

***Shaping Up My Choices—Lesson 1: Food Group Fun***  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Shaping Up My Choices* supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity 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 the extension activities are followed by this symbol: (E).

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 1: Piecing the Pyramid</b>   |
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| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| <b>Integration of Knowledge and Ideas</b>   |
| <b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>   |
| 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).   |
| <b>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.</b>                                |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| <b>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.</b>   |

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|--|
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.  |
| <b>Range of Reading and Level of Text Complexity</b>   |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |
| <b>Reading Standards: Foundational Skills</b>  |
| <b>Phonics and Word Recognition</b>  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>  |
| <b>Fluency</b>   |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |
| <b>Writing Standards</b>   |
| <b>Text Types and Purposes</b>   |
| <b>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.</b>   |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
| <b>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.</b>             |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| <b>Production and Distribution of Writing</b>  |
| <b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>   |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| <b>Research to Build and Present Knowledge</b>   |
| <b>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.</b>                  |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
| <b>Range of Writing</b>  |
| <b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.          |
| <b>Speaking and Listening Standards</b>  |
| <b>Comprehension and Collaboration</b>   |
| <b>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.</b>        |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.      |
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>  |

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| 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.  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |
| <b>K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)</b>   |
| <b>Number and Operations—Fractions (3.NF)</b>   |
| <b>Develop understanding of fractions as numbers.</b>   |
| 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ . (E)   |
| <b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b>  |

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| 5. Recognize area as an attribute of plane figures and understand concepts of area measurement.   |
| <b>Geometry (3.G)</b>   |
| <b>Reason with shapes and their attributes.</b>   |
| 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |

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***Shaping Up My Choices—Lesson 2: Food Group Find***  
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*Shaping Up My Choices* supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity 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 the extension activities are followed by this symbol: (E).

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 2: Food Group Find</b>   |
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| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| <b>Integration of Knowledge and Ideas</b>   |
| <b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>   |
| 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).   |
| <b>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.</b>                                |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
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| <b>Range of Reading and Level of Text Complexity</b>   |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |
| <b>Reading Standards: Foundational Skills</b>  |
| <b>Phonics and Word Recognition</b>  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>  |
| <b>Fluency</b>   |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |
| <b>Writing Standards</b>   |
| <b>Text Types and Purposes</b>   |
| <b>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.</b>   |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
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| <b>Production and Distribution of Writing</b>  |
| <b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>   |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| <b>Research to Build and Present Knowledge</b>   |
| <b>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.</b>  |
| 7. Conduct short research projects that build knowledge about a topic.   |
| <b>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.</b>                  |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
| <b>Range of Writing</b>  |
| <b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.          |
| <b>Speaking and Listening Standards</b>  |
| <b>Comprehension and Collaboration</b>   |
| <b>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.</b>        |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.      |
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>  |

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| 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.  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
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| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |

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***Shaping Up My Choices—Lesson 3: Nutrient Power***  
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| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 3: Nutrient Power</b>  |
|---|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
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| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.  |
| <b>Range of Reading and Level of Text Complexity</b>   |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |
| <b>Reading Standards: Foundational Skills</b>  |
| <b>Phonics and Word Recognition</b>  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>  |
| <b>Fluency</b>   |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |
| <b>Writing Standards</b>   |
| <b>Text Types and Purposes</b>   |
| <b>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.</b>   |
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| <b>Research to Build and Present Knowledge</b>   |
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| <b>Comprehension and Collaboration</b>   |
| <b>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.</b>        |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.      |
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>  |

\*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

**Shaping Up My Choices—Lesson 3: Nutrient Power**  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 3: Nutrient Power</b>  |
|---|
| 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.  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>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.</b>   |
| 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.  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |

\*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

## ***Shaping Up My Choices—Lesson 4: Sizing Up Your Servings***

Alignment to California’s Common Core Content Standards, Grade 3

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

*Shaping Up My Choices* supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity 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 the extension activities are followed by this symbol: (E).

