**Key Ideas and Details** 

**R.CCR** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Ask and answer questions about key details in a text.

**R.CCR** Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Identify the main topic and retell key details of a text.

**R.CCR** Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure** 

**R.CCR** Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**R.CCR** Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

**R.CCR** Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Use the illustrations and details in a text to describe its key ideas.

**R.CCR** Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity** 

# Healthy Choices, Healthy Me!—Activity 8: Build Your Breakfast

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

10. With prompting and support, read informational texts appropriately complex for grade 1. Reading Standards: Foundational Skills Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text</u> . Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Writing Standards Research to Build and Present Knowledge W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E) W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E) Speaking and Listening Standards Comprehension and Collaboration SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, an adults in small and larger groups. SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to exprese follow the line of reasoning and the organization, finding	COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 8: Build Your Breakfast	
<ol> <li>10. With prompting and support, read informational texts appropriately complex for grade 1.</li> <li>Reading Standards: Foundational Skills</li> <li>Print Concepts         <ol> <li>Demonstrate understanding of the organization and basic features of print.</li> </ol> </li> <li>Phonics and Word Recognition         <ol> <li>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</li> </ol> </li> <li>Fluency         <ol> <li>Read with sufficient accuracy and fluency to support comprehension.</li> </ol> </li> <li>Writing Standards         <ol> <li>Research to Build and Present Knowledge</li> <li>W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused guestions, demonstrating understanding of the subject under investigation.</li> <li>Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E)</li> <li>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> </ol> </li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> <li>SLCCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>Participate in collaboration subtuck y details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledg</li></ol>	<b>R.CCR Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independ proficiently.	lently and
Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in</u> text. Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Writing Standards Research to Build and Present Knowledge WcCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E) WCCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E) Speaking and Listening Standards Comprehension and Collaboration SLCCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaboration SLCCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Presentation of Knowledge and Ideas SLCCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and adules in somal and the organization, development, and style are appropriate to task, purpose, and adults in somal and the organization, development, and style are appropriate to task, purpose, and adults in soma and the organization, development, and style are appropriate to task		
Print Concepts 1. Demonstrate understanding of the organization and basic features of print. Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in</u> text. Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Writing Standards Research to Build and Present Knowledge WcCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E) WCCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E) Speaking and Listening Standards Comprehension and Collaboration SLCCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaboration SLCCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Presentation of Knowledge and Ideas SLCCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and adules in somal and the organization, development, and style are appropriate to task, purpose, and adults in somal and the organization, development, and style are appropriate to task, purpose, and adults in soma and the organization, development, and style are appropriate to task		
Phonics and Word Recognition         3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.         Fluency         4. Read with sufficient accuracy and fluency to support comprehension.         Writing Standards         Research to Build and Present Knowledge         W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.         7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E)         W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.         8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)         Speaking and Listening Standards         Comprehension and Collaboration         SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaboration swith diverse partners, building on others' ideas and expressing their own clearly and persuasively.         1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.         SL-CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, an	Print Concepts	
Phonics and Word Recognition         3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.         Fluency         4. Read with sufficient accuracy and fluency to support comprehension.         Writing Standards         Research to Build and Present Knowledge         W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.         7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E)         W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.         8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)         Speaking and Listening Standards         Comprehension and Collaboration         SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaboration swith diverse partners, building on others' ideas and expressing their own clearly and persuasively.         1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.         SL-CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, an		
text. Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Writing Standards Research to Build and Present Knowledge W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E) W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E) Speaking and Listening Standards Comprehension and Collaboration SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understandin	Phonics and Word Recognition	
<ul> <li>4. Read with sufficient accuracy and fluency to support comprehension.</li> <li>Writing Standards</li> <li>Research to Build and Present Knowledge</li> <li>W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E)</li> <li>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and and adulere.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li></ul>		n and in
<ul> <li>4. Read with sufficient accuracy and fluency to support comprehension.</li> <li>Writing Standards</li> <li>Research to Build and Present Knowledge</li> <li>W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E)</li> <li>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and and adulere.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li></ul>	Fluency	
<ul> <li>Writing Standards</li> <li>Research to Build and Present Knowledge</li> <li>W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused guestions, demonstrating understanding of the subject under investigation.         <ul> <li>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E)</li> <li>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> </ul> </li> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.         <ul> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SLCCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ul> </li> <li>Presentation of Knowledge and Ideas</li> <li>SLCCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and andience.</li> <ul></ul></ul>		
<ul> <li>Research to Build and Present Knowledge</li> <li>W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E)</li> <li>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express info</li></ul>		
<ul> <li>W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E)</li> <li>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation</li></ul>	5	
<ul> <li>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (E)</li> <li>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a</li></ul>	W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on fo	ocused
