



# NEVADA 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.doe.nv.gov/Standards\\_Instructional\\_Support/Nevada\\_Academic\\_Content\\_Standards/](http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/)

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

CODE	STANDARD
PE.2.2.3	Identify appropriate safety practices in general space for self and others.
HE.2.2.1	Identify various sources that influence personal health behaviors.
RL.2.3	Describe how characters in a story respond to major events and challenges.
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 2: "Believing in My Strength" p. 32

CODE	STANDARD
HE.4.2.5	Identify ways to respond/report when in an unwanted, threatening, or dangerous situation.
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.
SL.2.1	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### LESSON 3: "The Kindness Cure" p. 151

CODE	STANDARD
HE.4.2.1	List healthy ways of communication/listening 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.4.2.1	List healthy ways of communication/listening to express needs, wants, and feelings.
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 5: "White Water" p. 369

CODE	STANDARD
HE.4.2.1	List healthy ways of communication/listening to express needs, wants, and feelings.
PE.2.2.3	Identify appropriate safety practices in general space for self and others.
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.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### LESSON 6: "Mary Lou" p. 292

CODE	STANDARD
HE.4.2.5	Identify ways to respond/report when in an unwanted, threatening, or dangerous situation.

<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.
<b>LESSON 7: "Who Said There's No Crying in Softball?" p. 201</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.2.5</b>	Identify ways to respond/report when in an unwanted, threatening, or dangerous situation.
<b>PE.2.2.3</b>	Identify appropriate safety practices in general space for self and others.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.
<b>SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>LESSON 8: "Be Proud, Be Strong, Be You" p. 189</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.2.1</b>	List healthy ways of communication/listening to express needs, wants, and feelings.
<b>HE.6.2.1</b>	Define a short-term and long-term personal health goal.
<b>SL.2.3</b>	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.
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>LESSON 9: "Harry" p. 129</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.2.1</b>	Define a short-term and long-term personal health goal.
<b>HE.4.2.1</b>	List healthy ways of communication/listening to express needs, wants, and feelings.
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>SL.2.1</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>LESSON 10: "The Tiny Bear" p. 284</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.2.5</b>	Identify ways to respond/report when in an unwanted, threatening, or dangerous situation.
<b>HE.2.2.1</b>	Identify various sources that influence personal health behaviors.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.
<b>SL.2.1.b</b>	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>LESSON 11: "Tennis Anyone" p. 281</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.5.2.2</b>	Identify resources/individuals that would aid in healthy decision-making.
<b>HE.7.2.1</b>	Identify responsible personal health behaviors.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>LESSON 12: "The Rescue" p. 55</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.2.1</b>	Define a short-term and long-term personal health goal.
<b>HE.8.2.1</b>	Identify ways to promote personal and family health.
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.
<b>SL.2.3</b>	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.

<b>CODE</b>	
RL	Reading Literature
SL	Speaking and Listening
HE	Health
PE	Physical Education

*Effective 2015*