

# 2014

The Office of Superintendent of Public Instruction (OSPI)

Washington Alliance for Health, Physical Education, Recreation and Dance (WAHPERD)



## **HEALTH AND FITNESS CONNECTIONS TO THE COMMON CORE STATE STANDARDS**

# DRAFT

## **Grade 5**



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# Common Core State Standards

## Introduction

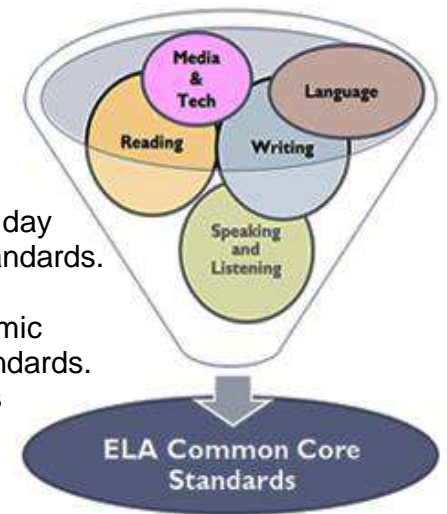
Common Core is a real-world approach to learning and teaching. Developed by education experts from 45 states, these K-12 learning standards go deeper into key concepts in English Language Arts (ELA) and Mathematics. The standards require a practical, real-life application of knowledge that prepares Washington students for success in college, work and life.

**The Common Core State Standards** (CCSS) describe the knowledge and skills in English Language Arts and Mathematics that students will need when they graduate, whatever their choice of college or career. These sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. The standards are based on the best national and international standards, giving our students a competitive advantage in the global economy. This state-led effort is coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

## Three Statements about CCSS

1. The Common Core State Standards for English Language Arts and Mathematics replaced Washington State Learning Standards for reading, writing, and math in 2011. **All other content area learning standards remain in place.**
2. The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects contains four strands:
  - a. Reading
  - b. Writing
  - c. Speaking and Listening
  - d. Language
3. The Office of Superintendent of Public Instruction (OSPI) Vision is that every student every day will have access to high quality instruction, which is aligned to the Common Core State Standards.

