

Grade 2 Program: *Healthy Choices, Healthy Me!*  
 Alignment to California's Common Core Content Standards, Grade 2  
 - Includes College and Career Readiness (CCR) Anchor Standards -

*Healthy Choices, Healthy Me!* supports teaching and learning related to standards across the curriculum in order to help children personalize health and nutrition concepts in meaningful ways. The following alignment identifies the end-of-year expectations related to the skills and understandings covered in the core lesson. Additional standards supported by the extension activities are indicated by this symbol: (E).

<b>CALIFORNIA'S COMMON CORE            CONTENT STANDARDS            (GRADE 2)</b>  College and Career Readiness (CCR) Anchor Standards from the Common Core State Standards* are included. California's additions are in bold and underlined font.	<b>Grade 2: <i>Healthy Choices, Healthy Me!</i></b>									
	Activity 1: Fruits & Vegetables	Activity 2: Meat, Beans & Nuts and Grains, Breads & Cereals	Activity 3: Milk & Milk Products and Extra Foods	Activity 4: Mixed Foods	Activity 5: What's for Breakfast?	Activity 6: Snack Time	Activity 7: Moving Around	Activity 8: What's Missing?	Activity 9: Balance It	Activity 10: My Balanced Meal
<b>CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)</b>										
<b>Reading Standards for Literature</b>										
<b>Key Ideas and Details</b>										
<b>R.CCR Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>										
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				E						
<b>Range of Reading and Level of Text Complexity</b>										
<b>R.CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</b>										
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				E						
<b>Reading Standards for Informational Text</b>										
<b>Key Ideas and Details</b>										
<b>R.CCR Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>										
1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	•	•	•	•	•	•	•	•	•	•
<b>R.CCR Anchor Standard 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>										

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3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	•	•	•	•	•	•	•	•	•	•
<b>Craft and Structure</b>										
<b>R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>										
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	•	•	•	•	•	•	•	•	•	•
<b>R.CCR Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>										
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.	•	•	•	•	•	•	•	•	•	•
<b>R.CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.</b>										
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	•	•	•	•	•	•	•	•	•	•
<b>Integration of Knowledge and Ideas</b>										
<b>R.CCR Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</b>										
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	•	•	•	•	•	•	•	•	•	•
<b>R.CCR Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>										
8. Describe how reasons support specific points the author makes in a text.						•	•		•	

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<b>R.CCR Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>										
9. Compare and contrast the most important points presented by two texts on the same topic.	•	•	•	•	•	•	•	•	•	•
<b>Range of Reading and Level of Text Complexity</b>										
<b>R.CCR Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</b>										
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•	•	•	•	•	•
<b>Reading Standards: Foundational Skills</b>										
<b>Phonics and Word Recognition</b>										
3. Know and apply grade-level phonics and word analysis skills in decoding words <b><u>both in isolation and in text.</u></b>	•	•	•	•	•	•	•	•	•	•
<b>Fluency</b>										
4. Read with sufficient accuracy and fluency to support comprehension.	•	•	•	•	•	•	•	•	•	•
<b>Writing Standards</b>										
<b>Text Types and Purposes</b>										
<b>W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>										

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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.					•	•	•			
<b>W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>										
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.	•	•	•		•		•			•
<b>W.CCR Anchor Standard 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>										
3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	E				E				E	
<b>Production and Distribution of Writing</b>										
<b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>										
<b><u>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u></b>	•	•	•	E	•	•	•	E	E	•
<b>W.CCR Anchor Standard 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>										
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.								E		

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<b>Research to Build and Present Knowledge</b>										
<b>W.CCR Anchor Standard 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>										
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	E	E	E	E	E	E	E	E		
<b>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b>										
8. Recall information from experiences or gather information from provided sources to answer a question.	•	•	•	E	•	•	•		•	•
<b>Range of Writing</b>										
<b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>										
<b><u>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u></b>	•	•	•	•	•	•	•	•	•	•
<b>Speaking and Listening Standards</b>										
<b>Comprehension and Collaboration</b>										
<b>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b>										
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	•	•	•	•	•	•	•	•	•	•

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<b>SL.CCR Anchor Standard 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b>										
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•	•	•	•	•	•	•	•	•
<b>Presentation of Knowledge and Ideas</b>										
<b>SL.CCR Anchor Standard 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b>										
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				•	•		•		•	
<b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>										
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•	•	•	•	•	•	•
<b>Language Standards</b>										
<b>Conventions of Standard English</b>										
<b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>										
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•
<b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>										
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	E	•	•	•	E	•	•
<b>Knowledge of Language</b>										

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<b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>										
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•	•	•	•	•	•	•
<b>Vocabulary Acquisition and Use</b>										
<b>L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>										
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	•	•	•	•	•	•	•	•	•	•
<b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>										
5. Demonstrate understanding of word relationships and nuances in word meanings.	•	•	•	•	•	•	•	•	•	•
<b>L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>										
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	•	•	•	•	•	•	•	•	•	•
<b>K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)</b>										

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<b>Operations and Algebraic Thinking</b>										
<b>Represent and solve problems involving addition and subtraction.</b>										
1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	E									
<b>Add and subtract within 20.</b>										
2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.				•						
<b>Measurement and Data</b>										
<b>Work with time and money.</b>										
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. <b><u>Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).</u></b>							E			
8. Solve word problems involving <b><u>combinations of</u></b> dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>									E	
<b>Represent and interpret data.</b>										
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and		E	E	•	E	E				

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compare problems using information presented in a bar graph.										
<b>Geometry</b>										
<b>Reason with shapes and their attributes.</b>										
1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	•	•	•	•	•	•		•	•	•

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