

# EAT BRIGHTER WITH AVOCADOS!

## K-5 CURRICULAR STANDARDS

| COMMON CORE ENGLISH LANGUAGE ARTS STANDARDS   | Activity 1 | Activity 2 | Activity 2 |
|---|------------|------------|------------|
| <b>Reading Informational Text</b>   |            |            |            |
| <u>Key Ideas and Details:</u>   |            |            |            |
| RI.K.1 With prompting and support, ask and answer questions about key details in a text.  | x          |            |            |
| RI.1.1 Ask and answer questions about key details in a text.  | x          |            |            |
| RI 2.1 & 3.1 Ask and answer questions to demonstrate understanding a text, referring explicitly to the text as the basis for the answers.     | x          |            |            |
| RI.4.1 & 5.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | x          | x          |            |
| <b>Reading Foundational Skills</b>  |            |            |            |
| <u>Print Concepts:</u>  |            |            |            |
| RF.K.1, RF.1.1, RF.2.2 Demonstrate understanding of the organization and basic features of print.   | x          | x          | x          |
| <u>Phonological Awareness:</u>  |            |            |            |
| RF.K.2, RF.1.2, RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   | x          | x          | x          |
| RF.3.3, RF.4.3, RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.   | x          | x          | x          |
| <u>Phonics and Word Recognition:</u>  |            |            |            |
| RF.K.3, RF.1.3, RF.2.2 Know and apply grade-level phonics and word analysis skills in decoding words.   | x          | x          | x          |
| <u>Fluency:</u>   |            |            |            |
| RF.K.4 Read emergent-reader texts with purpose and understanding.   | x          | x          | x          |
| RF.1.4, RF.2.4 Read with sufficient accuracy and fluency to support comprehension.  | x          | x          | x          |
| <b>Language</b>   |            |            |            |
| <u>Conventions of Standard English:</u>   |            |            |            |
| L.K.1, L.1.1, L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                    | x          | x          | x          |
| L.K.2, L.1.1, L.2.1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.        | x          | x          | x          |
| L.3.1, L.4.1, L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                    | x          | x          | x          |
| L.3.2, L.4.2, L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.        | x          | x          | x          |
| L.3.3, L.4.3, L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.                              | x          | x          | x          |

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## K-5 CURRICULAR STANDARDS

| NEXT GENERATION SCIENCE STANDARDS   | Activity 1 | Activity 2 | Activity 3 |
|---|------------|------------|------------|
| <p><u>2-PS1-2 Matter and Its Interactions</u><br/>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p>   | x          | x          | x          |
| <p><u>K-2-ETS1-1 Engineering Design</u><br/>Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> |            |            | x          |
| <p><u>K-2-ETS1-3 Engineering Design</u><br/>Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>   |            |            | x          |
| <p><u>3-LS4-4 Biological Evolution: Unity and Diversity</u><br/>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p>                             |            |            | x          |
| <p><u>3-5-ETS1-2 Engineering Design</u><br/>Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>   |            |            | x          |

| NATIONAL HEALTH STANDARDS  | Activity 1 | Activity 2 | Activity 3 |
|--|------------|------------|------------|
| <p><u>Standard 1:</u> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>        | x          | x          | x          |
| <p><u>Standard 3:</u> Students will demonstrate the ability to access valid information and products and services to enhance health.</p> | x          | x          |            |
| <p><u>Standard 5:</u> Students will demonstrate the ability to use decision-making skills to enhance health.</p>                         | x          | x          |            |