

Grade Three Curriculum Standards Alignment October 2018

Lesson 1: Food Group Fun

Lesson 1: Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
Introduction	CCSS.ELA-LITERACY. SL.3.1	CA CCSS for ELA/LITERACY SL.3.1	
Direct Instruction	CCSS.ELA-LITERACY. SL.3.1	CA CCSS for ELA/LITERACY RI.3.1 Rationale for RI. 3.1: Students demonstrate their understanding of food groups by analyzing how a real lunch compares to USDA’s MyPlate and a chart describing the food groups.	
Guided Practice	CCSS.ELA-LITERACY. RI.3.1, 2, 3, 4, SL3.1	CA CCSS for ELA/LITERACY RI.3.1, SL.3.1 Rationale for RI. 3.1: Students refer to the informational text My Food Groups to ask and answer questions. Students learn that informational text includes images and words.	
Independent Practice	CCSS.ELA- LITERACY.W.3.1 W3.2	CA CCSS for ELA/LITERACY W.3.1, W.3.2 Rationale for W3.1: Students explain the reasons why they choose healthy foods using the My Food Groups chart to provide evidence to support their answers.	
Family Connection	CCSS.ELA-LITERACY. RI.3.1,2, 3, 4	CA CCSS for ELA/LITERACY RI.3.1	
Reading	CCSS.ELA- LITERACY.RI.3.1,2, 3, 4		CA CCSS for ELA/LITERACY RL.3.1, RL.3.3, RL3.4
Cafeteria Connection	CCSS.ELA- LITERACY.RI.3.1,2, 3, 4	CA CCSS for ELA/LITERACY RI.3.1	

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Lesson 1: Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
Group Project	CCSS.ELA-LITERACY. SL3.1		

Lesson 2: Nutrient Power + Labels

Lesson 2 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
Introduction	CCSS.ELA- LITERACY.RI.3.1-4, 3.6, 7 CCSS.ELA- LITERACY.SL.3.1-4, 3.6		
Direct Instruction	CCSS.ELA-LITERACY. RI.3.1-4, 3.6, 7 CCSS.ELA-LITERACY. SL.3.1-4, 3.6	<p>CA CCSS for ELA/LITERACY RI.3.1, RI.3.4, RI.3.7, SL.3.2</p> <p>Rationale for RI.3.4: Students use their Glossary to determine the meaning of domain-specific words, such as calcium and fiber.</p> <p>Rationale for RI.3.1: Students read the Nutrition Facts labels to answer questions to demonstrate their knowledge of nutrients.</p> <p>Rationale for RI.3.7: Students use information from illustrations and words on the Key Nutrients and Reasons Needed worksheet to demonstrate their understanding.</p>	
Guided Practice	CCSS.ELA-LITERACY. RI.3.7 CCSS.ELA- LITERACY.W.3.8	CA CCSS for ELA/LITERACY RI.3.7, W.3.8,	

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Lesson 2 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
	CCSS.ELA-LITERACY. SL.3.4-6	Rationale for RI.3.7: from illustrations and words on the Key Nutrients and Reasons Needed worksheet to complete the Key Nutrients worksheet. The information on the Key Nutrients and Reasons Needed is presented in a format that students see in the real world, outside the classroom	
Independent Practice	CCSS.ELA-LITERACY. RI.3.1, 4, 7 CCSS.ELA- LITERACY.W.3.1, 8	CA CCSS for ELA/LITERACY RI.3.1, RI.3.7, W.3.8	W.3.2 Rationale for W.3.2: Students use facts from the Compare the Nutrient Facts worksheet to convey information about the nutritional content of food.
Family Connection	CCSS.ELA-LITERACY. RI.3.1,2, 3, 4	CA CCSS for ELA/LITERACY RI.3.4	
Reading	CCSS.ELA- LITERACY.RI.3.1-4 CCSS.ELA- LITERACY.W.3.1, 3.2, 3.4, 3.8	CA CCSS for ELA/LITERACY RI.3.1. RI.3.2, RI.3.4 Rationale for RI.3.2: Students determine the main idea and recount key details of the text “Superfoods.” Rationale for RI.3.4: Students determine the meaning of the domain-specific word, superfood, by reading the text.	CA CCSS for ELA/LITERACY RI.3.7 Rationale for RI.3.7: Students use the illustrations and the words in the text to demonstrate their understanding of superfoods.
Cafeteria Connection	CCSS.ELA-LITERACY. RI.3.5, 7,8		

