

**KANSAS 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://www.ksde.org/TeachingLearning/AcademicStandards.aspx>**LESSON 1: "You'll Be Good for Him" p. 81**

| CODE | STANDARD |
|-------------------|---|
| SECD.CD.I.A.K-2.1 | Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes). |
| SECD.CD.I.A.K-2.2 | Identify and apply core principles in everyday behavior. |
| 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 |
|---------------------|---|
| SECD.CD.I.C.3.K-2.B | Illustrate or demonstrate what "tattling" is and what "telling" or "reporting" is. |
| SECD.SD.II.C.K-2.3 | Identify appropriate and inappropriate ways to resolve conflicts. |
| 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 |
|---------------------|---|
| SECD.CD.I.C.1.K-2.A | Recognize characteristics of a caring relationship. |
| 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 |
|---------------------|--|
| SECD.CD.I.C.1.K-2.A | Recognize characteristics of a caring relationship. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |

LESSON 5: "White Water" p. 369

| CODE | STANDARD |
|-------------------|---|
| SECD.SD.I.B.K-2.1 | Describe ways that people are similar and different. |
| 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 |
|---------------------|--|
| SECD.CD.I.C.3.K-2.B | Illustrate or demonstrate what "tattling" is and what "telling" or "reporting" is. |
| SECD.SD.II.C.K-2.3 | Identify appropriate and inappropriate ways to resolve conflicts. |
| 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 |
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| SECD.SD.II.C.K-2.2 | Identify what actions cause conflict. |
| SECD.SD.II.A.K-2.6 | Take turns and practice sharing. |
| 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 |
|---------------------|---|
| SECD.CD.I.C.2.K-2.b | Describe "active listening". |
| SECD.PD.I.B.K-2.2 | Identify personal strengths and weaknesses. |
| SECD.CD.I.B.K-2.1 | Recognize and celebrate the natural, beneficial consequences of acts of character. |
| 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 |
|--------------------|---|
| SECD.PD.II.C.K-2.3 | Identify factors that lead to goal achievement and success (for example, confidence, motivation, understanding). |
| SECD.PD.II.A.K-2.1 | Identify and demonstrate techniques to manage common stress and emotions. |
| 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 |
|--------------------|--|
| SECD.SD.II.C.K-2.3 | Identify appropriate and inappropriate ways to resolve conflicts. |
| SECD.SD.I.B.K-2.1 | Describe ways that people are similar and different. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| SL.2.1.b | Build on others' talk in conversations by linking their comments to the remarks of others. |

LESSON 11: "Tennis Anyone" p. 281

| CODE | STANDARD |
|----------------------|--|
| SECD.CD.II.A.1.K-2.c | Explain the consequences and rewards of individual and community actions. |
| SECD.PD.II.B.K-2.1 | Describe personal responsibilities to self and others. |
| 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 |
|--------------------|--|
| SECD.PD.II.C.K-2.2 | Identify personal goals, school goals, and home goals (for example, dreams, aspirations, hopes). |
| SECD.CD.I.B.K-2.2 | Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action. |
| 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 | |
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| RL | Reading: Literature |

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| SL | Speaking and Listening |
| SECD | Social, Emotional, and Character Standards |
| CD | Character Development |
| PD | Personal Development |
| SD | Social Development |