

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 8

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Common Core State Standards

Introduction

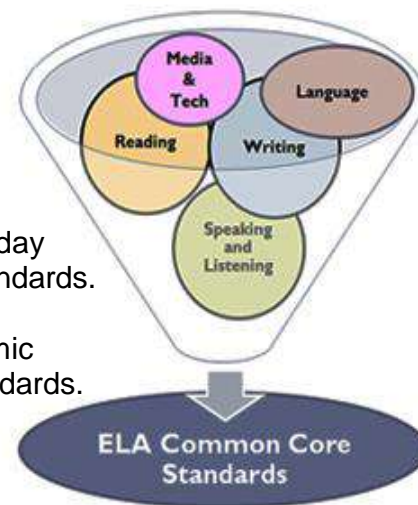
Common Core is a real-world approach to learning and teaching. Developed by education experts from 45 states, these K-12 learning standards go deeper into key concepts in English Language Arts (ELA) and Mathematics. The standards require a practical, real-life application of knowledge that prepares Washington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

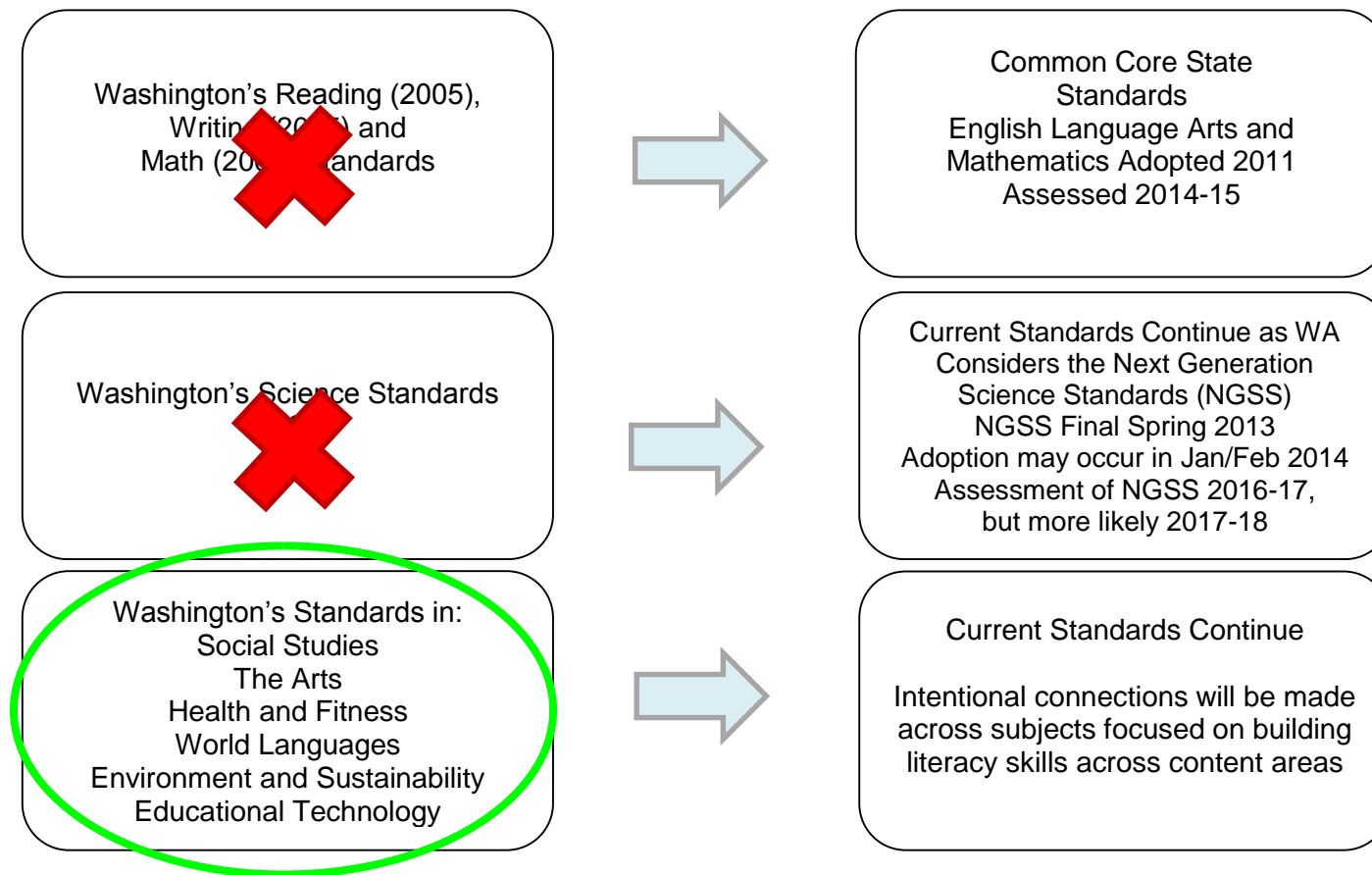


Chart for Common Core State Standards (CCSS) English Language Arts (ELA)

