



RHODE ISLAND 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.ride.ri.gov/InstructionAssessment/Overview.aspx>

LESSON 1: "Call Me" p. 48

CODE	STANDARD
C&G3(K-2)-2a	Demonstrating personal and group rights and responsibility (e.g., selfmanaging behavior, time, space, and materials).
H.K-4.PH.3.1	Identify responsible personal health behaviors.
RL.1	Ask and answer questions about key details in a text.
RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
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
H.K-4.IP.5.7	Differentiate between negative and positive responses to conflict situations.
C&G4(K-2)-3a	Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions each picks up one piece of trash, recycle, plan a cleanup day, etc.).
RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.8	Identify the reasons an author gives to support points in a text.
RL.3	Describe characters, settings, and major events in a story, using key details.
RL.9	Compare and contrast the adventures and experiences of characters in stories.
RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

CODE	STANDARD
C&G3(K-2)-2b	Working cooperatively in a group, sharing responsibilities or individual roles within a group.
H.K-4.IP.1.4	Describe how physical, social, emotional and family environments influence personal safety.
RL.1	Ask and answer questions about key details in a text.
RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LESSON 4: "A Different Sister" p. 86

CODE	STANDARD
C&G3(K-2)-1a	Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others.
H.K-4.IP.5.3	Demonstrate healthy ways to express needs, wants, and feelings.
RL.3	Describe characters, settings, and major events in a story, using key details.

RI.8	Identify the reasons an author gives to support points in a text.
RI.2	Identify the main topic and retell key details of a text.
RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson
LESSON 5: "My Dad Made the Difference" p. 112	
CODE	STANDARD
HP5(K-2)-2b	Identifying different cultures present in the local community.
H.K-4.MH.5.5	Explain attentive listening skills needed to build and maintain healthy relationships.
RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI.1	Ask and answer questions about key details in a text.
LESSON 6: "A Healing Haircut" p. 226	
CODE	STANDARD
H.K-4.PH.3.1	Identify responsible personal health behaviors.
C&G4(K-2)-3a	Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions each picks up one piece of trash, recycle, plan a cleanup day, etc.).
RL.1	Ask and answer questions about key details in a text.
RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.9	Compare and contrast the adventures and experiences of characters in stories.
LESSON 7: "Seeing, Really Seeing" p. 251	
CODE	STANDARD
HP5(K-2)-1a	Recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).
VAD3(K-2)-1d	Identifying how their own works of art or design are symbolic representations of events, ideas, feelings, or beliefs.
RL.3	Describe characters, settings, and major events in a story, using key details.
RI.8	Identify the reasons an author gives to support points in a text.
RL.9	Compare and contrast the adventures and experiences of characters in stories.
RI.2	Identify the main topic and retell key details of a text.
LESSON 8: "Adam's Apples" p. 99	
CODE	STANDARD
HP5(K-2)-1a	Recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).
C&G3(K-2)-2b	Working cooperatively in a group, sharing responsibilities or individual roles within a group.
H.K-4.IP.1.4	Describe how physical, social, emotional and family environments influence personal safety.
RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

CODE	STANDARD
H.K-4.MH.5.2	Describe characteristics needed to be a responsible friend and family member.
HP5(K-2)-3a	Describing how people with different perspectives view events in different ways.
H.K-4.MH.5.5	Explain attentive listening skills needed to build and maintain healthy relationships.
RL.1	Ask and answer questions about key details in a text.
RI.2	Identify the main topic and retell key details of a text.
RL.9	Compare and contrast the adventures and experiences of characters in stories.
RI.7	Use the illustrations and details in a text to describe its key ideas.

LESSON 10: "Oops, I Messed Up" p. 275

CODE	STANDARD
C&G3(K-2)-2c	Identifying feelings and situations that lead to conflict and describing ways people solve problems effectively.
H.K-4.IP.5.7	Differentiate between negative and positive responses to conflict situations.
H.K-4.PH.3.1	Identify responsible personal health behaviors.
RL.3	Describe characters, settings, and major events in a story, using key details.
L.5.a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
RI.8	Identify the reasons an author gives to support points in a text.
RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LESSON 11: "Walking with Grandpa" p. 289

CODE	STANDARD
C&G4(K-2)-3a	Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions each picks up one piece of trash, recycle, plan a cleanup day, etc.).
H.K-4.PH.2.4	Demonstrate the ability to locate school and community health helpers in the area of physical activity, personal hygiene and overall wellness.
H.K-4.MH.7.5	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.
RL.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

CODE	STANDARD
C&G3(K-2)-2b	Working cooperatively in a group, sharing responsibilities or individual roles within a group.
H.K-4.IP.1.4	Describe how physical, social, emotional and family environments influence personal safety.
H.K-4.PH.6.4	Set a personal health goal and track progress toward its achievement.
RI.2	Identify the main topic and retell key details of a text.
RL.1	Ask and answer questions about key details in a text.
RL.9	Compare and contrast the adventures and experiences of characters in stories.

RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
T1(K-2)-1a	Engaging in fantasy play; re-creating situations in familiar settings; beginning to dramatize or improvise familiar simple stories from classroom literature or life experiences.

CODE	
RL	Reading Literature
RI	Reading Informational Text
L	Language
C&G	Civics and Government
HP	Historical Perspectives/ Rhode Island History
H	Health
VAD	Visual Arts and Design
T	Theatre
PH	Personal Health
MH	Mental Health
IP	Injury Prevention