

Kindergarten Program: *Building A Healthy Me!*
 Alignment to California's Common Core Content Standards, Kindergarten
 - Includes College and Career Readiness (CCR) Anchor Standards -

Building A Healthy Me! supports teaching and learning related to standards across the curriculum in order to help children develop personal responsibility for making healthy nutrition choices. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by extended learning activities are followed by this symbol: (E). Alignment note: Family Homework is considered part of the Core Lesson at this level. Optional activities that extend learning include Literature Connections and Extension Activities.

CALIFORNIA'S COMMON CORE CONTENT STANDARDS (GRADE K) <small>College and Career Readiness (CCR) Anchor Standards from the Common Core State Standards* are included. California's additions are in bold and underlined font.</small>	Kindergarten: <i>Building a Healthy Me!</i>					
	Activity 1: Piecing the Pyramid	Activity 2: All Foods Fit	Activity 3: Off to a Good Start	Activity 4: Professor Clue	Activity 5: Kinder Cooks	Activity 6: Smart Shoppers
CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)						
Reading Standards for Literature						
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. Actively engage in group reading activities with purpose and understanding.	E	E	E	E	E	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. With prompting and support, 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. With prompting and support, 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. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	•	•		E	•	•
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.						

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4. With prompting and support, ask and answer questions about unknown words in a text.	•	E	•	•	•	E
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. Identify the front cover, back cover, and title page of a book.	•			E	•	
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. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	•	E		E	•	•
R.CCR Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
8. With prompting and support, identify the reasons an author gives to support points in a text.	E					E
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. With prompting and support, 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. Actively engage in group reading activities with purpose and understanding.	•	•	•	•	•	•
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						

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4. Read emergent-reader texts with purpose and understanding.	•	•	•	•	•	•
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. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).				E		
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. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		E	•	E		
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 books by a favorite author and express opinions about them).				•		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 kindergarten topics and texts with peers and adults in small and larger groups.	•	•	•	•	•	•

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SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.						
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•	•	•	•	•
SL.CCR Anchor Standard 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.						
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	•	•	•	•	•	•
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 familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•	•	•	•	•
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 as desired to provide additional detail.	•	E	•	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. Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•	•	•
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	•	•	•	•	•	•

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words and phrases based on <i>kindergarten reading and content</i> .						
L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
5. With guidance and support from adults, explore 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.	•	•	•	•	•	•
K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)						
Counting and Cardinality						
Know number names and the count sequence.						
1. Count to 100 by ones and by tens.	•	•	•	•		E
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		•	•	•		E
Count to tell the number of objects.						
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	•	•	•	•		E
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		•	•	•		E
Compare numbers.						
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		•	•	•		E
7. Compare two numbers between 1 and 10 presented as written numerals.		•	•			

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Operations and Algebraic Thinking						
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.						
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.				•		•
Measurement and Data						
Classify objects and count the number of objects in each category.						
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		•	•	•	•	•
<u>4. Demonstrate an understanding of concepts time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).</u>		•	•	•	•	•
Geometry						
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).						
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i> .	E	•	E	E		
2. Correctly name shapes regardless of their orientations or overall size.	•	•	•	•		•
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	•					
Analyze, compare, create, and compose shapes.						
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	•	•				
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	•	•	E	E	E	
6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	•					

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