Elementary

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

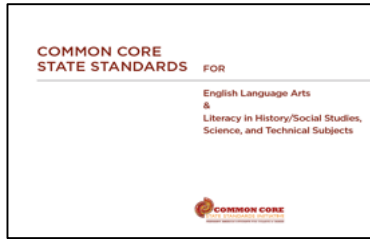
Elementary Page Number	Standard Type
Pg. 11	RL = Reading Standards for Literature
Pg. 13	RI = Reading Standards for Informational Text
Pg. 15	RF = Reading Standards: Foundational Skills
Pg. 19	W = Writing Standards
Pg. 23	SL = Speaking and Listening
Pg. 26	L = Language Standards

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

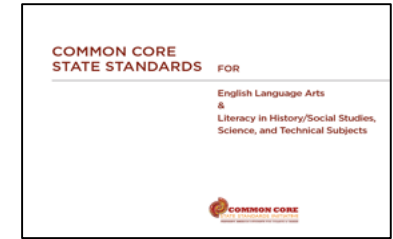
Middle School/High School

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:
Key Ideas and Details		
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).
Craft and Structure		
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.
Integration of Knowledge and Ideas		
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.
Range of Reading and Level of Text Complexity		
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.

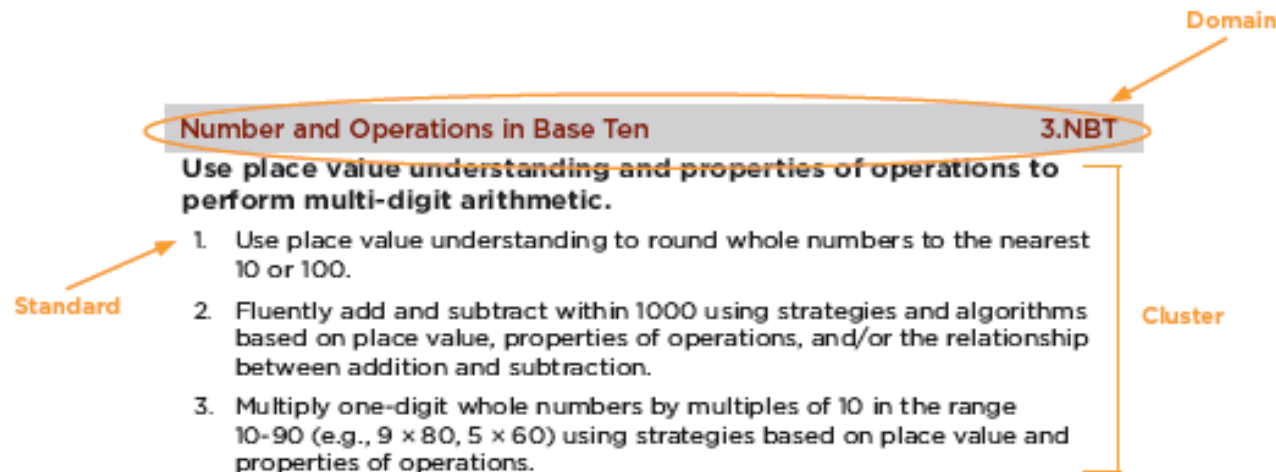
RI

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
- Debbie Lindgren, Bremerton School District, Naval Avenue Early Learning Center, 360.473.4400, Debbie.lindgren@bremertonschools.org
- Mike Marsh, Franklin Pierce School District, Christensen Elementary School, 253.298.3356, 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
- Shelly Ellis, Seattle Public Schools, Broadview-Thomson Middle School, 206.252.4080, saellis@seattleschools.org
- Sara Saverud, Tahoma School District, Tahoma Junior High School, 425.413.5600, 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
- Jeana Haag, Tahoma School District, Tahoma High School, 425.413.6225, jhaag@tahomasd.us
- Kimberly Jackson, Franklin Pierce School District, Franklin Pierce High School, 253.298.3917, kjackson@fpschools.org
- Jennifer Peterson, Seattle Public Schools, Franklin High School, 206.252.6276, 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 8

