



COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS AND MATHEMATICS* NATIONAL HEALTH EDUCATION STANDARDS** GRADES 2 AND 3

English Language Arts Standards*

Grade 2

Reading Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) 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 & 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.

Grade 3

Reading Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing

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.

Speaking & 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.

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Mathematics Standards*
Grade 2
Measurement & Data
Measure and estimate lengths in standard units.
Grade 3
Measurement & Data
Solve problems involving measurement and estimation.

National Health Education Standards**
Grade 2
Standard 1: Use functional health information to support health and well-being of self and others.
1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries.
Standard 3: Access valid and reliable resources to support health and well-being of self and others.
3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.
3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.
Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.
Standard 5: Use a decision-making process to support health and well-being of self and others.
5.2.2 Recognize when help is needed for a health-related decision.
Standard 6: Use a goal-setting process to support health and well-being of self and others.
6.2.2 Identify a goal that supports health and well-being.
6.2.3 Determine who can help when assistance is needed to achieve a health-related goal.
6.2.5 Take action to achieve a health-related goal.
Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.
7.2.1 Identify practices and behaviors that support health and well-being of self and others.
7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others.
Grade 3
Standard 1: Use functional health information to support health and well-being of self and others.
1.5.3 Explain ways to prevent or reduce risks for illnesses and injuries.
Standard 3: Access valid and reliable resources to support health and well-being of self and others.
3.5.2 Locate home, school, and community resources to support health and well-being.
Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others.
Standard 5: Use a decision-making process to support health and well-being of self and others.
5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being.
Standard 6: Use a goal-setting process to support health and well-being of self and others.
6.5.1 Set a goal and explain how the goal supports health and well-being.
6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal.
Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.
7.5.1 Examine practices and behaviors that support health and well-being of self and others.
7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others.

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