<ul> <li>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audice.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task</li></ul>	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a	given topic
<ul> <li>credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task and situation.</li> </ul>		
<ul> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (E)</li> <li>Speaking and Listening Standards</li> <li>Comprehension and Collaboration</li> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <ol> <li>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> </ol> </li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <ol> <li>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> </ol> </li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <ol> <li>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> </ol> </li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <ol> <li>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> </ol> </li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <ol> <li>Produce complete sentences when appropriate to task and situation.</li> </ol> </li> </ul>		assess the
provided sources to answer a question. (E) Speaking and Listening Standards Comprehension and Collaboration SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E) SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  6. Produce complete sentences when appropriate to task and situation.		n from
Comprehension and Collaboration         SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.         1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.         SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.         Presentation of Knowledge and Ideas         SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.         4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.         SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.         5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)         SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.         6. Produce complete sentences when appropriate to task and situation.		
Comprehension and Collaboration         SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.         1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.         SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.         2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.         Presentation of Knowledge and Ideas         SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.         4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.         SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.         5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)         SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.         6. Produce complete sentences when appropriate to task and situation.	Speaking and Listening Standards	
<ul> <li>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task and situation.</li> </ul>		
<ol> <li>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>Produce complete sentences when appropriate to task and situation.</li> </ol>	SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and	
adults in small and larger groups. SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E) SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 6. Produce complete sentences when appropriate to task and situation.	persuasively.	
<ul> <li>including visually, quantitatively, and orally.</li> <li>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>Presentation of Knowledge and Ideas</li> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task and situation.</li> </ul>	adults in small and larger groups.	
other media. Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E) SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 6. Produce complete sentences when appropriate to task and situation.	SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and for including visually, quantitatively, and orally.	ormats,
Presentation of Knowledge and Ideas         SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.         4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.         SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.         5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)         SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.         6. Produce complete sentences when appropriate to task and situation.		through
<ul> <li>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task and situation.</li> </ul>	· · · · · · · · · · · · · · · · · · ·	
<ul> <li>follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task and situation.</li> </ul>		eners can
<ul> <li>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task and situation.</li> </ul>	Presentation of Knowledge and Ideas	
<ul> <li>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task and situation.</li> </ul>	Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that liste follow the line of reasoning and the organization, development, and style are appropriate to task, p	
<ul> <li>information and enhance understanding of presentations.</li> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task and situation.</li> </ul>	Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that liste follow the line of reasoning and the organization, development, and style are appropriate to task, pr and audience.	
<ul> <li>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)</li> <li>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>6. Produce complete sentences when appropriate to task and situation.</li> </ul>	Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that lister follow the line of reasoning and the organization, development, and style are appropriate to task, pr and audience. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clear	
feelings. (E)         SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.         6. Produce complete sentences when appropriate to task and situation.	Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that lister follow the line of reasoning and the organization, development, and style are appropriate to task, pr and audience. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clear SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to expression	
command of formal English when indicated or appropriate.           6. Produce complete sentences when appropriate to task and situation.	Presentation of Knowledge and Ideas SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that lister follow the line of reasoning and the organization, development, and style are appropriate to task, pr and audience. 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clear SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to exprise information and enhance understanding of presentations.	ress
6. Produce complete sentences when appropriate to task and situation.	Presentation of Knowledge and Ideas         SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that lister         follow the line of reasoning and the organization, development, and style are appropriate to task, pr         and audience.         4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clear         SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to exprise         information and enhance understanding of presentations.         5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, a feelings. (E)	and
	Presentation of Knowledge and Ideas         SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that lister follow the line of reasoning and the organization, development, and style are appropriate to task, present audience.         4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clear SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to exprise information and enhance understanding of presentations.         5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, a feelings. (E)         SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demo	and
	Presentation of Knowledge and Ideas         SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that lister follow the line of reasoning and the organization, development, and style are appropriate to task, present audience.         4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clear SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to exprise information and enhance understanding of presentations.         5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, a feelings. (E)         SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, democommand of formal English when indicated or appropriate.	and