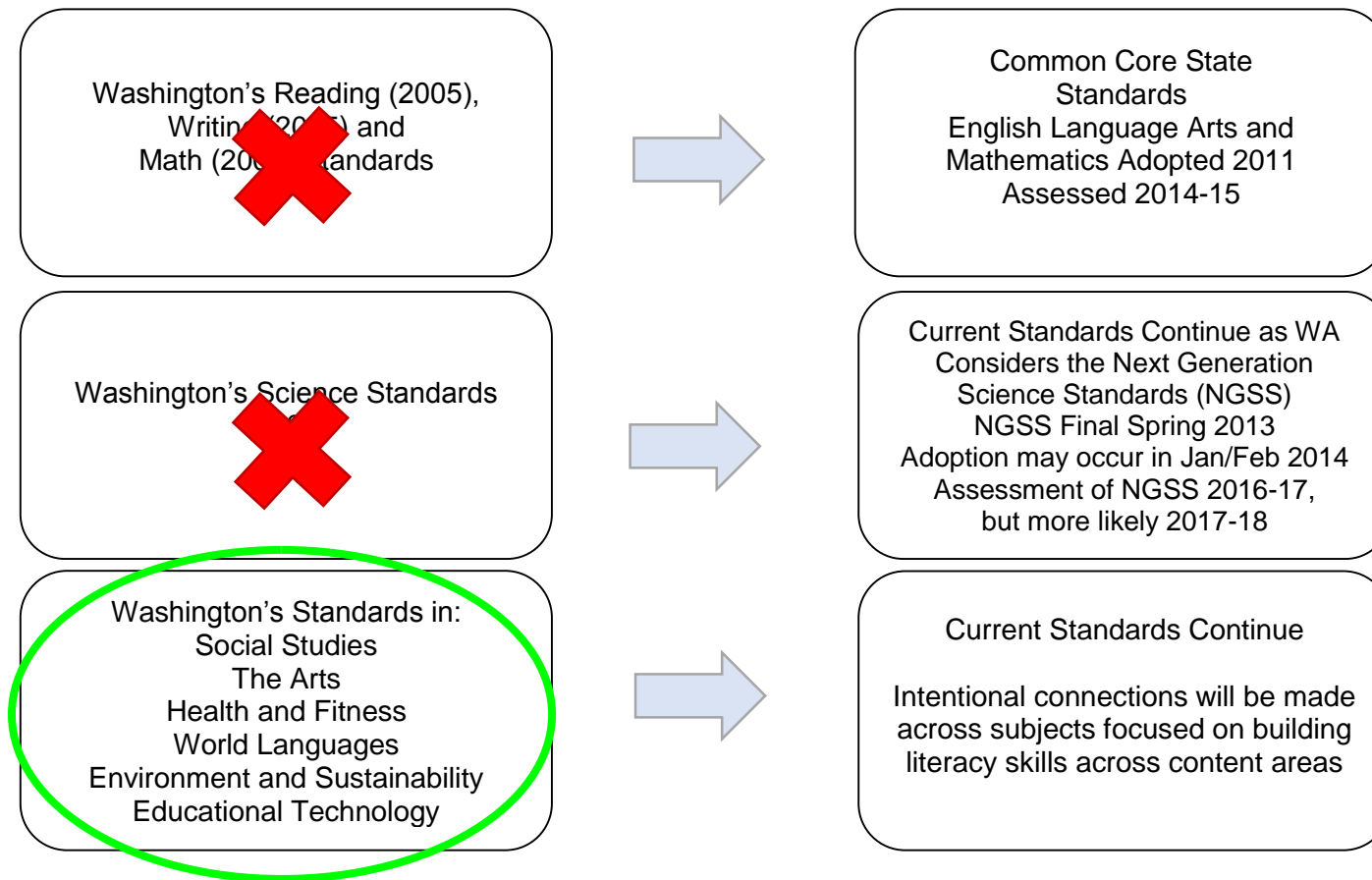
Using these four strands and the Mathematics Common Core Standards, there is a new and dynamic opportunity to connect the Health and Fitness Learning Standards to the Common Core State Standards. See sample connections on pages 7-9. There may not be connections to every Health and Fitness Essential Academic Learning Requirement (EALR) or Grade Level Expectation (GLE), but the samples used in the packet are strong examples for classroom use.



# Washington State Learning Standards

Essential Academic Learning Requirements (EALRs)  
Grade Level Expectations (GLEs)

- The CCSS for English Language Arts and Mathematics adopted in July 2011 replace Washington State Learning Standards for reading, writing, and math.
- All other content area learning standards remain in place.
- It is essential that we maintain quality instruction in all content areas and also provide meaningful connections with other subjects to provide a deeper, more meaningful learning experience for our students.



# Chart for Common Core State Standards (CCSS) English Language Arts (ELA)

## Elementary

This chart is to assist in navigating through the Common Core State Standards.

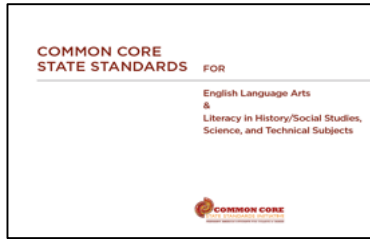
Elementary Page Number	Standard Type
Pg. 11	RL = Reading Standards for Literature
Pg. 13	RI = Reading Standards for Informational Text
Pg. 15	RF = Reading Standards: Foundational Skills
Pg. 19	W = Writing Standards
Pg. 23	SL = Speaking and Listening
Pg. 26	L = Language Standards

# Chart for Common Core State Standards (CCSS) English Language Arts (ELA)

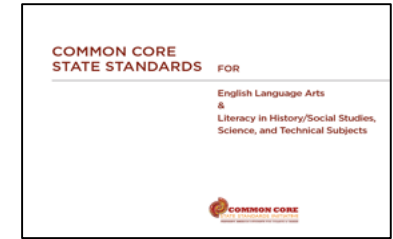
## Middle School/High School

This chart is to assist in navigating through the Common Core State Standards.

