

It's My Choice...Eat Right Be Active, Grade 3

Common Core State Standards for English/Language Arts Met

	L 1	L 2	L 3	L 4	L 5
Reading Standards for Literature					
Key Ideas and Details					
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	x	x		x	x
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	x	x		x	x
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	x	x		x	x
Craft and Structure					
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	x	x		x	x
Integration of Knowledge and Ideas					
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	x	x		x	x
Reading Standards for Informational Text					
Key Ideas and Details					
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			x		
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.			x		
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.			x		
Craft and Structure					
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			x		

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Integration of Knowledge and Ideas					
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			x		
Writing Standards					
Text Types and Purposes					
1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	x	x	x	x	x
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	x	x	x	x	x
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			x		
Speaking and Listening Standards					
Comprehension and Collaboration					
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	x	x	x	x	x
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	x	x	x	x	x
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	x	x	x	x	x
Presentation of Knowledge and Ideas					
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	x	x	x	x	x

L = Lesson

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Health Education Content Standards Met

	L 1	L 2	L 3	L 4	L 5
Growth and Development					
Standard 1: Essential Concepts					
1.1.G Describe the cycle of birth, growth, aging, and death in living things.	x	x	x	x	
1.2.G Recognize that there are individual differences in growth and development.	x	x	x	x	x

Nutrition Education Competencies Met

	L 1	L 2	L 3	L 4	L 5
1. Overarching Nutrition Competency: Essential Nutrition Concepts - All youth will know relationships among nutrition, physiology, and health.					
1a. Know the six nutrient groups and the functions.	x	x	x	x	x
1b. Know nutrition and health guidelines.	x	x	x	x	x
1f. Explain the influence of nutrition and physical activity on health.	x	x	x	x	x
1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.		x	x		
5. Overarching Nutrition Competency: Decision Making for Nutrition Choices					
All students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.	x	x	x	x	x

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