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 4: Sizing Up Your Servings</b>   |
|---|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| <b>Integration of Knowledge and Ideas</b>   |
| <b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>   |
| 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).   |
| <b>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.</b>                                |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| <b>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.</b>   |

\*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

## Shaping Up My Choices—Lesson 4: Sizing Up Your Servings

Alignment to California's Common Core Content Standards, Grade 3

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

| COMMON CORE CONTENT STANDARDS, GRADE 3<br>Lesson 4: Sizing Up Your Servings  |  |
|--|--|
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.  |  |
| <b>Range of Reading and Level of Text Complexity</b>   |  |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |  |
| <b>Reading Standards: Foundational Skills</b>  |  |
| <b>Phonics and Word Recognition</b>  |  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>  |  |
| <b>Fluency</b>   |  |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |  |
| <b>Writing Standards</b>   |  |
| <b>Text Types and Purposes</b>   |  |
| <b>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.</b>   |  |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.   |  |
| <b>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.</b>             |  |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |  |
| <b>Production and Distribution of Writing</b>  |  |
| <b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>   |  |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |  |
| <b>Research to Build and Present Knowledge</b>   |  |
| <b>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.</b>                  |  |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |  |
| <b>Range of Writing</b>  |  |
| <b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> |  |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.          |  |
| <b>Speaking and Listening Standards</b>  |  |
| <b>Comprehension and Collaboration</b>   |  |
| <b>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.</b>        |  |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.      |  |
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>  |  |

\*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

## *Shaping Up My Choices—Lesson 4: Sizing Up Your Servings*

Alignment to California’s Common Core Content Standards, Grade 3

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

| COMMON CORE CONTENT STANDARDS, GRADE 3<br>Lesson 4: Sizing Up Your Servings   |
|---|
| 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.  |
| <b>SL.CCR Anchor Standard 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>   |
| 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (E)  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |
| <b>K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)</b>   |
| <b>Operations and Algebraic Thinking (3.OA)</b>   |
| <b>Represent and solve problems involving multiplication and division.</b>  |

\*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

## ***Shaping Up My Choices—Lesson 4: Sizing Up Your Servings***

Alignment to California's Common Core Content Standards, Grade 3

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

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 4: Sizing Up Your Servings</b>  |
|--|
| 1. Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each, <b><i>or 7 groups of 5 objects each</i></b> . For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .   |
| <b>Number and Operations—Fractions (3.NF)</b>  |
| <b>Develop understanding of fractions as numbers.</b>  |
| 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .  |
| <b>Measurement and Data (3.MD)</b>   |
| <b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b>  |
| 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), <b><i>and English Units (oz, lb.)</i></b> , and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. |

\*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

***Shaping Up My Choices—Lesson 5: Breakfast Blast***  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Shaping Up My Choices* supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity 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 the extension activities are followed by this symbol: (E).

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 5: Breakfast Blast</b>   |
|---|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| <b>Integration of Knowledge and Ideas</b>   |
| <b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>   |
| 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).   |
| <b>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.</b>                                |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| <b>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.</b>   |
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.   |

\*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

**Shaping Up My Choices—Lesson 5: Breakfast Blast**  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 5: Breakfast Blast</b>  |
|--|
| <b>Range of Reading and Level of Text Complexity</b>   |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |
| <b>Reading Standards: Foundational Skills</b>  |
| <b>Phonics and Word Recognition</b>  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>  |
| <b>Fluency</b>   |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |
| <b>Writing Standards</b>   |
| <b>Text Types and Purposes</b>   |
| <b>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.</b>   |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
| <b>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.</b>             |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| <b>Production and Distribution of Writing</b>  |
| <b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>   |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| <b>Research to Build and Present Knowledge</b>   |
| <b>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.</b>  |
| 7. Conduct short research projects that build knowledge about a topic.   |
| <b>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.</b>                  |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
| <b>Range of Writing</b>  |
| <b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.          |
| <b>Speaking and Listening Standards</b>  |
| <b>Comprehension and Collaboration</b>   |
| <b>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.</b>        |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.      |

\*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

**Shaping Up My Choices—Lesson 5: Breakfast Blast**  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 5: Breakfast Blast</b>   |
|---|
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>   |
| 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.  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |
| <b>K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)</b>   |
| <b>Number and Operations in Base Ten (3.NBT)</b>  |
| <b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>  |

\*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

***Shaping Up My Choices—Lesson 5: Breakfast Blast***  
Alignment to California’s Common Core Content Standards, Grade 3  
- Includes College and Career Readiness (CCR) Anchor Standards\* -

|   |
|---|
| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 5: Breakfast Blast</b>   |
| 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.                |
| <b>Number and Operations—Fractions (3.NF)</b>   |
| <b>Develop understanding of fractions as numbers.</b>   |
| 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ . |

\*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

***Shaping Up My Choices—Lesson 6: Snack Time***  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Shaping Up My Choices* supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity 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 the extension activities are followed by this symbol: (E).