MS/HS Page Number	Standard Type
Pg. 36	RL = Reading Standards for Literature
Pg. 39	RI = Reading Standards for Informational Text
Pg. 42	W = Writing Standards
Pg. 49	SL = Speaking and Listening
Pg. 52	L = Language Standards
Pg. 61	RH = Reading Standards for Literacy in History/SS
Pg. 62	RST = Reading Standards for Literacy in Science and Technical Subjects
Pg. 64	WHST = Writing Standards for Literacy in History/SS, Science and Technical Subjects



# How to Read the English Language Arts Common Core State Standards



Example: RI.6.10 = Reading Standards for Informational Text/Grade 6/Standard 10

## Reading Standards for Informational Text 6-12

Grade 6 students:	Grade 7 students:	Grade 8 students:
<b>Key Ideas and Details</b>		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail a key individual, event, or idea introduced, presented, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

RI

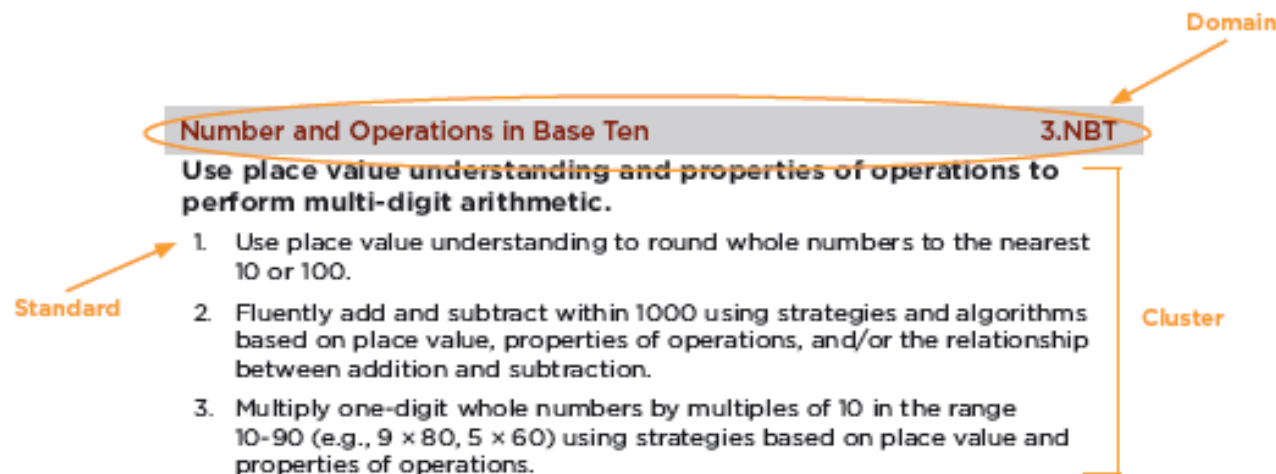
RI



# How to Read the Math Common Core State Standards

Example: 3.NBT.A.1 = Grade/Domain/Cluster/Standard

Grade 3/ Number and Operations in Base Ten/Cluster Language/Standard



Domains Include:

- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Number & Operations—Fractions
- Measurement & Data
- Geometry

## Sample Connection

### Elementary Fitness Connection to the CCSS English Language Arts

#### Elementary Contact Information

- PJ Jarvis, Central Valley School District, Opportunity Elementary, 509.228.4500, [pjarvis@cvsd.org](mailto:pjarvis@cvsd.org)
- Debbie Lindgren, Bremerton School District, Naval Avenue Early Learning Center, 360.473.4400, [Debbie.lindgren@bremertonschools.org](mailto:Debbie.lindgren@bremertonschools.org)
- Mike Marsh, Franklin Pierce School District, Christensen Elementary School, 253.298.3356, [mmarsh@fpschools.org](mailto:mmarsh@fpschools.org)