# Healthy Choices, Healthy Me!—Activity 8: Build Your Breakfast Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

A	CORE CONTENT STANDARDS, GRADE 1 Activity 8: Build Your Breakfast
<b>Conventions of Standard English</b>	
	te command of the conventions of standard English grammar and
usage when writing or speaking.	antions of standard Eastick success advector when anticipe an analysis
	ventions of standard English grammar and usage when writing or speaking. te command of the conventions of standard English capitalization,
punctuation, and spelling when writing	
	• ventions of standard English capitalization, punctuation, and spelling when
writing.	
Vocabulary Acquisition and Use	
L.CCR Anchor Standard 4. Determine	or clarify the meaning of unknown and multiple-meaning words and ng meaningful word parts, and consulting general and specialized
	of unknown and multiple-meaning words and phrases based on <i>grade 1</i> ly from an array of strategies.
L.CCR Anchor Standard 5. Demonstra	te understanding of figurative language, word relationships, and
nuances in word meanings.	
• • • • • • • • • • • • • • • • • • • •	dults, demonstrate understanding of word relationships and nuances in
word meanings.	
	d use accurately a range of general academic and domain-specific
	g, writing, speaking, and listening at the college and career readiness hering vocabulary knowledge when encountering an unknown term
important to comprehension or express	
	sion
6. Use words and phrases acquired th	rough conversations, reading and being read to, and responding to texts,
6. Use words and phrases acquired th	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i>
<ul> <li>6. Use words and phrases acquired th including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON COMMON COMMON</li> </ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster in because she likes that</i> ). (E)
<ul> <li>6. Use words and phrases acquired th including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CO</li> <li>Operations and Algebraic Think</li> </ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> in because she likes that). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010) ing</b>
6. Use words and phrases acquired th including using frequently occurring <i>Nibblet because she nibbles too much</i> <b>K-12 CALIFORNIA'S COMMON CO</b> <b>Operations and Algebraic Think</b> <b>Represent and solve problems invol</b>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> <i>h because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b>
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CONTROL C</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> <i>in because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings,
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CONTROL OF CONTROL OF</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> <i>in because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from
<ul> <li>6. Use words and phrases acquired th including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CC</li> <li>Operations and Algebraic Think</li> <li>Represent and solve problems invol <ol> <li>Use addition and subtraction within putting together, taking apart, and con and equations with a symbol for the u</li> </ol> </li> <li>Add and subtract within 20.</li> </ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> <i>in because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem.
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CONTROL C</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> <i>in because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, unknown number to represent the problem. nstrating fluency for addition and subtraction within 10. Use strategies such 6 = 8 + 2 + 4 = 10 + 4 = 14; decomposing a number leading to a ten (e.g.,
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CONSTRUCTION CONSTRUCTION CONSTRUCTION AND A C</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> <i>h because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem.
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CONSTRUCTION CONSTRUCTION CONSTRUCTION AND CONSTRUCT AN</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> <i>h because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem. nstrating fluency for addition and subtraction within 10. Use strategies such 6 = 8 + 2 + 4 = 10 + 4 = 14; decomposing a number leading to a ten (e.g., ng the relationship between addition and subtraction (e.g., knowing that 8 reating equivalent but easier or known sums (e.g., adding 6 + 7 by creating
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CONSTRUCTION CONSTRUCTION AND CONSTRUCT AND</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> in because she likes that). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>sing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem. Instrating fluency for addition and subtraction within 10. Use strategies such $6 = 8 + 2 + 4 = 10 + 4 = 14$ ; decomposing a number leading to a ten (e.g., ng the relationship between addition and subtraction (e.g., knowing that 8 reating equivalent but easier or known sums (e.g., adding 6 + 7 by creating + 1 = 13).
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CORTIGNIA'S COMMON CORTIGN AND CORTIGN AND CORTIGNATION CORTIGNATION CORTIGNATION AND C</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> in because she likes that). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>sing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, unknown number to represent the problem. Instrating fluency for addition and subtraction within 10. Use strategies such $6 = 8 + 2 + 4 = 10 + 4 = 14$ ; decomposing a number leading to a ten (e.g., ng the relationship between addition and subtraction (e.g., knowing that 8 reating equivalent but easier or known sums (e.g., adding 6 + 7 by creating + 1 = 13). <b>h equations.</b>