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	Sample Activity
Component 1.1 Develops motor skills and movement concepts as developmentally appropriate.	W.8.10 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 1.1.1 Demonstrates fundamental motor skills and complex motor skills that contribute to movement proficiency. Students watch a video of their badminton game and use a teacher/student rubric to self-assess cues and movement concepts and write a reflection on their performance.
Component 1.2 Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.	RST.3.6-8 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	GLE 1.2.1 Understands safety rules and procedures in a variety of physical activities: Individual, dual/team, and lifetime activities. Students follow written multi-step directions on properly using a heart rate monitor, including how to: put it on, turn it on/off, input personal data for accurate results, read and take measurements during activity, and download and record results.
Component 1.3 Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.	WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	GLE 1.3.2 Understands phases of a workout. In partners, students organize and develop a workout to teach their peers. Students create their workout using a predesigned template

		writing each phase of the workout (warm-up, stretch, physical activity, cool-down).
<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>W.8.1</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>GLE 1.4.1</p> <p>Applies the components of skill-related fitness to physical activity.</p> <p>Using an exit slip, student writes on an index card the activity/sport participated in class and skill-related area(s) used in that class activity/sport. Student then documents support of this claim to demonstrate understanding of skill-related fitness.</p>
<p>Component 1.5</p> <p>Understands relationship of nutrition and food nutrients to body composition and physical performance.</p>	<p>SL.8.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, text, and issues</i>, building on others' ideas and expressing their own clearly.</p>	<p>GLE 1.5.2</p> <p>Creates a plan to improve performance based on nutritional practices.</p> <p>In groups, students are given a scenario of a specific individual's diet and physical activity. Students analyze the scenario to determine how to improve food intake to improve performance. Groups discuss responses and are ready to share with the class as they play "Musical Shares." In the game, students move as a group (like in musical chairs) in a circle from one poly spot to another. The group that does not get to a spot must share with the class their nutrition response. Game continues until all groups have shared.</p>

Connections to English Language Arts, Grade 8

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	Sample Activity
Component 2.1 Understands foundations of health.	WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	GLE 2.1.1 Analyzes the dimensions of health and relates to personal health behaviors. Students produce and publish a digital poster/collage on the internet which displays images of how they personally work on each dimension of health (physical, social, emotional, mental, spiritual, and environmental). Beneath each image students write a caption explaining the relationship between their image and the dimension.
Component 2.2 Understands stages of growth and development.	SL.8.4 Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use eye contact, adequate volume, and clear pronunciation.	GLE 2.2.3 Evaluates hereditary factors affecting growth, development, and health. Students research their own personal family health to determine possible factors that may affect growth, development, and health. With these findings students research preventative steps they can take to reduce negative health risks. Students orally present findings to small groups or class.
Component 2.3 Understands the concepts of prevention and control of disease.	WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	GLE 2.3.1 Understands factors and prevention related to communicable diseases. In pairs, students are assigned a communicable disease and gather information from multiple print and digital sources regarding the transmission, prevention, risks and treatment of the disease. Students then

		create a “Fakebook” page paraphrasing and citing their findings.
<p>Component 2.4</p> <p>Acquires skills to live safely and reduce health risks.</p>	<p>SL.8.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics</i>, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>GLE 2.4.1</p> <p>Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.</p> <p>Students work in pairs to brainstorm a risky behavior situation. Next, they create a role play of the situation where one student is trying to persuade the other to take the risk. Students will use the S.T.O.P refusal skills to effectively “say no” to the behavior. Each pair presents their role play to the class.</p> <p>S = Say no in a firm voice T = Tell why O = Offer an alternate activity P = Promptly leave</p>

Connections to English Language Arts, Grade 8

EALR 3: The student analyzes and evaluates the impact of real-life influences on health.