#### Health and Fitness Connection to English Language Arts

##### EALR 1

**The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.**

Component	CCSS Connection	GLE and Sample Activity
Component 1.5 Understands the relationship of nutrition and food nutrients to body composition and physical performance.	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	GLE 1.5.1 Understands how the body's function and composition are affected by food consumption.  Students work in pairs, taking turns traveling around the perimeter of the gym collecting food cards. Students are tasked to locate and identify specific information on the Food Facts Label (the back of card) and pair-share the information. For example, the teacher introduces calories to the whole group and identifies the location on the Food Facts Label. Students spend 2–3 minutes collecting, identifying, and answering the question, “How many calories are on each collected card?” Teacher introduces nutritional information (e.g., fat, serving size, etc.). Students repeat above activity with new information.

EALR, Essential Academic Learning Requirement (EALR 1)

CCSS, Common Core State Standards (RI.3.1)

RI, Reading Standards for Informational Text

GLE, Grade Level Expectations (GLE 1.5.1)

## Sample Connection

### Middle School Fitness Connection to the CCSS English Language Arts

#### Middle School Contact Information

- Sally Dieringer, Wenatchee School District, Pioneer Middle School, 509.663.7171, [dieringer.s@mail.wsd.wednet.edu](mailto:dieringer.s@mail.wsd.wednet.edu)
- Shelly Ellis, Seattle Public Schools, Broadview-Thomson Middle School, 206.252.4080, [saellis@seattleschools.org](mailto:saellis@seattleschools.org)
- Sara Saverud, Tahoma School District, Tahoma Junior High School, 425.413.5600, [ssaverud@tahomasd.us](mailto:ssaverud@tahomasd.us)

#### Health and Fitness Connection to English Language Arts

#### EALR 4: The student effectively analyzes personal information to develop individualized health and fitness plans.

Component	CCSS Connection	GLE and Sample Activity
Component 4.1 Analyzes personal health and fitness information.	WHST.6.10 Write routinely over extended time frames (time for 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.	GLE 4.1.1 Analyzes daily health and fitness habits.  Using an activity log where they record daily physical activity (time and type) and the component of health-related fitness (cardio-respiratory endurance, muscular endurance, muscular strength, flexibility and/or body composition). Students analyze activity log and write a SMART fitness goal for the following week.

EALR, Essential Academic Learning Requirement (EALR 4)

CCSS, Common Core State Standards (WHST.6.10)

WHST, Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

GLE, Grade Level Expectations (GLE 4.1.1)

## Sample Connection

### High School Fitness Connection to the CCSS English Language Arts

#### High School Contact Information

- Cece Badda, Easton School District, K-12, 509.656.2317 x 310, [baddacc@easton.wednet.edu](mailto:baddacc@easton.wednet.edu)
- Jeana Haag, Tahoma School District, Tahoma High School, 425.413.6225, [jhaag@tahomasd.us](mailto:jhaag@tahomasd.us)
- Kimberly Jackson, Franklin Pierce School District, Franklin Pierce High School, 253.298.3917, [kjackson@fpschools.org](mailto:kjackson@fpschools.org)
- Jennifer Peterson, Seattle Public Schools, Franklin High School, 206.252.6276, [jlpeterson@seattleschools.org](mailto:jlpeterson@seattleschools.org)

#### Health and Fitness Connection to English Language Arts

**EALR 1: The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.**

Component	CCSS Connection	GLE and Sample Activity
Component 1.1 Develops motor skills and movement concepts as developmentally appropriate.	SL.9-10.4 Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	GLE 1.1.5 Applies understanding of movement concepts.  Students videotape a peer performing the tennis serve. Using a rubric and the video recording, students analyze movement concepts and evaluate performance in a clear and logical manner.