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CORTIGNIA'S COMMON CORTIGNIA'S COMMON CORTIGNED</li> <li>Operations and Algebraic Think</li> <li>Represent and solve problems invol</li> <li>1. Use addition and subtraction within putting together, taking apart, and cortant and equations with a symbol for the utility of the symbol for the term of the symbol for t</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster in because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>Sing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem. Instrating fluency for addition and subtraction within 10. Use strategies successful for a subtraction and subtraction (e.g., knowing that 8 reating equivalent but easier or known sums (e.g., adding 6 + 7 by creating + 1 = 13). <b>A equations.</b> nal sign, and determine if equations involving addition and subtraction are
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CORTIGNIA'S COMMON CORTIGNIA'S COMMON CORTIGNED AND COR</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster in because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>Sing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem. Instrating fluency for addition and subtraction within 10. Use strategies successful for a subtraction and subtraction (e.g., knowing that 8 reating equivalent but easier or known sums (e.g., adding 6 + 7 by creating + 1 = 13). <b>A equations.</b> nal sign, and determine if equations involving addition and subtraction are
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CONSTRUCTION CONSTRUCTION AND CONSTR</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> in because she likes that). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem. Instrating fluency for addition and subtraction within 10. Use strategies such $6 = 8 + 2 + 4 = 10 + 4 = 14$ ; decomposing a number leading to a ten (e.g., ng the relationship between addition and subtraction (e.g., knowing that 8 reating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating $+ 1 = 13$ ). <b>n equations.</b> nal sign, and determine if equations involving addition and subtraction are <i>he following equations are true and which are false</i> ? $6 = 6$ , $7 = 8 - 1$ , $5 + 10 + 4 = 10$ , $5 + 10 + 4 = 10$ , $5 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 1$
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CORTIGNIA'S COMMON CORTIGNIA'S COMMON CORTIGNED TO THE AND THE ADDITION TO THE ADDITION THE ADDITION AND THE ADDITIONAL ADDITIONAL</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster a because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem. Instrating fluency for addition and subtraction within 10. Use strategies such $6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., ng the relationship between addition and subtraction (e.g., knowing that 8 reating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating $+ 1 = 13$ ). <b>n equations.</b> nal sign, and determine if equations involving addition and subtraction are <i>he following equations are true and which are false</i> ? $6 = 6$ , $7 = 8 - 1$ , $5 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 1$
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CORTIGIATION CORTIGIATION CORTIGIATION CORTIGIATION CORTIGIATION AND CORTIGIATION AND AND AND AND AND AND AND AND AND AN</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster</i> in because she likes that). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem. Instrating fluency for addition and subtraction within 10. Use strategies such $6 = 8 + 2 + 4 = 10 + 4 = 14$ ; decomposing a number leading to a ten (e.g., ng the relationship between addition and subtraction (e.g., knowing that 8 reating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating $+ 1 = 13$ ). <b>n equations.</b> nal sign, and determine if equations involving addition and subtraction are <i>he following equations are true and which are false?</i> $6 = 6$ , $7 = 8 - 1$ , $5 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 1$
<ul> <li>6. Use words and phrases acquired the including using frequently occurring <i>Nibblet because she nibbles too much</i></li> <li>K-12 CALIFORNIA'S COMMON CCONSTRUCTION AND CONSTRUCTION AND AND AND AND AND AND AND AND AND AN</li></ul>	rough conversations, reading and being read to, and responding to texts, conjunctions to signal simple relationships (e.g., <i>I named my hamster a because she likes that</i> ). (E) <b>DRE CONTENT STANDARDS FOR MATHEMATICS (2010)</b> <b>ing</b> <b>ving addition and subtraction.</b> n 20 to solve word problems involving situations of adding to, taking from mparing, with unknowns in all positions, e.g., by using objects, drawings, inknown number to represent the problem. Instrating fluency for addition and subtraction within 10. Use strategies such $6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g., ng the relationship between addition and subtraction (e.g., knowing that 8 reating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating $+ 1 = 13$ ). <b>n equations.</b> nal sign, and determine if equations involving addition and subtraction are <i>he following equations are true and which are false</i> ? $6 = 6$ , $7 = 8 - 1$ , $5 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 1$