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 6: Snack Time</b>  |
|---|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| <b>R.CCR Anchor Standard 6. Assess how point of view or purpose shapes the content and style of a text.</b>   |
| 6. Distinguish their own point of view from that of the author of a text. (E)   |
| <b>Integration of Knowledge and Ideas</b>   |
| <b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>   |
| 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).   |
| <b>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.</b>                                |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |

\*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

**Shaping Up My Choices—Lesson 6: Snack Time**  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 6: Snack Time</b>   |
|--|
| <b>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.</b>  |
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.  |
| <b>Range of Reading and Level of Text Complexity</b>   |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |
| <b>Reading Standards: Foundational Skills</b>  |
| <b>Phonics and Word Recognition</b>  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>  |
| <b>Fluency</b>   |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |
| <b>Writing Standards</b>   |
| <b>Text Types and Purposes</b>   |
| <b>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.</b>   |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
| <b>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.</b>             |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| <b>Production and Distribution of Writing</b>  |
| <b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>   |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| <b>W.CCR Anchor Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>  |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (E)   |
| <b>Research to Build and Present Knowledge</b>   |
| <b>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.</b>                  |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
| <b>Range of Writing</b>  |
| <b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.          |
| <b>Speaking and Listening Standards</b>  |
| <b>Comprehension and Collaboration</b>   |

\*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

**Shaping Up My Choices—Lesson 6: Snack Time**  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 6: Snack Time</b>  |
|---|
| <b>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.</b>   |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.   |
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>   |
| 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.  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |

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***Shaping Up My Choices—Lesson 6: Snack Time***  
Alignment to California's Common Core Content Standards, Grade 3  
- Includes College and Career Readiness (CCR) Anchor Standards\* -

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## ***Shaping Up My Choices—Lesson 7: Get Ready, Get Set, Get Moving***

Alignment to California’s Common Core Content Standards, Grade 3

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

*Shaping Up My Choices* supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity 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 the extension activities are followed by this symbol: (E).

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 7: Get Ready, Get Set, Get Moving</b>  |
|---|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| <b>Integration of Knowledge and Ideas</b>   |
| <b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>   |
| 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).   |
| <b>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.</b>                                |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| <b>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.</b>   |

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## Shaping Up My Choices—Lesson 7: Get Ready, Get Set, Get Moving

Alignment to California’s Common Core Content Standards, Grade 3

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

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 7: Get Ready, Get Set, Get Moving</b>   |  |
|--|--|
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.  |  |
| <b>Range of Reading and Level of Text Complexity</b>   |  |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |  |
| <b>Reading Standards: Foundational Skills</b>  |  |
| <b>Phonics and Word Recognition</b>  |  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text</b> .  |  |
| <b>Fluency</b>   |  |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |  |
| <b>Writing Standards</b>   |  |
| <b>Text Types and Purposes</b>   |  |
| <b>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.</b>             |  |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |  |
| <b>Production and Distribution of Writing</b>  |  |
| <b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>   |  |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |  |
| <b>Research to Build and Present Knowledge</b>   |  |
| <b>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.</b>  |  |
| 7. Conduct short research projects that build knowledge about a topic.   |  |
| <b>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.</b>                  |  |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |  |
| <b>Range of Writing</b>  |  |
| <b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> |  |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.          |  |
| <b>Speaking and Listening Standards</b>  |  |
| <b>Comprehension and Collaboration</b>   |  |
| <b>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.</b>        |  |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.      |  |
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>  |  |

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## Shaping Up My Choices—Lesson 7: Get Ready, Get Set, Get Moving

