



STAY STRONG CURRICULAR STANDARDS ALIGNMENT

English Language Arts Common Core State Standards*

GRADE K	Build Your Brain	Get Moving and Grooving	Mindfulness Jar
READING: FOUNDATIONAL SKILLS			
Print Concepts: <u>CCSS.ELA-LITERACY.RF.K.1</u> Demonstrate understanding of the organization and basic features of print.	x	x	x
Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.K.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x
WRITING			
Text Types and Purposes: <u>CCSS.ELA-LITERACY.W.K.1</u> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).	x		
Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	x		x

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GRADE K	Build Your Brain	Get Moving and Grooving	Mindfulness Jar
SPEAKING AND LISTENING			
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.K.1</u> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	x	x	x
Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	x	x	

GRADE 1	Build Your Brain	Get Moving and Grooving	Mindfulness Jar
READING: FOUNDATIONAL SKILLS			
Print Concepts: <u>CCSS.ELA-LITERACY.RF.1.1</u> Demonstrate understanding of the organization and basic features of print.	x	x	x
Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.1.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x
WRITING			
Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	x	x	x
SPEAKING AND LISTENING			
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	x	x	x
Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	x	x	x

GRADE 2	Build Your Brain	Get Moving and Grooving	Mindfulness Jar
READING: FOUNDATIONAL SKILLS			
Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x
Fluency: <u>CCSS.ELA-LITERACY.RF.2.4</u> Read with sufficient accuracy and fluency to support comprehension.	x	x	x
WRITING			
Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.	x	x	x
SPEAKING AND LISTENING			
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.2.1</u> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	x	x	x
Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.2.5</u> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	x		

GRADE 3	Solve It!	A Superhero's Story	Laugh It Up!
READING: FOUNDATIONAL SKILLS			
Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.3.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x
Fluency: <u>CCSS.ELA-LITERACY.RF.3.4</u> Read with sufficient accuracy and fluency to support comprehension.	x	x	x
WRITING			
Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	x	x	x
Range of Writing: <u>CCSS.ELA-LITERACY.W.3.10</u> 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.	x	x	x

GRADE 3	Solve It!	A Superhero's Story	Laugh It Up!
SPEAKING AND LISTENING			
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	x	x	x
Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		x	x

GRADE 4	Solve It!	A Superhero's Story	Laugh It Up!
READING: FOUNDATIONAL SKILLS			
Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.4.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x
Fluency: <u>CCSS.ELA-LITERACY.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension.	x	x	x
WRITING			
Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.W.4.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	x	x	x
Range of Writing: <u>CCSS.ELA-LITERACY.W.4.10</u> 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.	x	x	x
SPEAKING AND LISTENING			
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	x	x	x
Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		x	x

GRADE 5	Solve It!	A Superhero's Story	Laugh It Up!
READING: FOUNDATIONAL SKILLS			
Phonics and Word Recognition: <u>CCSS.ELA-LITERACY.RF.5.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x
Fluency: <u>CCSS.ELA-LITERACY.RF.5.4</u> Read with sufficient accuracy and fluency to support comprehension.	x	x	x
WRITING			
Production and Distribution of Writing: <u>CCSS.ELA-LITERACY.W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	x	x	x
Range of Writing: <u>CCSS.ELA-LITERACY.W.5.10</u> 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.	x	x	x
SPEAKING AND LISTENING			
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	x	x	x

Social and Emotional Learning (SEL) Core Competencies**

GRADES K-2	Build Your Brain	Get Moving and Grooving	Mindfulness Jar
<p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Such as:</p> <ul style="list-style-type: none"> • Linking feelings, values, and thoughts • Identifying one’s emotions 	x	x	x
<p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:</p> <ul style="list-style-type: none"> • Understanding and expressing gratitude • Recognizing strengths in others 		x	
<p>SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:</p> <ul style="list-style-type: none"> • Managing one’s emotions • Identifying and using stress-management strategies 	x	x	x
<p>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:</p> <ul style="list-style-type: none"> • Practicing teamwork and collaborative problem-solving • Resisting negative social pressure 		x	
<p>RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:</p> <ul style="list-style-type: none"> • Reflecting on one’s role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impacts 	x	x	x

** Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Framework and Core Competencies. © 2020 CASEL. All rights reserved.

GRADES 3-5	Solve It!	A Superhero's Story	Laugh It Up!
<p>SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:</p> <ul style="list-style-type: none"> • Linking feelings, values, and thoughts • Identifying one's emotions 	x	x	x
<p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:</p> <ul style="list-style-type: none"> • Understanding and expressing gratitude • Recognizing strengths in others 		x	x
<p>SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:</p> <ul style="list-style-type: none"> • Managing one's emotions • Identifying and using stress-management strategies 	x		x
<p>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:</p> <ul style="list-style-type: none"> • Practicing teamwork and collaborative problem-solving • Resisting negative social pressure 			x
<p>RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:</p> <ul style="list-style-type: none"> • Reflecting on one's role to promote personal, family, and community well-being • Evaluating personal, interpersonal, community, and institutional impacts 	x		x

Health Education Content Standards for California Schools***

GRADES K-2	Build Your Brain	Get Moving and Grooving	Mindfulness Jar
Standard 1: Essential Health Concepts All students will comprehend essential concepts related to enhancing health.	x	x	x
Standard 2: Analyzing Health Influences All students will demonstrate the ability to analyze internal and external influences that affect health.	x	x	x
Standard 5: Decision Making All students will demonstrate the ability to use decision-making skills to enhance health.	x		xx
Standard 7: Practicing Health-Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	x	x	x
Standard 8: Health Promotion All students will demonstrate the ability to promote and support personal, family, and community health.	x	x	x

GRADES 3-5	Solve It!	A Superhero's Story	Laugh It Up!
Standard 1: Essential Health Concepts All students will comprehend essential concepts related to enhancing health.	x	x	x
Standard 2: Analyzing Health Influences All students will demonstrate the ability to analyze internal and external influences that affect health.	x	x	x
Standard 5: Decision Making All students will demonstrate the ability to use decision-making skills to enhance health.	x	x	
Standard 7: Practicing Health-Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	x		x
Standard 8: Health Promotion All students will demonstrate the ability to promote and support personal, family, and community health.	x	x	x

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