# Healthy Choices, Healthy Me!—Activity 8: Build Your Breakfast

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

#### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 8: Build Your Breakfast

## Measurement and Data

#### Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (E)

# Healthy Choices, Healthy Me!—Activity 9: Choosing Food Group Snacks

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

## COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 9: Choosing Food Group Snacks

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)

#### **Reading Standards for Informational Text**

**Key Ideas and Details** 

**R.CCR** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Ask and answer questions about key details in a text.

**R.CCR** Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

## **Craft and Structure**

**R.CCR** Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**R.CCR** Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

**R.CCR** Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Use the illustrations and details in a text to describe its key ideas.

**R.CCR** Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity** 

**R.CCR Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

10. With prompting and support, read informational texts appropriately complex for grade 1.

#### **Reading Standards: Foundational Skills**

Print Concepts

# Healthy Choices, Healthy Me!—Activity 9: Choosing Food Group Snacks

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1
Activity 9: Choosing Food Group Snacks
1. Demonstrate understanding of the organization and basic features of print.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in</b>
text.
Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
Writing Standards
Research to Build and Present Knowledge
W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused
questions, demonstrating understanding of the subject under investigation.
7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic
and use them to write a sequence of instructions). (E)
W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the
credibility and accuracy of each source, and integrate the information while avoiding plagiarism.8. With guidance and support from adults, recall information from experiences or gather information from
provided sources to answer a question. (E)
Speaking and Listening Standards
Comprehension and Collaboration
SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and
collaborations with diverse partners, building on others' ideas and expressing their own clearly and
persuasively.
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and
adults in small and larger groups.
SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats,
including visually, quantitatively, and orally.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through
other media.
Presentation of Knowledge and Ideas
SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can
follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express
information and enhance understanding of presentations.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and
feelings. (E)
SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating
command of formal English when indicated or appropriate.
6. Produce complete sentences when appropriate to task and situation.
Language Standards
Conventions of Standard English
L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and
usage when writing or speaking.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization,
punctuation, and spelling when writing.
*CCR anchor standards are found in this document: Common Core State Standards for English Language Arts &
Literacy in History/Social Studies, Science, and Technical Subjects, 2010, Common Core State Standards

Initiative

# Healthy Choices, Healthy Me!—Activity 9: Choosing Food Group Snacks

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

#### COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 9: Choosing Food Group Snacks

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Vocabulary Acquisition and Use

L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).

# K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)

#### **Operations and Algebraic Thinking**

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

## Number and Operations in Base Ten

#### Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

#### Measurement and Data

#### Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

# Healthy Choices, Healthy Me!—Activity 10: Playing Hard, Feeling Great

Alignment to California's Common Core Content Standards, Grade 1 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are followed by this symbol: (E).

## COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 10: Playing Hard, Feeling Great

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)

#### **Reading Standards for Informational Text**

**Key Ideas and Details** 

**R.CCR** Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Ask and answer questions about key details in a text.

**R.CCR** Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

## **Craft and Structure**

**R.CCR** Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**R.CCR** Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

**R.CCR** Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*

7. Use the illustrations and details in a text to describe its key ideas.

**R.CCR** Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity** 

**R.CCR Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently.

10. With prompting and support, read informational texts appropriately complex for grade 1.

#### **Reading Standards: Foundational Skills**

Print Concepts

# Healthy Choices, Healthy Me!—Activity 10: Playing Hard, Feeling Great Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 10: Playing Hard, Feeling Great
1. Demonstrate understanding of the organization and basic features of print.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in</b>
text.
Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
Writing Standards
Text Types and Purposes
W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts,
using valid reasoning and relevant and sufficient evidence.
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an
opinion, supply a reason for the opinion, and provide some sense of closure.
W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and
information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and
provide some sense of closure. (E)
Production and Distribution of Writing
W.CCR Anchor Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers,
and add details to strengthen writing as needed. (E)
Research to Build and Present Knowledge
W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the
credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. With guidance and support from adults, recall information from experiences or gather information from
provided sources to answer a question.
Speaking and Listening Standards
Comprehension and Collaboration
SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and
adults in small and larger groups.
SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats,
including visually, quantitatively, and orally.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through
other media.
Presentation of Knowledge and Ideas
SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express
information and enhance understanding of presentations.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (E)
*CCR anchor standards are found in this document: <i>Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</i> , 2010, Common Core State Standards Initiative

# Healthy Choices, Healthy Me!—Activity 10: Playing Hard, Feeling Great

Alignment to California's Common Core Content Standards, Grade 1

- Includes College and Career Readiness (CCR) Anchor Standards\* -

COMMON CORE CONTENT STANDARDS, GRADE 1 Activity 10: Playing Hard, Feeling Great
SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstratin command of formal English when indicated or appropriate.
6. Produce complete sentences when appropriate to task and situation.
Language Standards
Conventions of Standard English
L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and
usage when writing or speaking.
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization,
punctuation, and spelling when writing.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling wh
writing. (E)
Vocabulary Acquisition and Use
L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words an
phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1</i>
<i>reading and content</i> , choosing flexibly from an array of strategies.
L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and
nuances in word meanings.
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in
word meanings.
L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phroass sufficient for moding, writing, specking, and listening at the college and source reading.
words and phrases sufficient for reading, writing, speaking, and listening at the college and career readines level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term
important to comprehension or expression.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts,
including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster</i>
Nibblet because she nibbles too much because she likes that). (E)
K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)
Measurement and Data
Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.