Alignment to California’s Common Core Content Standards, Grade 3

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

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 7: Get Ready, Get Set, Get Moving</b>  |
|---|
| 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.  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |
| <b>K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)</b>   |
| <b>Number and Operations in Base Ten (3.NBT)</b>  |
| <b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>  |
| 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  |
| <b>Measurement and Data (3.MD)</b>  |

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## ***Shaping Up My Choices—Lesson 7: Get Ready, Get Set, Get Moving***

Alignment to California's Common Core Content Standards, Grade 3

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

### **COMMON CORE CONTENT STANDARDS, GRADE 3**

#### **Lesson 7: Get Ready, Get Set, Get Moving**

**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

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***Shaping Up My Choices—Lesson 8: Label Language***  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

*Shaping Up My Choices* supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity 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 the extension activities are followed by this symbol: (E).

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 8: Label Language</b>  |
|---|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| <b>Integration of Knowledge and Ideas</b>   |
| <b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>   |
| 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).   |
| <b>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.</b>                                |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| <b>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.</b>   |

\*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

**Shaping Up My Choices—Lesson 8: Label Language**  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 8: Label Language</b>   |
|--|
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.  |
| <b>Range of Reading and Level of Text Complexity</b>   |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |
| <b>Reading Standards: Foundational Skills</b>  |
| <b>Phonics and Word Recognition</b>  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>  |
| <b>Fluency</b>   |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |
| <b>Writing Standards</b>   |
| <b>Text Types and Purposes</b>   |
| <b>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.</b>   |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
| <b>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.</b>             |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| <b>Production and Distribution of Writing</b>  |
| <b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>   |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| <b>Research to Build and Present Knowledge</b>   |
| <b>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.</b>  |
| 7. Conduct short research projects that build knowledge about a topic.   |
| <b>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.</b>                  |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
| <b>Range of Writing</b>  |
| <b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.          |
| <b>Speaking and Listening Standards</b>  |
| <b>Comprehension and Collaboration</b>   |
| <b>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.</b>        |

\*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

***Shaping Up My Choices—Lesson 8: Label Language***  
 Alignment to California’s Common Core Content Standards, Grade 3  
 - Includes College and Career Readiness (CCR) Anchor Standards\* -

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 8: Label Language</b>  |
|---|
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.   |
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>   |
| 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.  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |
| <b>K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)</b>   |
| <b>Number and Operations—Fractions (3.NF)</b>   |

\*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

***Shaping Up My Choices—Lesson 8: Label Language***  
Alignment to California’s Common Core Content Standards, Grade 3  
- Includes College and Career Readiness (CCR) Anchor Standards\* -

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| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 8: Label Language</b> |
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|   |
|---|
| <b>Develop understanding of fractions as numbers.</b> |
|---|

- |   |
|---|
| 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ . |
|---|

\*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

## ***Shaping Up My Choices—Lesson 9: Test Your Beverage Choices***

Alignment to California’s Common Core Content Standards, Grade 3

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

*Shaping Up My Choices* supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity 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 the extension activities are followed by this symbol: (E).

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 9: Test Your Beverage Choices</b>  |
|---|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| <b>Integration of Knowledge and Ideas</b>   |
| <b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>   |
| 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).   |
| <b>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.</b>                                |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| <b>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.</b>   |

\*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

## *Shaping Up My Choices—Lesson 9: Test Your Beverage Choices*

Alignment to California's Common Core Content Standards, Grade 3

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

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 9: Test Your Beverage Choices</b>   |
|--|
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.  |
| <b>Range of Reading and Level of Text Complexity</b>   |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |
| <b>Reading Standards: Foundational Skills</b>  |
| <b>Phonics and Word Recognition</b>  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>  |
| <b>Fluency</b>   |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |
| <b>Writing Standards</b>   |
| <b>Text Types and Purposes</b>   |
| <b>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.</b>   |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
| <b>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.</b>             |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| <b>Production and Distribution of Writing</b>  |
| <b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>   |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| <b>Research to Build and Present Knowledge</b>   |
| <b>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.</b>  |
| 7. Conduct short research projects that build knowledge about a topic.   |
| <b>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.</b>                  |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
| <b>Range of Writing</b>  |
| <b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.          |
| <b>Speaking and Listening Standards</b>  |
| <b>Comprehension and Collaboration</b>   |
| <b>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.</b>        |

