



CONNECTICUT STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 2

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

Source Link(s):

http://ctcorestandards.org/wp-content/uploads/2014/06/CCS-ELA_K-5_Standards_Progression.pdf

<http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/health/healthybalancedliving.pdf>

LESSON 1: "You'll Be Good for Him" p. 81

CODE	STANDARD
PE.E.10.3	Demonstrate knowledge of rules, safety practices and procedures of specific activities.
HE.E.1.2	Describe the interrelationship of mental, emotional, social and physical health during childhood; develop an appreciation of one's own body.
RL.2.3	Describe how characters in a story respond to major events and challenges.

LESSON 2: "Believing in My Strength" p. 32

CODE	STANDARD
HE.E.5.8	Identify possible causes of conflict.
HE.E.5.9	Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

LESSON 3: "The Kindness Cure" p. 151

CODE	STANDARD
HE.E.5.5	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
HE.E.5.4	Identify and demonstrate healthy ways to express needs, wants and feelings.
RL.2.3	Describe how characters in a story respond to major events and challenges.
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.

LESSON 4: "Now You See It, Now You Don't" p. 260

CODE	STANDARD
HE.E.8.7	Promote positive, healthy interpersonal relationships with respect and appreciation for each other.
RL.2.3	Describe how characters in a story respond to major events and challenges.

LESSON 5: "White Water" p. 369

CODE	STANDARD
HE.E.5.5	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.2.3	Describe how characters in a story respond to major events and challenges.

LESSON 6: "Mary Lou" p. 292

CODE	STANDARD
HE.E.5.7	Demonstrate avoidance and refusal skills to enhance health.
HE.E.5.9	Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate.
RL.2.3	Describe how characters in a story respond to major events and challenges.

LESSON 7: "Who Said There's No Crying in Softball?" p. 201

CODE	STANDARD
HE.E.5.8	Identify possible causes of conflict.
HE.E.8.5	Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools.
RL.2.3	Describe how characters in a story respond to major events and challenges.

LESSON 8: "Be Proud, Be Strong, Be You" p. 189

CODE	STANDARD
HE.E.5.6	Demonstrate active listening skills to build and maintain healthy relationships with peers and family members.
HE.E.1.1	Describe relationships between personal health behaviors and individual well-being.
HE.E.7.1	Demonstrate the ability to apply the goal-setting process to enhance health.
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.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LESSON 9: "Harry" p. 129

CODE	STANDARD
HE.E.7.1	Demonstrate the ability to apply the goal-setting process to enhance health.
HE.E.5.4	Identify and demonstrate healthy ways to express needs, wants and feelings.
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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.

LESSON 10: "The Tiny Bear" p. 284

CODE	STANDARD
HE.E.5.9	Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate.
HE.E.5.5	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
RL.2.3	Describe how characters in a story respond to major events and challenges.
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.

LESSON 11: "Tennis Anyone" p. 281

CODE	STANDARD
HE.E.7.1	Demonstrate the ability to apply the goal-setting process to enhance health.
HE.E.5.4	Identify and demonstrate healthy ways to express needs, wants and feelings.
RL.2.3	Describe how characters in a story respond to major events and challenges.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to

	demonstrate understanding of its characters, setting, or plot.
LESSON 12: "The Rescue" p. 55	
CODE	STANDARD
HE.E.7.1	Demonstrate the ability to apply the goal-setting process to enhance health.
HE.E.5.5	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.3	Describe how characters in a story respond to major events and challenges.

CODE	
HE	Health Education
PE	Physical Education
E	Elementary
RL	Reading Literature
SL	Speaking and Listening

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