



# OREGON 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.ode.state.or.us/search/results/?id=53>

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

CODE	STANDARD
HE.03.PM01.CC	Describe pro-social behaviors within healthy relationships.
HE.03.UI04.CC	Identify safe behaviors when traveling to and from school and in the community.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

CODE	STANDARD
HE.03.VS02	Identify why bullying, cyber-bullying, harassment and teasing are detrimental to health and safety.
SS.1.14	Describe the responsibilities of team members.
1.RL.1	Ask and answer questions about key details in a text.
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

CODE	STANDARD
HE.03.PM01.CC	Describe pro-social behaviors within healthy relationships.
HE.03.PM03.CC	Identify different kinds of emotions.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RI.7	Use the illustrations and details in a text to describe its key ideas.
1.RI.8	Identify the reasons an author gives to support points in a text.

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

CODE	STANDARD
HE.03.PM05.CC	Recognize diversity among people, including age, disability national origin, race, color, marital status, and sex, sexual orientation and gender identity.
HE.03.PM01.IC	Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.
1.RI.2	Identify the main topic and retell key details of a text.
1.RL.1	Ask and answer questions about key details in a text.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1.RL.3	Describe characters, settings, and major events in a story, using key details.

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

<b>CODE</b>	<b>STANDARD</b>
<b>SS.1.9</b>	Describe ways people celebrate their diverse cultural heritages in the community.
<b>1.SL.1a</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>1.RL.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>1.RI.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>1.L.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>1.RI.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**LESSON 6: "A Healing Haircut" p. 226**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.03.UI04.CC</b>	Identify safe behaviors when traveling to and from school and in the community.
<b>SS.1.14</b>	Describe the responsibilities of team members.
<b>1.RL.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>1.RI.1</b>	Ask and answer questions about key details in a text.
<b>1.RL.9</b>	Compare and contrast the adventures and experiences of characters in stories.

**LESSON 7: "Seeing, Really Seeing" p. 251**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.03.PM05.ADV</b>	Advocate respect for diversity.
<b>AR.03.CP.01</b>	Use experiences, imagination, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.
<b>1.RL.1</b>	Ask and answer questions about key details in a text.
<b>1.RI.8</b>	Identify the reasons an author gives to support points in a text.
<b>1.RI.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>1.RI.2</b>	Identify the main topic and retell key details of a text.

**LESSON 8: "Adam's Apples" p. 99**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.03.PM05.CC</b>	Recognize diversity among people, including age, disability national origin, race, color, marital status, and sex, sexual orientation and gender identity.
<b>HE.03.PM03.CC</b>	Identify different kinds of emotions.
<b>HE.03.PM01.IC</b>	Demonstrate positive communication skills that express personal needs, wants and feelings to family and peers.
<b>1.RI.1</b>	Ask and answer questions about key details in a text.
<b>1.RL.9</b>	Compare and contrast the adventures and experiences of characters in stories.

**LESSON 9: "Friends of the Heart" p. 218**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.03.PM01.CC</b>	Describe pro-social behaviors within healthy relationships.
<b>SS.1.9</b>	Describe ways people celebrate their diverse cultural heritages in the community.
<b>1.SL.1a</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>1.RL.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>1.RL.1</b>	Ask and answer questions about key details in a text.

<b>1.RI.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>1.RI.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>LESSON 10: "Oops, I Messed Up" p. 275</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS.1.21</b>	Identify an issue or problem that can be studied.
<b>HE.03.PS05.CC</b>	Explain why bullying and teasing are inappropriate behavior.
<b>HE.03.UI04.CC</b>	Identify safe behaviors when traveling to and from school and in the community.
<b>1.RL.1</b>	Ask and answer questions about key details in a text.
<b>1.L.5a</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<b>1.RL.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>1.RI.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>1.RI.8</b>	Identify the reasons an author gives to support points in a text.
<b>LESSON 11: "Walking with Grandpa" p. 289</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS.1.14</b>	Describe the responsibilities of team members.
<b>HE.03.PS05.AI</b>	Identify parents and other trusted adults they can tell if they are being bullied or teased.
<b>SS.1.3</b>	Describe the responsibilities of leaders.
<b>1.RL.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>1.RI.1</b>	Ask and answer questions about key details in a text.
<b>1.RI.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>LESSON 12: "Compassion for a Bully" p. 169</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.03.PM03.CC</b>	Identify different kinds of emotions.
<b>SS.1.15</b>	Demonstrate the ability to be both a leader and team member.
<b>HE.03.PM01.CC</b>	Describe pro-social behaviors within healthy relationships.
<b>1.RI.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>1.RI.8</b>	Identify the reasons an author gives to support points in a text.
<b>1.RL.9</b>	Compare and contrast the adventures and experiences of characters in stories.
<b>1.RL.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

<b>CODE</b>	
<b>HE</b>	Health Education
<b>CC</b>	Core Concepts
<b>AI</b>	Accessing Information
<b>PM</b>	Promotion of Mental, Social, and Emotional Health
<b>IC</b>	Interpersonal Communication
<b>ADV</b>	Advocacy
<b>PS</b>	Promotion of Sexual Health
<b>UI</b>	Unintentional Injury Prevention
<b>VS</b>	Violence and Suicide Prevention

<b>RL</b>	Reading Literature
<b>RI</b>	Reading Informational Text
<b>SL</b>	Speaking and Listening
<b>L</b>	Language
<b>AR</b>	Art
<b>CP</b>	Create, Present, and Perform
<b>SS</b>	Social Science