



## Education Standards for Grades K–3

### National Health Education Standards\*

GRADES K-2
<p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.2.1 Identify that healthy behaviors impact personal health.</p>
<p><b>Standard 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>3.2.1 Identify trusted adults and professionals who can help promote health.</p>
<p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>5.2.1 Identify situations when a health-related decision is needed.</p>
<p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p>
GRADE 3
<p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.5.1 Describe the relationship between healthy behaviors and personal health.</p>
<p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>5.5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>5.5.3 List healthy options to health-related issues or problems.</p>
<p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7.5.1 Identify responsible personal health behaviors.</p> <p>7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.</p>

\*Joint Committee on National Health Education Standards. (2007). National Health Education Standards, Second Edition: Achieving Excellence. Washington, D.C.: The American Cancer Society. Available at [www.cdc.gov/healthyschools/sher/standards/index.htm](http://www.cdc.gov/healthyschools/sher/standards/index.htm).

## Common Core State Standards for English Language Arts\*\*

<b>KINDERGARTEN</b>
<p><b>SPEAKING AND LISTENING</b></p> <p><b><i>Comprehension and Collaboration:</i></b></p> <p><u>CCSS.ELA-LITERACY.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-LITERACY.SL.K.2</u> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><u>CCSS.ELA-LITERACY.SL.K.3</u> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b><i>Presentation of Knowledge and Ideas:</i></b></p> <p><u>CCSS.ELA-LITERACY.SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><u>CCSS.ELA-LITERACY.SL.K.5</u> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>CCSS.ELA-LITERACY.SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>READING INFORMATIONAL TEXT</b></p> <p><b><i>Key Ideas and Details:</i></b></p> <p><u>CCSS.ELA-LITERACY.RI.K.1</u> With prompting and support, ask and answer questions about key details in a text.</p> <p><b><i>Integration of Knowledge and Ideas:</i></b></p> <p><u>CCSS.ELA-LITERACY.RI.K.7</u> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b><i>Range of Reading and Level of Text Complexity:</i></b></p> <p><u>CCSS.ELA-LITERACY.RI.K.10</u> Actively engage in group reading activities with purpose and understanding.</p>
<p><b>WRITING</b></p> <p><b><i>Text Types and Purposes:</i></b></p> <p><u>CCSS.ELA-LITERACY.W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>Research to Build and Present Knowledge:</p> <p><u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

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## GRADE 1

### SPEAKING AND LISTENING

#### ***Comprehension and Collaboration:***

##### CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

##### CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

#### ***Presentation of Knowledge and Ideas:***

##### CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

##### CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

##### CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation.

### READING INFORMATIONAL TEXT

#### ***Key Ideas and Details:***

##### CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

#### ***Integration of Knowledge and Ideas:***

##### CCSS.ELA-LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

#### ***Range of Reading and Level of Text Complexity:***

##### CCSS.ELA-LITERACY.RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

### WRITING

#### ***Text Types and Purposes:***

##### CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### ***Research to Build and Present Knowledge:***

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## GRADE 2

### SPEAKING AND LISTENING

#### **Comprehension and Collaboration:**

##### CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

##### 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.

##### CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### **Presentation of Knowledge and Ideas:**

##### CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

##### CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### READING INFORMATIONAL TEXT

#### **Key Ideas and Details:**

##### CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

### WRITING

#### **Text Types and Purposes:**

##### CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

#### **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.

## GRADE 3

### **SPEAKING AND LISTENING**

#### ***Comprehension and Collaboration:***

##### CCSS.ELA-LITERACY.SL.3.1

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.

##### CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

##### CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### ***Presentation of Knowledge and Ideas:***

##### CCSS.ELA-LITERACY.SL.3.4

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.

##### CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **READING INFORMATIONAL TEXT**

#### ***Key Ideas and Details:***

##### CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### **WRITING**

#### ***Text Types and Purposes:***

##### CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### ***Research to Build and Present Knowledge:***

##### CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.