\*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

## ***Shaping Up My Choices—Lesson 9: Test Your Beverage Choices***

Alignment to California’s Common Core Content Standards, Grade 3

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

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 9: Test Your Beverage Choices</b>  |
|---|
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.   |
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>   |
| 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.  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).   |
| <b>K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)</b>   |
| <b>Measurement and Data (3.MD)</b>  |

\*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

## ***Shaping Up My Choices—Lesson 9: Test Your Beverage Choices***

Alignment to California’s Common Core Content Standards, Grade 3

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

### **COMMON CORE CONTENT STANDARDS, GRADE 3**

#### **Lesson 9: Test Your Beverage Choices**

##### **Represent and interpret data.**

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

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## ***Shaping Up My Choices—Lesson 10: Lunchtime Launch***

Alignment to California’s Common Core Content Standards, Grade 3

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

*Shaping Up My Choices* supports teaching and learning related to standards across the curriculum in order to help students make healthy nutrition and physical activity 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 the extension activities are followed by this symbol: (E).

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 10: Lunchtime Launch</b>   |
|---|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>Reading Standards for Informational Text</b>   |
| <b>Key Ideas and Details</b>  |
| <b>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.</b> |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| <b>R.CCR Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| <b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  |
| 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.                     |
| <b>Craft and Structure</b>  |
| <b>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.</b>         |
| 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.   |
| <b>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.</b>      |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  |
| <b>Integration of Knowledge and Ideas</b>   |
| <b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>   |
| 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).   |
| <b>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.</b>                                |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  |
| <b>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.</b>   |

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## *Shaping Up My Choices*—Lesson 10: Lunchtime Launch

Alignment to California’s Common Core Content Standards, Grade 3

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

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 10: Lunchtime Launch</b>  |
|--|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>   |
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic.  |
| <b>Range of Reading and Level of Text Complexity</b>   |
| <b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>  |
| 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.        |
| <b>Reading Standards: Foundational Skills</b>  |
| <b>Phonics and Word Recognition</b>  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>  |
| <b>Fluency</b>   |
| 4. Read with sufficient accuracy and fluency to support comprehension.   |
| <b>Writing Standards</b>   |
| <b>Text Types and Purposes</b>   |
| <b>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.</b>   |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.   |
| <b>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.</b>             |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| <b>Production and Distribution of Writing</b>  |
| <b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>   |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.   |
| <b>Research to Build and Present Knowledge</b>   |
| <b>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.</b>  |
| 7. Conduct short research projects that build knowledge about a topic.   |
| <b>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.</b>                  |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
| <b>Range of Writing</b>  |
| <b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b> |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.          |
| <b>Speaking and Listening Standards</b>  |
| <b>Comprehension and Collaboration</b>   |

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## *Shaping Up My Choices—Lesson 10: Lunchtime Launch*

Alignment to California’s Common Core Content Standards, Grade 3

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

| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 10: Lunchtime Launch</b>   |
|---|
| <b>CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| <b>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.</b>   |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.   |
| <b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>   |
| 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.  |
| <b>Presentation of Knowledge and Ideas</b>  |
| <b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)   |
| <b>Language Standards</b>   |
| <b>Conventions of Standard English</b>  |
| <b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| <b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| <b>Knowledge of Language</b>  |
| <b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>   |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| <b>Vocabulary Acquisition and Use</b>   |
| <b>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.</b>   |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.  |
| <b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.  |
| <b>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.</b> |

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## ***Shaping Up My Choices—Lesson 10: Lunchtime Launch***

Alignment to California's Common Core Content Standards, Grade 3

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

|   |
|---|
| <b>COMMON CORE CONTENT STANDARDS, GRADE 3</b><br><b>Lesson 10: Lunchtime Launch</b>   |
| <b>CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>  |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). |
| <b>K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)</b>   |
| <b>Number and Operations—Fractions (3.NF)</b>   |
| <b>Develop understanding of fractions as numbers.</b>   |
| 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ . (E)   |

\*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