



# NEW JERSEY 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.state.nj.us/education/cccs/>

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

CODE	STANDARD
2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
2.1.2.C.3	Determine how personal feelings can affect one's wellness.
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
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
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
2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2.4.2.A.3	Determine the factors that contribute to healthy relationships.
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
2.4.2.A.3	Determine the factors that contribute to healthy relationships.
RL.2.3	Describe how characters in a story respond to major events and challenges.

#### LESSON 5: "White Water" p. 369

CODE	STANDARD
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
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
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent

	and resolve them.
<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>LESSON 7: "Who Said There's No Crying in Softball?" p. 201</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>2.1.2.E.2</b>	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
<b>2.5.2.B.4</b>	Demonstrate strategies that enable team and group members to achieve goals.
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.
<b>LESSON 8: "Be Proud, Be Strong, Be You" p. 189</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>2.2.2.C.1</b>	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
<b>2.1.2.C.3</b>	Determine how personal feelings can affect one's wellness.
<b>2.2.2.B.4</b>	Select a personal health goal and explain why setting a goal is important.
<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>2.2.2.B.4</b>	Select a personal health goal and explain why setting a goal is important.
<b>2.2.2.A.1</b>	Express needs, wants, and feelings in health- and safety-related situations.
<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>2.1.2.E.2</b>	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
<b>2.2.2.C.2</b>	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
<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>2.2.2.B.1</b>	Explain what a decision is and why it is advantageous to think before acting.
<b>2.2.2.B.2</b>	Relate decision-making by self and others to one's health.
<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>LESSON 12: "The Rescue" p. 55</b>	
<b>CODE</b>	<b>STANDARD</b>

<b>2.2.2.B.4</b>	Select a personal health goal and explain why setting a goal is important.
<b>2.2.2.D.1</b>	Determine the benefits for oneself and others of participating in a class or school service activity.
<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>CODE</b>	
<b>2.1</b>	Wellness (Comprehensive Health and Physical Education)
<b>2.2</b>	Integrated Skills (Comprehensive Health and Physical Education)
<b>2.4</b>	Human Relationships and Sexuality (Comprehensive Health and Physical Education)
<b>2.5</b>	Motor Skill Development (Comprehensive Health and Physical Education)
<b>RL</b>	Reading Literature
<b>SL</b>	Speaking and Listening