EALR, Essential Academic Learning Requirement (EALR 1)  
 CCSS, Common Core State Standards (SL.9-10.4)  
 SL, Speaking and Listening  
 GLE, Grade Level Expectations (GLE 1.1.5)

# Health and Fitness (Physical Education)

## Connections to Common Core State Standards (CCSS)

### Grade 5

#### Connections to English Language Arts

#### EALR 1

**The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.**

Component	CCSS Connection	GLE and Sample Activities
Component 1.1 Develops motor skills and movement concepts as developmentally appropriate.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	GLE 1.1.1 Applies locomotor, non-locomotor, manipulative, balance, and rhythmic skills in traditional and non-traditional activities that contribute to movement proficiency.  In small groups, students read and interpret a dance routine task card to learn a dance and present to the class.
Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate and physical activities.	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	GLE 1.2.2 Analyzes social skills necessary for effective participation in physical activities.  In a small sided game using basketball skills (hockey, volleyball, soccer), discuss rule violations and resolution strategies.

Component	CCSS Connection	GLE and Sample Activities
<p>Component 1.3</p> <p>Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p>	<p>RI 5.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>GLE 1.3.1</p> <p>Analyzes components of health-related fitness.</p> <p>Following a whole class fitness activity and using health-related fitness component posters as text evidence, students distinguish among activities which improve corresponding components of health-related fitness, for example, V-ups = muscular strength/endurance.</p>
<p>Component 1.4</p> <p>Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</p>	<p>RI 5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>GLE 1.4.1</p> <p>Analyzes components of skill-related fitness.</p> <p>After participating in a skill-related circuit activity, in small groups, students analyze information on different skill-related posters. Using sticky notes, the students sort each circuit activity and post to the corresponding skill-related fitness posters.</p>
<p>Component 1.5</p> <p>Understands the relationship of nutrition and food nutrients to body composition and physical performance.</p>	<p>RI.5.9</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>GLE 1.5.1</p> <p>Analyze how the body's function and composition are affected by food consumption.</p> <p>Students use web sites, such as <a href="http://kidshealth.org">kidshealth.org</a>, and/or printed texts to research and identify health effects of nutrients commonly found on Food Fact Labels that are good sources of these nutrients. Students use this information to create flash cards for review in a movement based game.</p>

## Connections to English Language Arts, Grade 5

### EALR 2

**The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.**

Component	CCSS Connection	GLE and Sample Activities
Component 2.1 Understands foundations of health.	SL.5.1.d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	GLE 2.1.1 Understands dimensions and indicators of health.  In a relay style game, students work collaboratively to sort written statements, e.g., "students need 8-10 hours of sleep," into the dimensions of health: mental/intellectual, physical, emotional, social, and environmental.
Component 2.2 Understands stages of growth and development.	W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	GLE 2.2.1 Understands the structure and function of body systems.  During a heart obstacle course, students acting as red blood cells, travel through the four chambers of the heart and through the body delivering oxygen and removing carbon dioxide. Each structure of the circulatory system is labeled with the correct anatomical name. At the conclusion of the lesson, students label their own diagram of the circulatory system to be used as a graphic organizer for future writing.

Component	CCSS Connection	GLE and Sample Activities
<p>Component 2.3 Understands the concepts of prevention and control of disease.</p>	<p>SL 5.1.d 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. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>GLE 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease.</p> <p>Students acting as red blood cells travel the length of the gym carrying one fleece ball (oxygen) in each hand to the muscle (basket) on the far end of the gym, and travel (circulation) on the outside of the gym back to the start. Teams of students on each sideline roll foam balls (risk factors for heart disease) attempting to hit red blood cells in the legs. Each time hit, the students (red blood cell) must drop an oxygen. The goal is to transport as much oxygen as possible by avoiding risk factors. During warm ups of the next lesson, students have a collaborative discussion on risk factors that they can control to reduce their risk of heart disease.</p>
<p>Component 2.4 Acquires skills to live safely and reduce health risks.</p>	<p>SL 5.1.c 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. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>GLE 2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <p>Students in small groups engage in a collaborative discussion to analyze teacher-provided scenarios to identify risky situations. Example: Scenario: Friend is being bullied during a game on the playground. Response: Students analyze and apply strategies learned from district adopted refusal/bullying curriculum. Students practice refusal skills. At conclusion of the lesson students respond to teacher questions and share out to whole group.</p>



## Connections to English Language Arts, Grade 5

### EALR 3

The student analyzes and evaluates the impact of real-life influences on health.