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Lesson 2 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
Group Project	CCSS.ELA-LITERACY. SL.3.1-5, 3.4-6 CCSS.ELA-LITERACY. RI.3.2	CA CCSS for ELA/LITERACY SL.3.1	CA CCSS for ELA/LITERACY RI.3.7

Lesson 3: Breakfast Blast

Lesson 3 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
Introduction	CCSS.ELA- LITERACY.RI.3.1-4, 3.6, 7 CCSS.ELA- LITERACY.SL.3.1-4, 3.6	ELA/LITERACY SL.3.1	
Direct Instruction	CCSS.ELA-LITERACY. RI.3.1-4, 3.6, 7 CCSS.ELA-LITERACY. SL.3.1-4, 3.6	CA CCSS for ELA/LITERACY RI.3.7, SL.3.1, SL.3.6	
Guided Practice	CCSS.ELA-LITERACY. RI.3.7 CCSS.ELA- LITERACY.W.3.8 CCSS.ELA-LITERACY. SL.3.4-6	CA CCSS for ELA/LITERACY SL.3.1, SL.3.6 Rationale for SL.3.1: Students work in collaborative groups to create and name a healthy breakfast. Rationale for SL.3.6: Students present their ideas to the class, providing details about their breakfast idea.	
Independent Practice	CCSS.ELA-LITERACY. RI.3.1, 4, 7 CCSS.ELA- LITERACY.W.3.1, 8	CA CCSS for ELA/LITERACY W.3.1, W.3.8 Rational for W.3.1: Students write a short paragraph to explain why they think their breakfast is balanced by providing reasons to support their opinion. Rationale for W.3.8: Students recall information from their workbook pages on	

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Lesson 3 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
		the “3 out of 5 model” to write their paragraph.	
Family Connection	CCSS.ELA-LITERACY. RI.3.1,2, 3, 4		
Reading	CCSS.ELA- LITERACY.RI.3.1-4 CCSS.ELA- LITERACY.W.3.1, 3.2, 3.4, 3.8	CA CCSS for ELA/LITERACY RI.3.1, RI.3.2 Rationale for RI.3.2: Students identify the main idea and supporting details in the text “Get Going with Breakfast.”	
Cafeteria Connection	CCSS.ELA-LITERACY. RI.3.5, 7,8		
Group Project	CCSS.ELA-LITERACY. SL.3.1-5, 3.4-6 CCSS.ELA-LITERACY. RI.3.2	CA CCSS for ELA/LITERACY RL.3.2, SL.3.2, SL.3.4	

Lesson 4: Smart Snacks + Beverages

Lesson 4 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
Introduction	CCSS.ELA- LITERACY.RI.3.1-4, 3.6, 7 CCSS.ELA- LITERACY.SL.3.1-4, 3.6		
Direct Instruction	CCSS.ELA- LITERACY.RI.3.1-4, 3.6, 7 CCSS.ELA- LITERACY.SL.3.1-4, 3.6	CA CCSS for ELA/LITERACY RI.3.1, RL.3.7	
Guided Practice	CCSS.ELA-LITERACY. RI.3.7 CCSS.ELA- LITERACY.W.3.8 CCSS.ELA-LITERACY. SL.3.4-6	CA CCSS for ELA/LITERACY RL.3.5, RL.3.7, W.3.1, W.3.2, W.3.8, SL.3.4, SL.3.6 Rationale for Sl.3.4: Students first write reasons to support their claim on the Beverage and Snack Chart worksheet.	

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Lesson 4 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
		Then, they use relevant facts and domain-specific vocabulary, such as Iron and Vitamin D, to explain their claim the class.	
Independent Practice	CCSS.ELA-LITERACY. RI.3.1, 4, 7 CCSS.ELA- LITERACY.W.3.1, 8	CA CCSS for ELA/LITERACY RI.3.7 Rationale for RI.3.7: Students use the information from two Nutrition Facts labels to demonstrate their understanding of healthy beverages and snacks.	
Family Connection	CCSS.ELA-LITERACY. RI.3.1,2, 3, 4		CA CCSS for ELA/LITERACY W.3.10 Rationale for W.3.10: Students write a short narrative to share with their class about their family’s cooking experience. This activity reinforces that writing is produced for a variety of purposes and audiences.
Reading	CCSS.ELA- LITERACY.RI.3.1-4 CCSS.ELA- LITERACY.W.3.1, 3.2, 3.4, 3.8		CA CCSS for ELA/LITERACY RL.3.1, RL.3.3
Cafeteria Connection	CCSS.ELA-LITERACY. RI.3.5, 7,8		CA CCSS for ELA/LITERACY W.3.7, W.3.8
Group Project	CCSS.ELA-LITERACY. SL.3.1-5, 3.4-6 CCSS.ELA-LITERACY. RI.3.2	CA CCSS for ELA/LITERACY RI.3.2, SL.3.1, SL.3.2	CA CCSS for ELA/LITERACY W.3.10

