Water Every Day
A Health Education Program for Grade 2

NATIONAL HEALTH STANDARDS ALIGNMENT

The following align with all program components, Activities 1-3, and the poster:

- **Standard 1**
  Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  1.2.1 Identify that healthy behaviors impact personal health.

- **Standard 5**
  Students will demonstrate the ability to use decision-making skills to enhance health.
  5.2.1 Identify situations when a health-related decision is needed.

- **Standard 6**
  Students will demonstrate the ability to use goal-setting skills to enhance health.

- **Standard 7**
  Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

COMMON CORE STANDARDS ALIGNMENT

**Activity 1**

**Staying Hydrated**

**LANGUAGE**

- **Knowledge of Language**
  CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when speaking, reading or listening.

- **Vocabulary Acquisition and Use**
  CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

  CCSS.ELA-Literacy.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**READING: Foundational Skills**

- **Fluency**
  CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

**WRITING**

- **Research to Build and Present Knowledge**
  CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Activity 2**

**Why We Need Water**

**LANGUAGE**

- **Knowledge of Language**
  CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when speaking, reading or listening.
• Vocabulary Acquisition and Use
  CCSS-ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  CCSS.ELA-Literacy.L2.4a Use sentence-level context as clue to the meaning of a word or phrase.

READING: Foundational Skills
• Phonics and Word Recognition
  CCSS.ELA-Literacy.RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
• Fluency
  CCSS.ELA-Literacy.RF2.4 Read with sufficient accuracy and fluency to support comprehension.

READING: Informational Text
• Key Ideas and Details
  CCSS.ELA-Literacy.RI2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures of a text.
• Integration of Knowledge and Ideas
  CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram) contribute to and clarify a text.

WRITING
• Research to Build and Present Knowledge
  CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING
• Comprehension and Collaboration
  CCSS.ELA-Literacy.SL2.1 Participate in collaborative conversations with diverse partners on grade 2 topics and texts with peers and adults in small and larger groups.
• Presentation of Knowledge and Ideas
  CCSS.ELA-Literacy.SL2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

LANGUAGE
• Knowledge of Language
  CCSS-ELA-Literacy.L.2.3 Use knowledge of language and its conventions when speaking, reading or listening.
• Comprehension and Collaboration
  CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

READING: Foundational Skills
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  CCSS.ELA-Literacy.RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
• Fluency
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READING: Informational Text
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