

# Good For Me and You, Grade 2

## Common Core State Standards for English/Language Arts Met

	L 1	L 2	L 3	L 4	L 5
<b>Reading Standards for Literature</b>					
<b>Key Ideas and Details</b>					
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	x	x	x		
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	x	x	x		
3. Describe how characters in a story respond to major events and challenges.	x	x	x		
<b>Craft and Structure</b>					
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	x	x	x		
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	x	x	x		
<b>Integration of Knowledge and Ideas</b>					
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		x	x		
<b>Reading Standards for Informational Text</b>					
<b>Key Ideas and Details</b>					
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				x	x
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.				x	x
<b>Craft and Structure</b>					
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.				x	x
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.				x	x

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6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.				x	x
<b>Integration of Knowledge and Ideas</b>					
8. Describe how reasons support specific points the author makes in a text.				x	x
<b>Writing Standards</b>					
<b>Text Types and Purposes</b>					
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	x	x	x	x	x
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.	x	x	x	x	x
<b>Research to Build and Present Knowledge</b>					
8. Recall information from experiences or gather information from provided sources to answer a question.	x	x	x	x	x
<b>Speaking and Listening Standards</b>					
<b>Comprehension and Collaboration</b>					
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	x	x	x	x	x
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	x	x	x	x	x
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.	x	x	x	x	x
<b>Presentation of Knowledge and Ideas</b>					
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	x	x	x	x	x
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	x	x	x	x	x

L = Lesson

## Good For Me and You, Grade 2

### Health Education Content Standards Met

	L 1	L 2	L 3	L 4	L 5
<b>Nutrition &amp; Physical Activity</b>					
<b>Standard 1: Essential Concepts</b>					
1.1.N Classify various foods into appropriate food groups.	x		x		
1.3.N Discuss the benefits of eating a nutritious breakfast every day.		x			
1.4.N List the benefits of healthy eating (including beverages and snacks).	x		x		
1.5.N Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.			x	x	
1.6.N Describe how to keep food safe from harmful germs.					x
1.7.N Identify a variety of healthy snacks.			x		
1.8.N Identify and explore opportunities outside of school for regular participation in physical activity.				x	
1.9.N Explain how both physical activity and eating habits can affect a person's health.				x	
<b>Standard 5: Decision Making</b>					
5.1.N Use a decision-making process to select healthy foods.	x	x	x		
5.3.N Identify safe ways to increase physical activity.				x	
<b>Standard 6: Goal Setting</b>					
6.1.N Set a short-term goal to choose healthy foods for snacks and meals.	x				
6.2.N Set a short-term goal to participate daily in vigorous physical activity.				x	
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>					
7.4.N Examine the criteria for choosing a nutritious snack.			x		
7.5.N Participate in physical activities with friends and family.				x	

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# Good For Me and You, Grade 2

## Nutrition Education Competencies Met

	L 1	L 2	L 3	L 4	L 5
<b>1. Overarching Nutrition Competency: Essential Nutrition Concepts - All youth will know relationships among nutrition, physiology, and health.</b>					
1b. Know nutrition and health guidelines.	x	x	x	x	
1c. Know factors affecting energy balance.				x	
1f. Explain the influence of nutrition and physical activity on health.	x	x			
1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.					x

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