

everyone wants to be milk.

get real. be yourself.



# Mission Authenticity

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS<sup>1</sup>,  
 NATIONAL HEALTH EDUCATION STANDARDS<sup>2</sup>,  
 AND SOCIAL-EMOTIONAL LEARNING – CASEL FRAMEWORK<sup>3</sup>  
 GRADES 2 TO 5

GRADE 2 English Language Arts Standards <sup>1</sup>	Activity 1: The Importance of Real Nutrition	Activity 2: All About “The Real You”	Activity 3: Test Your Smarts: The “Real” California
<b>Reading: Informational Text</b>			
<b>Craft and Structure</b>			
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	•	•	•
<b>Reading: Foundational Skills</b>			
<b>Phonics and Word Recognition</b>			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	•	•	•
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		•	
<b>Production and Distribution of Writing</b>			
8. Recall information from experiences or gather information from provided sources to answer a question.	•	•	•
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	•	•	

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 2. Source: Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. © 2023 CASEL. All rights reserved.  
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<b>GRADE 2 (continued)</b>				
<b>English Language Arts Standards<sup>1</sup></b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	
<b>Speaking and Listening</b>				
<b>Presentation of Knowledge and Ideas</b>				
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		●		
5. 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.		●		
<b>Language</b>				
<b>Conventions of Standard English</b>				
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	
<b>Knowledge of Language</b>				
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	
<b>Vocabulary Acquisition and Use</b>				
5. Demonstrate understanding of word relationships and nuances in word meanings.	●		●	
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	●	●	●	

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<b>GRADE 3</b>	<b>ACTIVITY</b>		
<b>English Language Arts Standards<sup>1</sup></b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Reading: Informational Text</b>			
<b>Craft and Structure</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.	●		●
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	●	●	
<b>Reading: Foundational Skills</b>			
<b>Phonics and Word Recognition</b>			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		●	
<b>Production and Distribution of Writing</b>			
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		●	
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
1. 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.		●	
<b>Presentation of Knowledge and Skills</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>GRADE 3 (continued)</b>			
<b>English Language Arts Standards<sup>1</sup></b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>
<b>Language</b>			
<b>Conventions of Standard English</b>			
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•
<b>Vocabulary Acquisition and Use</b>			
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	•		•
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases.	•	•	•

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<b>GRADE 4</b>	<b>ACTIVITY</b>		
<b>English Language Arts Standards<sup>1</sup></b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Reading: Informational Text</b>			
<b>Craft and Structure</b>			
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	•	•	•
<b>Reading: Foundational Skills</b>			
<b>Phonics and Word Recognition</b>			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	•		•
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		•	
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		•	
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
1. 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.		•	
<b>Presentation of Knowledge and Skills</b>			
4. 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.		•	
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•

<b>GRADE 4 (continued)</b>			
<b>English Language Arts Standards<sup>1</sup></b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>
<b>Language</b>			
<b>Vocabulary Acquisition and Use</b>			
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	•	•	•
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.	•		•

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<b>GRADE 5</b>	<b>ACTIVITY</b>		
<b>English Language Arts Standards<sup>1</sup></b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Reading: Informational Text</b>			
<b>Craft and Structure</b>			
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.	•		•
<b>Reading: Foundational Skills</b>			
<b>Phonics and Word Recognition</b>			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	•		•
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		•	
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		•	
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
1. 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.		•	
<b>Presentation of Knowledge and Skills</b>			
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		•	
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•
<b>Vocabulary Acquisition and Use</b>			
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	•	•	•
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	•	•	•

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<b>GRADES 2-5</b> <b>National Health Education Standards<sup>2</sup></b>	<b>Activity 1:</b> <b>The</b> <b>Importance</b> <b>of Real</b> <b>Nutrition</b>	<b>Activity 2:</b> <b>All About</b> <b>“The Real</b> <b>You”</b>	<b>Activity 3:</b> <b>Test Your</b> <b>Smarts:</b> <b>The “Real”</b> <b>California</b>
<b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ul style="list-style-type: none"> <li>●</li> </ul>		
<b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	<ul style="list-style-type: none"> <li>●</li> </ul>		

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<b>GRADES 2-5</b> <b>Social Emotional Learning -- CASEL Framework<sup>3</sup></b>	<b>Activity 1:</b> <b>The</b> <b>Importance</b> <b>of Real</b> <b>Nutrition</b>	<b>Activity 2:</b> <b>All About</b> <b>“The Real</b> <b>You”</b>	<b>Activity 3:</b> <b>Test Your</b> <b>Smarts:</b> <b>The “Real”</b> <b>California</b>
<b>Social awareness:</b> The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.		<ul style="list-style-type: none"> <li>●</li> </ul>	
<b>Self-awareness:</b> The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.		<ul style="list-style-type: none"> <li>●</li> </ul>	

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## BONUS ACTIVITIES

GRADE 2 English Language Arts Standards <sup>1</sup>	Bonus Activity 1: A Real Unique Universe	Bonus Activity 2: My Authentic Self
<b>Writing</b>		
<b>Text Types and Purposes</b>		
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		●
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	●	
<b>Production and Distribution of Writing</b>		
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	●	●
<b>Research to Build and Present Knowledge</b>		
7. Participate in shared research and writing projects.	●	
<b>Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	●	●
<b>Presentation of Knowledge and Ideas</b>		
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		●
<b>Language</b>		
<b>Conventions of Standard English</b>		
1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●
<b>Knowledge of Language</b>		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●

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GRADE 3 English Language Arts Standards <sup>1</sup>	BONUS ACTIVITY	
	1	2
<b>Writing</b>		
<b>Text Types and Purposes</b>		
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		●
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	●	
<b>Production and Distribution of Writing</b>		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	●	●
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	●	
<b>Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
1. 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.	●	●
<b>Presentation of Knowledge and Ideas</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>Language</b>		
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●
<b>Knowledge of Language</b>		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●

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GRADE 4 English Language Arts Standards <sup>1</sup>	BONUS ACTIVITY	
	1	2
<b>Writing</b>		
<b>Text Types and Purposes</b>		
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		•
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	•	
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	•	•
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	•	
<b>Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
1. 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.	•	•
<b>Presentation of Knowledge and Skills</b>		
4. 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.	•	•
<b>Language</b>		
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•
<b>Knowledge of Language</b>		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•

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GRADE 5 English Language Arts Standards <sup>1</sup>	BONUS ACTIVITY	
	1	2
<b>Writing</b>		
<b>Text Types and Purposes</b>		
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		•
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	•	
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	•	•
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	•	
<b>Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
1. 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.	•	•
<b>Language</b>		
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•
<b>Knowledge of Language</b>		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•

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GRADES 2-5 Social-Emotional Learning—CASEL Framework <sup>3</sup>	Bonus Activity 1: A Real Unique Universe	Bonus Activity 2: My Authentic Self
<b>Self-awareness:</b> The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.		•

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