



Integrating Nutrition with Reading/Language Arts

**Presented by: Nora Zamora,
California After School Resource Center**

This material was produced by the California Department of Public Health's *Network for a Healthy California* with funding from the USDA Supplemental Nutrition Assistance Program (formerly the Food Stamp Program). These institutions are equal opportunity providers and employers. In California, food stamps provide assistance to low-income households and can help buy nutritious foods for better health. For food stamp information, call 877-847-3663. For important nutrition information, visit www.cachampionsforchange.net.



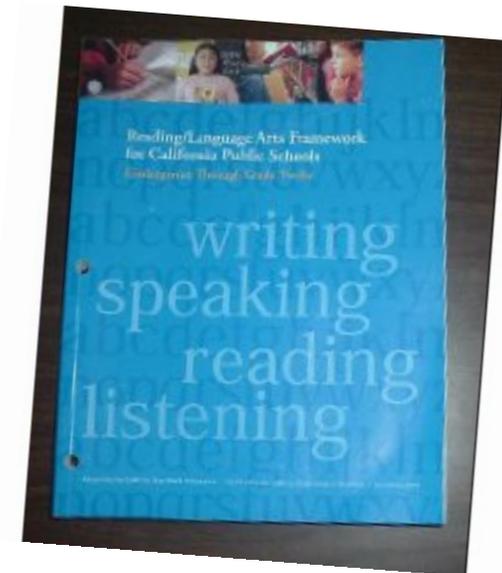
Objectives

- Understand the basic purpose and content of the Reading/Language Arts (RLA) Framework.
- Identify California state-adopted RLA instructional programs.
- Gain strategies for integrating RLA and nutrition.

Reading/Language Arts (RLA) Framework

The *RLA Framework*:

- Delineates the knowledge, content, and skills that students should build at each grade level in RLA.
- Serves as “the blueprint” for implementation of the English-Language Arts (ELA) Content Standards.
- Provides chapters devoted to Universal Access, curriculum selection, assessment, instruction, and organization.





What is a Standard?

Standards are clearly defined statements that describe what all students, teachers, schools, and school districts are expected to know and be able to do. Specifically, the **ELA Content Standards delineate the knowledge, concepts, and skills that students should master in reading, writing, listening and speaking at each grade.**



Sample RLA Standards

Kindergarten (Reading):

- 1.1 Recognize and name all uppercase and lowercase letters of the alphabet.

Grade Three (Writing):

- 1.1 Understand and be able to complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and in speaking.

Grade Six (Listening & Speaking):

- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.



A Note About RLA Standards

- ELA standards are cyclical—they recur in increased complexity as a way to reinforce, augment, and eventually allow students to master language skills.
- ELA standards can be taught, reinforced, and practiced across all academic areas.

Sample Reading Strategies	Cross-Curricular Applications
Drawing conclusions	Problem-solving (mathematics)
Predicting	Conducting experiments (science)
Sequencing events	Retelling events (history-social science)
Classify/categorize	Group items in MyPyramid (nutrition)



RLA Instructional Time (for Basic Programs):

Instructional Time

1 hr.

2.5 hrs.

2 hrs.

1 hr. min. & 2 hrs. max.

Grade(s)

Kindergarten

1-3

4-6

6-8

Plus:

30 mins. of extra support for English learners (ELs) and struggling readers for K-8, and 15-20 mins. of intensive vocabulary support for K-3.



Additional Instructional Time (for English-Language Development, Primary Language, and Intervention Programs)

Program

Additional Instructional Time

English-Language Development (ELD)

30 mins.

Primary Language/ELD

varies

Intensive Intervention (IIRLA)

2.5 – 3 hrs. *

Intensive Intervention for English learners (IIEL)

2.5 – 3 hrs. *

* Grades 4-8 only



RLA California-Adopted Resources

Program 1 – Basic *	Publisher
<i>Houghton Mifflin California Reading (K-6)</i>	Houghton Mifflin Co.
<i>CA Excursions (K-6)</i>	Houghton Mifflin Harcourt School Publishers
<i>California Treasures (K-6)</i>	Macmillan/McGraw-Hill
<i>Imagine It! (K-6)</i>	SRA/McGraw-Hill
<i>Pearson CA Reading and Language Arts (K-8)</i>	Pearson Scott Foresman & Prentice Hall

* Partial list does not include all middle school programs.