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Lesson 4 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
			<p>Rationale for W.3.10: Students demonstrate what they have learned about healthy snacks and beverages by writing an advertisement that requires them to focus on the audience and the purpose of their writing. Students use both words and images to convey information in their advertisement, which is a form of writing that requires both imagination and factual understanding.</p>

Lesson 5: Farm to You

Lesson 5 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
Introduction	<p>CCSS.ELA- LITERACY.RI.3.1-4, 3.6, 7 CCSS.ELA- LITERACY.SL.3.1-4, 3.6</p>		
Direct Instruction	<p>CCSS.ELA-LITERACY. RI.3.1-4, 3.6, 7 CCSS.ELA-LITERACY. SL.3.1-4, 3.6</p>	<p>CA CCSS for ELA/LITERACY RI.3.1, RI. 3.4, SL.3.1, SL3.2</p> <p>Rational for SL.3.2: Students listen as the “There’s a Cow Loose in the Cafeteria” is read aloud. They listen attentively to</p>	,

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Lesson 5 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
		determine and then discuss the main ideas and details and facts of the text.	
Guided Practice	CCSS.ELA-LITERACY. RI.3.1-4, 3.6, 7 CCSS.ELA-LITERACY. SL.3.1-4, 3.6	CA CCSS for ELA/LITERACY RI.3.1, RI.3.3, RI.3.4, RI.3.7, SL.3.1 Rationale for RI.3.3: Students use language that pertains to sequence as they describe the farm-to-you food system on the Explore Food Systems worksheet.	
Independent Practice	CCSS.ELA-LITERACY. RI.3.1, 4, 7 CCSS.ELA- LITERACY.W.3.1, 8		
Family Connection	CCSS.ELA-LITERACY. RI.3.1,2, 3, 4	CA CCSS for ELA/LITERACY RI.3.1, RL.3.2	CA CCSS for ELA/LITERACY SL.3.4 Rationale for SL.3.4: Students use the pages of their workbooks to recall facts and resources in order to share their new knowledge with their families. They report what they have learned about eating healthy foods by recounting relevant details and using domain-specific vocabulary.
Reading	CCSS.ELA- LITERACY.RI.3.1-4 CCSS.ELA- LITERACY.W.3.1, 3.2, 3.4, 3.8		CA CCSS for ELA/LITERACY RL. 3.1, RL.3.3, 3.4, 3.7

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Lesson 5 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
			<p>Rationale for RL.3.1: Students demonstrate their understanding of the text as they explain how the supply of milk in Olivia’s Market depends on hay from a hay farm.</p> <p>Rationale for RL.3.3: Students describe, using evidence from the text, the characteristics of Emma, the main character in the story.</p> <p>Rationale for RL.3.4: Students are asked to distinguish between literal and nonliteral language in the text by explaining the meaning of the phrase, “our heads were spinning.”</p>
Cafeteria Connection	CCSS.ELA-LITERACY. RI.3.5, 7,8	<p>CA CCSS for ELA/LITERACY RI.3.5, RI.3.7</p> <p>Rationale for RI.3.5: Students use the text features of the school menu to find information and identify menu items in their food group.</p>	<p>ELA/LITERACY W.3.8, SL.3.3</p> <p>Rationale for SL.3.3: Students develop questions about local food to ask in an interview with the school food service staff. During the interview, they ask follow-up</p>

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Lesson 5 Activity	Standards Currently Listed in Teacher Guide	Supported Standards	Additional Supported Standards
			questions to obtain additional information.
Group Project	CCSS.ELA-LITERACY. SL.3.1-5, 3.4-6 CCSS.ELA-LITERACY. RI.3.2	CA CCSS for ELA/LITERACY RI.3.2, SL.3.1, SL.3.2	