

Grade 1 Program: *Healthy Choices, Healthy Me!*  
 Alignment to California's Common Core Content Standards, Grade 1  
 - Includes College and Career Readiness (CCR) Anchor Standards -

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

<b>CALIFORNIA'S COMMON CORE            CONTENT STANDARDS            (GRADE 1)</b> <small>College and Career Readiness (CCR) Anchor Standards from the Common Core State Standards* are included. California's additions are in bold and underlined font.</small>	<b>Grade 1: <i>Healthy Choices, Healthy Me!</i></b>									
	Activity 1: Milk & Milk Products	Activity 2: Fruits	Activity 3: Vegetables	Activity 4: Grains, Breads & Cereals	Activity 5: Meat, Beans & Nuts	Activity 6: Extra Foods	Activity 7: Mixed Foods	Activity 8: Build Your Breakfast	Activity 9: Choosing Food Group Snacks	Activity 10: Playing Hard, Feeling Great
<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 Literature</b>										
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	E	E	E	E	E			E		
<b>Reading Standards for Informational Text</b>										
<b>Key Ideas and Details</b>										
<b><u>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.</u></b>										
1. Ask and answer questions about key details in a text.	•	•	•	•	•	•		•	•	•
<b><u>R.CCR Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u></b>										
2. Identify the main topic and retell key details of a text.	•	•	•	•	•	•	•	•		
<b><u>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u></b>										
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	•	•	•	•	•	•	•	•	•	•
<b>Craft and Structure</b>										
<b><u>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.</u></b>										
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	•	•	•	•	•	•	•	•	•	•
<b><u>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.</u></b>										

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5. Know and use various text <b>structures (e.g., sequence) and text features</b> (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	•	•	•	•	•	•	•	•	•	•
<b>R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</b>										
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	•	•	•	•	•	•	•	•	•	•
<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 the illustrations and details in a text to describe its key ideas.	•	•	•	•	•	•	•	•	•	•
<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. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	•	•	•	•	•	•	•	•	•	•
<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. With prompting and support, read informational texts appropriately complex for grade 1.	•	•	•	•	•	•	•	•	•	•
<b>Reading Standards: Foundational Skills</b>										
<b>Print Concepts</b>										
1. Demonstrate understanding of the organization and basic features of print.	•	•	•	•	•	•	•	•	•	•
<b>Phonics and Word Recognition</b>										

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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 in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	•	•	•	•	•	•				•
<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 in which they name a topic, supply some facts about the topic, and provide some sense of closure.										E
<b>Production and Distribution of Writing</b>										
<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 adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.										E
<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>										

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7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	E	E	E	E	E			E	E	
<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. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	•	•	•	•	•	•		E	E	•
<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. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	•	•	•	•	•	•	•	•	•	•
<b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>										
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•	•	•	•	•	•	•	•	•
<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. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•	•	•	•	•		•	•	•
<b>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>										
5. Add drawings or other visual displays to		E	E	E	E		E	E	E	E

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descriptions when appropriate to clarify ideas, thoughts, and feelings.										
<b><u>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</u></b>										
6. Produce complete sentences when appropriate to task and situation.	•	•	•	•	•	•	•	•	•	•
<b>Language Standards</b>										
<b>Conventions of Standard English</b>										
<b><u>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></b>										
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•
<b><u>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></b>										
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	E
<b>Vocabulary Acquisition and Use</b>										
<b><u>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.</u></b>										
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	•	•	•	•	•	•	•	•	•	•
<b><u>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></b>										
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	•	•	•	•	•	•	•	•	•	•

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<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. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that.</i> )	•	•	•	•	•	•	E	E	•	E
<b>K-12 CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)</b>										
<b>Operations and Algebraic Thinking</b>										
<b>Represent and solve problems involving addition and subtraction.</b>										
1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.									•	•
<b>Add and subtract within 20.</b>										
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten									•	

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(e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$ , one knows $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$ ).										
<b>Work with addition and subtraction equations.</b>										
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i>								•		
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \square - 3</math>, <math>6 + 6 = \square</math>.</i>								•		
<b>Number and Operations in Base Ten</b>										
<b>Extend the counting sequence.</b>										
1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.									•	
<b>Measurement and Data</b>										
<b>Tell and write time.</b>										
3. Tell and write time in hours and half-hours using analog and digital clocks.										•

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<b>Represent and interpret data.</b>										
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	E	E	E	E				E	•	
<b>Geometry</b>										
<b>Reason with shapes and their attributes.</b>										
1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	•	•	•	•	•	•				
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	E									

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