RLA California-Adopted Resources

Program 2 – Basic with English-Language Development *	Publisher
<i>CA Excursions</i> (K-6)	Houghton Mifflin Hartcourt Publishers
<i>California Treasures English-Language Development</i> (K-6)	Macmillan/McGraw-Hill
<i>Imagine It! English-Language Development</i> (K-6)	SRA/McGraw-Hill
<i>Pearson CA Language Central</i> (K-8)	Pearson Scott Foresman & Prentice Hall

* Partial list does not include all middle school programs.



RLA California-Adopted Resources

Program 3 – Primary Language with English-Language Development	Publisher
<i>Tesoros de lectura</i> (K-6)	Macmillan/McGraw-Hill
<i>Pearson Calle de la Lectura para California</i> (K-3)	Pearson Scott Foresman
<i>¡Imagínalo!</i> (K-3)	SRA/McGraw-Hill



RLA California-Adopted Resources

Program 4 – Intervention (4-8)	Publisher
<i>HM California Portals</i>	Houghton Mifflin Co.
<i>Inside Language, Literacy and Content</i>	National Geographic/Hampton Brown
<i>Longman Keystone</i>	Pearson Longman ELT
<i>Scholastic READ 180 California Enterprise Edition</i>	Scholastic, Inc.
<i>Language! The Comprehensive Literacy Curriculum, 4th Edition</i>	Sopris West Ed. Services
<i>California Gateways</i>	Steck Vaughn



RLA California-Adopted Resources

Program 5 – Intervention for English Learners (4-8)	Publisher
<i>Milestones</i>	Heinle Cengage
<i>HM California Portals</i>	Houghton Mifflin
<i>Inside Language, Literacy and Content</i>	National Geographic/Hampton Brown
<i>Longman Keystone</i>	Pearson Longman ELT
<i>Scholastic READ 180 California Enterprise Edition</i>	Scholastic, Inc.
<i>Language! Focus on English Learning, 4th Edition</i>	Sopris West Ed. Services
<i>California Gateways</i>	Steck Vaughn



Strategies for Integrating RLA and Nutrition

- Identify ELA and Health Education content standards supported by lessons and activities.
- Connect with key personnel: instructional coaches, reading specialists, lead teachers, district staff, and others to learn and share ideas.
- Use existing resources (e.g., Dairy Council of California or *Harvest of the Month*) to identify literature connections.
- Team up for school events (e.g., parent literacy programs, essay contests).
- Collaborate with after school programs.
- Others?



Academic Support in After School

After School Programs must:

- Improve academic achievement.
- Include enrichment services that reinforce the instructional-day academic program.
- Incorporate a family literacy component (some).
- Align with, and not be a repeat of, the content of the school day and other extended learning opportunities.



Appropriateness for After School Review Form



Reviewer _____ Date _____
 Title of Material _____ Year of Publication _____
 Publisher _____ ID Number _____
 Target Grade Level _____

Instructional Topic(s) Academic Learning Activities (Integrated) Behavior Management English-Lang. Arts
 Health Services History/Social Science Mathematics Nutrition Physical Activity Program Administration
 Safe Learning Environments Science Youth Development Visual/Performing Arts
 Material Format(s) (check all that apply): Print DVD CD-ROM Online Other _____

1. SUPPORT FOR AFTER SCHOOL STAFF

Rate the following:	Not Available	Missing or Inadequate	Satisfactory or Good	Comments
1. Understanding the Lessons				
a. Clear instructions for lesson delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Reasonable time required to become familiar with the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Equipment, Materials, and Supplies				
a. Required equipment clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Materials and supplies are included, or easily accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Minimal time needed to prepare materials for the lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Tips for learning environment set-up included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Student Learning Objectives				
a. Clearly stated student learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Learning objectives appropriate for after school settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Learning objectives linked to regular school day priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

After School Review Criteria

1. Content Review (standards-alignment, pedagogy, and research basis)
2. Appropriateness for After School (ease of use by paraprofessionals and hands-on instructional content)

Sample Resource 1 – After School Elementary Themed Set: Health (K-1)

- Literature-Based Lessons
- Vocabulary and Comprehension Skills
- Interactive Activities (e.g., puzzles, games, etc.)
- Book Titles Include:
Healthy Eating, Fruits, and Vegetables



Sample Resource 2 – Playbook Reader's Theater: Healthy Theme Kit (K-5)

- Based on Scripts (plays)
- Designed for Mixed Reading Levels
- Fluency and Comprehension Skills
- Titles Include:
Mini, the Superwatermelon
The Veggie Rap
The Three Goats Gruff Go
To the Greener Side