Component	CCSS Connection	GLE and Sample Activities
Component 3.1 Understands how family, culture, and environmental factors affect personal health.	W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	GLE 3.1.2 Understands how environmental factors affect health.  While outside on a hot, sunny day, teacher leads students in a collaborative discussion on the topic of heat exhaustion, heat stroke and sun safety. At the end of class, students complete a written exit task explaining risk factors, prevention strategies, and first aid treatment.
Component 3.2 Evaluates health and fitness information.	SL.5.4 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.	GLE 3.2.2 Analyzes health and fitness messages in the media.  Teacher provides media resources, e.g., magazines, posters, video images of various food serving sizes and leads a collaborative discussion on media messages. Students analyze and share facts and relevant details to support their ideas on appropriate serving sizes.

<b>Component</b>	<b>CCSS Connection</b>	<b>GLE and Sample Activities</b>
Component 3.3 Evaluates the impact of social skills on health.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	GLE 3.3.1 Applies necessary social skills to promote health and safety.  Teacher uses multicultural activities e.g., games, dance, and/or food, etc. with students to develop awareness of different cultures. In small groups, students summarize, explain, compare and contrast different social practices to develop cultural competencies and respect of others.
Component 3.4 Understands the impact of emotions on health.	SL.5.1.b 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. Follow agreed-upon rules for discussions and carry out assigned roles.	GLE 3.4.1 Applies a variety of emotional-response strategies.  Prior to a competitive game, students pair/share a variety of appropriate emotional-response strategies students can apply to stressful situations that may occur in game play.
Component 3.5 Applies decision-making skills related to the promotion of health.	W 5.10 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.	GLE 3.5.1 Applies decision-making skills.  Students complete a wellness log to use for goal setting, e.g., sleep, hydration, food, activity, screen time. Students then apply decision-making skills for the promotion of health.

## Connections to English Language Arts, Grade 5

### EALR 4

The student effectively analyzes personal information to develop individualized health and fitness plans.

Component	CCSS Connection	GLE and Sample Activities
Component 4.1 Analyzes personal health and fitness information.	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	GLE 4.1.1 Understands daily health and fitness habits.  Students participate in fitness assessments, record and analyze scores then write conclusions.
Component 4.2 Develops and monitors a health and fitness plan.	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	GLE 4.2.1 Creates goals for improving health and fitness practices.  Students set goals and develop a written plan to improve previous health-related fitness scores. For example, if push-up score is two, student needs to improve muscular endurance by practicing push-ups.



## CURRENT TOP RESOURCES for CCSS implementation

### General:

EngageNY/ New York Materials for teachers and teams, videos of classroom application [www.engageny.org/teachers](http://www.engageny.org/teachers)

Achieve The Core Guidance and templates on how to begin implementing the shifts, assembled by the nonprofit Student Achievement Partners. [www.achievethecore.org](http://www.achievethecore.org)  
EduCore ASCD is supporting a free digital tool to assist educators ushering in changes and strategies for implementation of the Common Core State Standards.  
<http://educore.ascd.org/>

### For Health and Fitness:

Understanding the Literacy Standards for Physical Education: Video. The Physical Education Specialist from the Indiana Department of Education overviews the CCSS and provides guidance for PE teachers in the newly required Literacy Standards that are to be integrated with the Academic Standards for Physical Education. Indiana Department of Education. Duration: 11 min. 49 sec. <http://media.doe.in.gov/curriculum/2011-04-CommonCore-PE.html>

