



# NORTH DAKOTA 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): <https://www.nd.gov/dpi/Administrators/assessment/unit/>

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

CODE	STANDARD
H.2.4.2	Identify positive ways to get along with others (e.g., follow classroom and playground rules).
H.2.4.1	Distinguish between appropriate and inappropriate responses in a range of feelings and emotions (e.g., happy-laugh, sad-cry, sad- pouting).
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
H.2.2.2	Identify appropriate and inappropriate responses in a range of situations (e.g., fire- get out, call 911/ don't hide; pedestrian-look both ways/ don't dart into street; good touch/bad touch).
H.2.4.4	Apply refusal skills (e.g., when to say no, when to walk away) that enhance health.
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
H.2.4.2	Identify positive ways to get along with others (e.g., follow classroom and playground rules).
H.2.4.1	Distinguish between appropriate and inappropriate responses in a range of feelings and emotions (e.g., happy-laugh, sad-cry, sad- pouting).
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
H.2.4.2	Identify positive ways to get along with others (e.g., follow classroom and playground rules).
RL.2.3	Describe how characters in a story respond to major events and challenges.

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

CODE	STANDARD
H.2.4.1	Distinguish between appropriate and inappropriate responses in a range of feelings and emotions (e.g., happy-laugh, sad-cry, sad- pouting).
H.2.4.2	Identify positive ways to get along with others (e.g., follow classroom and playground rules).
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
H.2.4.4	Apply refusal skills (e.g., when to say no, when to walk away) that enhance health.
H.2.2.2	Identify appropriate and inappropriate responses in a range of situations (e.g., fire- get out, call 911/ don't hide; pedestrian-look both ways/ don't dart into street; good touch/bad touch).
RL.2.3	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>	
CODE	STANDARD
H.2.2.2	Identify appropriate and inappropriate responses in a range of situations (e.g., fire- get out, call 911/ don't hide; pedestrian-look both ways/ don't dart into street; good touch/bad touch).
H.2.4.2	Identify positive ways to get along with others (e.g., follow classroom and playground rules).
RL.2.3	Describe how characters in a story respond to major events and challenges.
<b>LESSON 8: "Be Proud, Be Strong, Be You" p. 189</b>	
CODE	STANDARD
H.2.4.3	Describe ways in which people communicate without speaking (e.g., eye contact, body language, gestures).
H.2.1.1	Explain how responsibilities change as we grow older (e.g., tasks require more skill, strength, knowledge).
H.2.5.1	Describe the steps of goal setting (e.g., establish goal, explain how goals affect health, describe a plan to reach goal, evaluate progress).
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.
<b>LESSON 9: "Harry" p. 129</b>	
CODE	STANDARD
H.2.5.1	Describe the steps of goal setting (e.g., establish goal, explain how goals affect health, describe a plan to reach goal, evaluate progress).
H.2.4.1	Distinguish between appropriate and inappropriate responses in a range of feelings and emotions (e.g., happy-laugh, sad-cry, sad- pouting).
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.
<b>LESSON 10: "The Tiny Bear" p. 284</b>	
CODE	STANDARD
H.2.4.4	Apply refusal skills (e.g., when to say no, when to walk away) that enhance health.
H.2.4.2	Identify positive ways to get along with others (e.g., follow classroom and playground rules).
RL.2.3	Describe how characters in a story respond to major events and challenges.
SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>LESSON 11: "Tennis Anyone" p. 281</b>	
CODE	STANDARD
H.2.2.2	Identify appropriate and inappropriate responses in a range of situations (e.g., fire- get

	out, call 911/ don't hide; pedestrian-look both ways/ don't dart into street; good touch/bad touch).
<b>H.2.1.1</b>	Explain how responsibilities change as we grow older (e.g., tasks require more skill, strength, knowledge).
<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>H.2.5.1</b>	Describe the steps of goal setting (e.g., establish goal, explain how goals affect health, describe a plan to reach goal, evaluate progress).
<b>H.2.7.1</b>	Describe ways to support peers and others in making positive health choices (e.g., helping a friend or family member choose healthy foods for a meal, physical activities instead of TV/computer/video games).
<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>RL</b>	Reading: Literature
<b>SL</b>	Speaking and Listening
<b>H</b>	Health