



# NEW YORK 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.p12.nysed.gov/ciai/cores.html#HPEFCS>

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

CODE	STANDARD
EPE.2.1.a	Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.
EHE.2.1.c	Know some personal and social skills which contribute to individual safety.
RL.3	Describe how characters in a story respond to major events and challenges.

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

CODE	STANDARD
EHE.2.1.b	Recognize potentially dangerous situations and know how to avoid or reduce their risk.
RL.3	Describe how characters in a story respond to major events and challenges.
RL.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
EHE.2.1	Demonstrate personally and socially responsible behaviors, care for and respect themselves and others, recognize threats to the environment and offer appropriate strategies to minimize them.
EHE.2.1.c	Know some personal and social skills which contribute to individual safety.
RL.11	Make connections between self, text, and the world around them (text, media, social interaction).
SL.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 issues.

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

CODE	STANDARD
EHE.2.1.c	Know some personal and social skills which contribute to individual safety.
RL.3	Describe how characters in a story respond to major events and challenges.

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

CODE	STANDARD
EHE.2.1	Demonstrate personally and socially responsible behaviors, care for and respect themselves and others, recognize threats to the environment and offer appropriate strategies to minimize them.
RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
RL.11	Make connections between self, text, and the world around them (text, media, social interaction).

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

CODE	STANDARD
EHE.2.1.b	Recognize potentially dangerous situations and know how to avoid or reduce their risk.
RL.3	Describe how characters in a story respond to major events and challenges.
RL.11	Make connections between self, text, and the world around them (text, media, social interaction).

	interaction).
<b>LESSON 7: "Who Said There's No Crying in Softball?" p. 201</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>EHE.2.1.b</b>	Recognize potentially dangerous situations and know how to avoid or reduce their risk.
<b>EPE.2.1.c</b>	Work constructively with others to accomplish a variety of goals and tasks.
<b>RL.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>EHE.2.1</b>	Demonstrate personally and socially responsible behaviors, care for and respect themselves and others, recognize threats to the environment and offer appropriate strategies to minimize them.
<b>EHE.1.1.b</b>	Possess basic knowledge and skills which support positive health choices and behaviors.
<b>SL.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 issues.
<b>RL.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>EPE.2.1.c</b>	Work constructively with others to accomplish a variety of goals and tasks.
<b>EHE.2.1.c</b>	Know some personal and social skills which contribute to individual safety.
<b>RL.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>SL.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>EHE.2.1.b</b>	Recognize potentially dangerous situations and know how to avoid or reduce their risk.
<b>EHE.1.1.b</b>	Possess basic knowledge and skills which support positive health choices and behaviors.
<b>RL.11</b>	Make connections between self, text, and the world around them (text, media, social interaction).
<b>SL.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>EHE.2.1.b</b>	Recognize potentially dangerous situations and know how to avoid or reduce their risk.
<b>EHE.1.1.b</b>	Possess basic knowledge and skills which support positive health choices and behaviors.
<b>RL.11</b>	Make connections between self, text, and the world around them (text, media, social interaction).
<b>RL.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>EPE.2.1.c</b>	Work constructively with others to accomplish a variety of goals and tasks.
<b>EPE.3.1.a</b>	Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time.
<b>RL.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.11</b>	Make connections between self, text, and the world around them (text, media, social

interaction).

<b>CODE</b>	
<b>EPE</b>	Elementary Physical Education
<b>EHE</b>	Elementary Health Education
<b>RL</b>	Reading Literature
<b>SL</b>	Speaking and Listening

*Effective 2015.*