Common Core Resources for Physical Education: A [LiveBinder](#) of resources for Physical Education teachers to support Literacy Systems for students, by Mike Fisher.  
[http://www.livebinders.com/play/play\\_or\\_edit?id=241043](http://www.livebinders.com/play/play_or_edit?id=241043)

Transition to Common Core: Physical Education: Collections of teacher-created work for CCSS in Health and Physical Education.  
<https://transitiontocommoncore.wikispaces.hcpss.org/Physical+Education>

Disciplinary Literacy in Health Education: Examples of critical thinking, oral communication, reading and writing in the health education discipline. Wisconsin Department of Education. Jon Hisgen. <https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-health-education/>

Disciplinary Literacy in Physical Education: Cross-curricular connections in Physical Education and English/language arts to help students develop both literacy and physical competence. Wisconsin Department of Education. Jon Hisgen. <https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-physical-education/>

### For Mathematics:

Inside Mathematics: Video excerpts of mathematics lessons correlated with the practice standards, resources on content standards alignment, and videos of exemplary lessons in both elementary and secondary settings. [www.insidemathematics.org](http://www.insidemathematics.org)

Illustrative Mathematics: Guidance to states, assessment consortia, testing companies, and curriculum developers by illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards.  
[www.illustrativemathematics.org](http://www.illustrativemathematics.org)

Progressions Documents for the Common Core Math Standards: Narrative documents describing the progression of a topic across a number of grade levels.

[Http://math.arizona.edu/~ime/progressions/](http://math.arizona.edu/~ime/progressions/)

Publishers Criteria for Mathematics: Provides criteria for aligned materials to CCSS.

Based on the two major evidence-based design principles of the CCSSM, focus and coherence, the document intends to guide the work of publishers and curriculum developers, as well as states and school districts, as they design, evaluate, and select materials or revise existing materials. [www.corestandards.org/resources](http://www.corestandards.org/resources)

### **For English Language Arts:**

Kansas Department of Ed: Collections of teacher-created work for CCSS in the classroom [www.ksde.org](http://www.ksde.org)

Literacy Design Collaborative (LDC) : Focuses on secondary with an eye to cross-content integration. The LDC work can also inform all ELA teachers as we move to more comprehensive literacy teaching. [www.literacydesigncollaborative.org](http://www.literacydesigncollaborative.org)

National Council of Teachers of English is convening multiple experts and partners to provide teachers with comprehensive supports for English Language Arts and professional collaborative learning. Stay tuned – more coming this fall!

[www.ncte.org/standards/commoncore](http://www.ncte.org/standards/commoncore)

Publishers Criteria K-2 and Publishers' Criteria 3-12: Provides criteria for aligned ELA materials to CCSS. The documents intend to guide the work of publishers and curriculum developers, as well as states and school districts, as they design, evaluate, and select materials or revise existing materials. [www.corestandards.org/resources](http://www.corestandards.org/resources)

## Effective Teaching Strategies

[Anticipation Guide](#)  
[Assigned Questions](#)  
[Author's Chair](#)

[Balanced Literacy](#)  
[Book Talks](#)  
[Brainstorming](#)

[Case Studies](#)  
[Categorizing](#)  
 Classroom Conversations  
[Cloze Procedure](#)  
 Clustering  
[Compare & Contrast](#)  
[Computer Assisted Instruction](#)  
[Concept Attainment](#)  
[Concept Formation](#)  
[Concept Maps](#)  
 Conducting Experiments  
[Cooperative Learning](#)  
 Creative Problem Solving

[Debates](#)  
 Decision-making Process  
 Demonstrations  
[Didactic Questions](#)  
[Discussion](#)  
[Drill & Practice](#)

Essays  
 Experience Charts  
[Explicit Teaching](#)  
 Expository, Narrative &  
 Persuasive Writing

Field Observations  
[Field Trips](#)  
[Focused Imaging](#)

Games  
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