Component	CCSS Connection	Sample Activity
<p>Component 3.1</p> <p>Understands how family, culture, and environmental factors affect personal health.</p>	<p>RST.8.9</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>GLE 3.1.1</p> <p>Analyzes how family and cultural factors impact health.</p> <p>Students are presented with pictures and text from “Hungry Planet: What the World Eats” (available online). Students compare and contrast cultures analyzing the impact these factors have on health.</p>
<p>Component 3.2</p> <p>Evaluates health and fitness information.</p>	<p>SL.8.4</p> <p>Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use eye contact, adequate volume, and clear pronunciation.</p>	<p>GLE 3.2.2</p> <p>Creates health and fitness messages in media.</p> <p>In groups, students create a video public service announcement (PSA) which emphasizes and promotes living a drug-free lifestyle.</p>
<p>Component 3.3</p> <p>Evaluates the impact of social skills on health.</p>	<p>W.8.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>GLE 3.3.1</p> <p>Solves conflicts while maintaining safe and respectful relationships.</p> <p>Students write a commercial providing a teenager’s point of view to promote positive social skills. The student must identify a social skill that can result in the positive resolution of negative social situation.</p> <p>Example: Social skill identified is refusal skills.</p> <p>Negative Situation A student is trying to convince another student to cheat on a test or assignment.</p>

Connections to English Language Arts, Grade 8

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

Component	CCSS Connection	Sample Activity
Component 4.1 Analyzes personal health and fitness information.	RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	GLE 4.1.1 Analyzes daily health and fitness habits. Students input a weekly food and activity log into www.choosemyplate.gov and use the “Supertracker” option on the website to compare and contrast their personal information to requested recommendations.
Component 4.2 Develops and monitors a health and fitness plan.	WHST.6-8.10 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 4.2.1 Creates personal health and fitness data and sets goals. Students complete initial fitness testing results collecting and recording their own personal data. Based on their results, students select one of the health-related components of fitness (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, or body composition) that they want to improve. Students write a SMART goal for this component and determine the steps it will take for them to reach their goal. Students reflect weekly revising goals and steps to meet their goals.

CURRENT TOP RESOURCES for CCSS implementation

General:

EngageNY/ New York Materials for teachers and teams, videos of classroom application 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
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

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

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

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

For English Language Arts:

Kansas Department of Ed: Collections of teacher-created work for CCSS in the classroom 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

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

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

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
[Graphic Organizers](#) Venn
 Diagrams
[Guided & Assisted Reading](#)
 Guided & Assisted
 Retellings
[Guided Reading & Thinking](#)

Heterogeneous Grouping
 Homogeneous Grouping

Independent Research
[Inquiry](#)
 Instructional Groups
[Interdisciplinary Approach](#)
 Interviewing

[Jigsaw](#)
[Journal Writing](#)

Laboratory Groups
 Learning Activity
 Packages
 Learning Centers
[Learning Contracts](#)
[Learning Logs](#)
[Lecture](#)
 Listen & Visualize
 Literacy Centered
 Instruction
 Literature Based
 Instruction
[Literature Circles](#)

[Mind Mapping](#)
 Mini Lessons
 Miscue Analysis
 Model Building
 Modes of Reading
 Multiple Intelligence

Narrated Reading
[Narratives](#)
 Needs-based Grouping
 Novel Studies

[Oratory, Public Speaking and Speech Writing](#)

Panels
[Peer Partner Learning](#)
[Picture Books and Illustrator Studies](#)
[Picture Word Inductive Model \(PWIM\)](#)
[Probable Passage](#)
[Problem Solving](#)

QARs

Questioning Levels
 Questioning Techniques

[RAFT](#)
 Read Aloud
[Reading for Meaning](#)
 Read & Paraphrase
 Read & Respond
 Read, Pause & Reflect
[Readers' Theater](#)
 Reciprocal Reading
[Reflective Discussion](#)
 Reports
[Research Projects](#)
[Response Journal](#)
[Role Playing](#)
 Running Record

[Scaffolding](#)
[Science Fairs](#)
[Science Olympics](#)
[Self Monitoring Strategies](#)
[Simulations](#)
 SQ3R
 Sociograms in Literature
[Story Mapping](#)
 Storytelling
[Structured Controversy](#)
[Structured Overview](#)
 Study Groups
 Surveys

Talking Circles
 Team Teaching/Modeling
 of Instruction
 Think Alouds
[Think, Pair, Share](#)
 Thinking Strategies
 Tutorial Groups

[Visual Imaging](#)

[Webbing](#)
[WebQuests](#)
[Word Walls](#)
 Working with Words
[Writing to Inform](#)
 Write Aloud
 Writer's Workshop
 Writing Conferences
 Writing Process

Acknowledgments

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