



# NEW YORK 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(s): <http://www.p12.nysed.gov/ciai/cores.html#HPEFCS>

#### LESSON 1: "Call Me" p. 48

CODE	STANDARD
EHE.2.1.c	Know some personal and social skills which contribute to individual safety.
RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.3	Describe characters, settings, and major events in a story, using key details.
RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

CODE	STANDARD
EHE.1.1.b	Possess basic knowledge and skills which support positive health choices and behaviors.
SS.F.4	Identify the role of the individual in classroom and school participation.
RL.1	Ask and answer questions about key details in a text.
RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.9	Compare and contrast the adventures and experiences of characters in stories.
RL.11	Make connections between self, text, and the world around them (text, media, social interaction).
RL.3	Describe characters, settings, and major events in a story, using key details.

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

CODE	STANDARD
EFC.1.1.b	Know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.
EHE.1.1.b	Possess basic knowledge and skills which support positive health choices and behaviors.
RL.1	Ask and answer questions about key details in a text.
RL.11	Make connections between self, text, and the world around them (text, media, social interaction).
RI.2	Identify the main topic and retell key details of a text.

#### LESSON 4: "A Different Sister" p. 86

CODE	STANDARD
SS.C.2	Identify similarities and/or differences between him/her and others, with detail.
SS.A.4	Identify opinions of others.
RI.7	Use the illustrations and details in a text to describe its key ideas.
RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1	Ask and answer questions about key details in a text.

#### LESSON 5: "My Dad Made the Difference" p. 112

CODE	STANDARD
SS.F.1	Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.

<b>SL.1.a</b>	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).
<b>RL.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>RI.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>L.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>RL.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>LESSON 6: "A Healing Haircut" p. 226</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>EHE.2.1.c</b>	Know some personal and social skills which contribute to individual safety.
<b>SS.F.4</b>	Identify the role of the individual in classroom and school participation.
<b>RI.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RI.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RL.11</b>	Make connections between self, text, and the world around them (text, media, social interaction).
<b>LESSON 7: "Seeing, Really Seeing" p. 251</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS.F.1</b>	Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.
<b>RI.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.2</b>	Identify the main topic and retell key details of a text.
<b>RL.9.a</b>	With prompting and support, students will make cultural connections to text and self.
<b>RL.1</b>	Ask and answer questions about key details in a text.
<b>LESSON 8: "Adam's Apples" p. 99</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS.C.2</b>	Identify similarities and/or differences between him/her and others, with detail.
<b>EHE.1.1.b</b>	Possess basic knowledge and skills which support positive health choices and behaviors.
<b>SS.4</b>	Identify opinions of others.
<b>RI.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RL.11</b>	Make connections between self, text, and the world around them (text, media, social interaction).
<b>LESSON 9: "Friends of the Heart" p. 218</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS.1.3.a</b>	Participate in the activities of the group or community and makes positive contributions.
<b>SS.C.2</b>	Identify similarities and/or differences between him/her and others, with detail.
<b>SL.1.a</b>	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).
<b>RL.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RI.2</b>	Identify the main topic and retell key details of a text.
<b>RL.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>RI.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>LESSON 10: "Oops, I Messed Up" p. 275</b>	
<b>CODE</b>	<b>STANDARD</b>

<b>SS.F.2</b>	Participate in activities that focus on a classroom or school issue or problem.
<b>EHE.1.1.b</b>	Possess basic knowledge and skills which support positive health choices and behaviors.
<b>EHE.2.1.c</b>	Know some personal and social skills which contribute to individual safety.
<b>RI.1</b>	Ask and answer questions about key details in a text.
<b>L.5</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<b>RI.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RL.11</b>	Make connections between self, text, and the world around them (text, media, social interaction).
<b>RL.9.a</b>	With prompting and support, students will make cultural connections to text and self.

**LESSON 11: "Walking with Grandpa" p. 289**

<b>CODE</b>	<b>STANDARD</b>
<b>SS.F.4</b>	Identify the role of the individual in classroom and school participation.
<b>EHE.3.1.c</b>	Know how to access help when illness, injury, or emergency situations occur.
<b>EFC.2.1.a</b>	Understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them.
<b>RI.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RL.9</b>	Compare and contrast the adventures and experiences of characters in stories.
<b>RL.11</b>	Make connections between self, text, and the world around them (text, media, social interaction).

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

<b>CODE</b>	<b>STANDARD</b>
<b>EHE.1.1.b</b>	Possess basic knowledge and skills which support positive health choices and behaviors.
<b>SS.1.3.a</b>	Participate in the activities of the group or community and makes positive contributions.
<b>RI.1</b>	Ask and answer questions about key details in a text.
<b>RI.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RL.9</b>	Compare and contrast the adventures and experiences of characters in stories.
<b>SL.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

<b>CODE</b>	
<b>EHE</b>	Elementary Health Education
<b>EFC</b>	Elementary Family and Consumer Sciences
<b>RL</b>	Reading Literature
<b>RI</b>	Reading Informational Text
<b>SL</b>	Speaking and Listening
<b>L</b>	Language
<b>SS</b>	Social Studies