



ALASKA STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 1

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source link: <https://education.alaska.gov/akstandards/#c3gtabs-standards>

LESSON 1: "Call Me" p. 48

CODE	STANDARD
HL.A.1	Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors.
CS.C.3	Attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being.
RL.1.1	Ask and answer questions about a literary text using key details from the text.
RL.1.7	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

LESSON 2: "Adventure from a Stolen Apple" p. 309

CODE	STANDARD
CS.B.3	Make appropriate choices regarding the long-term consequences of their actions.
CS.A.1	Assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member.
RL.1.3	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
RI.1.1	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.1.7	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
RL.1.9	With prompting and support, compare and contrast the adventures and experiences of characters in stories.

LESSON 3: "Mickey's Goal" p. 322

CODE	STANDARD
HL.B.1	Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.
CS.C.3	Attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being.
RL.1.2	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.2	Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.

LESSON 4: "A Different Sister" p. 86

CODE	STANDARD
CS.B.1	Acquire insights from other cultures without diminishing the integrity of their own.
E.B.1	Identify and appreciate personal interests, aptitudes, abilities, and priorities.
RL.1.3	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
RI.1.8	Identify the opinions an author states to support points in a text.
RL.1.1	Ask and answer questions about a literary text using key details from the text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LESSON 5: "My Dad Made the Difference" p. 112	
CODE	STANDARD
CS.E.6	Anticipate the changes that occur when different cultural systems come in contact with one another.
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
RL.1.3	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
RI.1.9	Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI.1.2	Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.
LESSON 6: "A Healing Haircut" p. 226	
CODE	STANDARD
HL.A.1	Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors.
CS.A.1	Assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member.
RL.1.7	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
RI.1.1	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
RI.1.8	Identify the opinions an author states to support points in a text.
LESSON 7: "Seeing, Really Seeing" p. 251	
CODE	STANDARD
CS.C.5	Understand how attitude and behavior affect the well-being of self and others.
A.D.2	Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RL.1.1	Ask and answer questions about a literary text using key details from the text.
RL.1.2	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

LESSON 8: "Adam's Apples" p. 99

CODE	STANDARD
CS.E.1	Recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.
CS.C.3	Attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being.
CS.D.6	Engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.
RL.1.9	With prompting and support, compare and contrast the adventures and experiences of characters in stories.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.

LESSON 9: "Friends of the Heart" p. 218

CODE	STANDARD
HL.B.6	Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.
CS.E.7	Determine how cultural values and beliefs influence the interaction of people from different cultural background.
HL.C.2	Communicate effectively within relationships.
RL.1.3	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
RI.1.1	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
RI.1.9	Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

LESSON 10: "Oops, I Messed Up" p. 275

CODE	STANDARD
HL.C.1	Resolve conflicts responsibly.
HL.C.4	Understand how respect for the rights of self and others contributes to relationships.
HL.A.2	Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.
RL.1.1	Ask and answer questions about a literary text using key details from the text.
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
RL.1.7	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.9	Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).

LESSON 11: "Walking with Grandpa" p. 289

CODE	STANDARD
CS.A.1	Assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member.
CS.D.3	Interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community.
HL.C.4	Understand how respect for the rights of self and others contributes to relationships.
RI.1.8	Identify the opinions an author states to support points in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RL.1.9	With prompting and support, compare and contrast the adventures and experiences of characters in stories.

LESSON 12: "Compassion for a Bully" p. 169

CODE	STANDARD
CS.C.3	Attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being.
HL.C.5	Understand how attitude and behavior affect the well-being of self and others.
HS.B.4	Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.
RI.1.2	Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.
RL.1.3	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.1.2	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.

CODE	
RL	Reading Literature
RI	Reading Informational Text
SL	Speaking and Listening
L	Language
HL	Skills for a Healthy Life
CS	Cultural Standards