



UTAH 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.uen.org/core/>

LESSON 1: "Call Me" p. 48

CODE	STANDARD
SS.2.1.e	Articulate how individual choices affect self, peers, and others.
SS.2.1	Describe and demonstrate appropriate social skills necessary for working in a group.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI.1.3	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
SS.2.1.g	Predict possible consequences for a variety of actions.
SS.1.2	Recognize and identify the people and their roles in the school and neighborhood. Explain how these roles change over time.
RL.1.1	Ask and answer questions about key details in a text.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

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

CODE	STANDARD
SS.2.2.a	Describe and practice responsible behavior inherent in being a good citizen in the school (e.g., safety, right to learn) and neighborhood.
IC.1.3a	Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RI.1.8	Identify the reasons an author gives to support points in a text.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LESSON 4: "A Different Sister" p. 86

CODE	STANDARD
SS.1.1.c	Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships).
SS.4.2	Recognize that people need to make choices to meet their needs.
RL.1.3	Describe characters, settings, and major events in a story, using key details.

RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.1.2	Identify the main topic and retell key details of a text.
LESSON 5: "My Dad Made the Difference" p. 112	
CODE	STANDARD
SS.1.1.b	Share stories, folk tales, art, music, and dance inherent in neighborhood and community traditions.
SL.1.1a	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).
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LESSON 6: "A Healing Haircut" p. 226	
CODE	STANDARD
SS.2.2.e	Practice and demonstrate safety in the classroom (e.g., classroom safety procedures, fair play, playground rules).
SS.2.1.a	Identify the roles of people in the school (e.g., principal, teacher, librarian, secretary, custodian, bus driver, crossing guard, and cafeteria staff).
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LESSON 7: "Seeing, Really Seeing" p. 251	
CODE	STANDARD
SS.1.1.c	Recognize and demonstrate respect for the differences within one's community (e.g. play, associations, activities, friendships).
IC.1.3a	Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).
RI.1.1	Ask and answer questions about key details in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

CODE	STANDARD
SS.1.1	Recognize and describe examples of differences within school and neighborhood.
SS.2.1.d	Identify and express feelings in appropriate ways.
SS.2.1.b	Discuss the roles and responsibilities of being a member of a group.
CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

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

CODE	STANDARD
SS.2.1.a	Describe behaviors that contribute to cooperation within groups at school and in a neighborhood.
SS.1.1.a	Recognize differences within their school and neighborhood.
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
RI.1.2	Identify the main topic and retell key details of a text.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

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

CODE	STANDARD
SS.2.2.e	Practice and demonstrate safety in the classroom (e.g., classroom safety procedures, fair play, playground rules).
SS.2.2.c	Demonstrate respect for others in the neighborhood (e.g., the "Golden Rule"—elements include fair play, respect for rights and opinions of others, and respect for rules).
SS.2.2.d	Participate in responsible activities that contribute to the school and neighborhood (e.g., follow teacher directions, put belongings away, participate in discussions, take turns, listen to others, share ideas, clean up litter, report vandalism, give service).
RL.1.1	Ask and answer questions about key details in a text.
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact, over the course of a text.

LESSON 11: "Walking with Grandpa" p. 289

CODE	STANDARD
SS.2.2	Identify and list responsibilities in the school and in the neighborhood.
SS.1.2.a	Identify the roles of people in the school (e.g., principal, teacher, librarian, secretary, custodian, bus driver, crossing guard, and cafeteria staff).
SS.2.2.a	Describe and practice responsible behavior inherent in being a good citizen in the school (e.g., safety, right to learn) and neighborhood.

RI.1.8	Identify the reasons an author gives to support points in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LESSON 12: "Compassion for a Bully" p. 169	
CODE	STANDARD
SS.2.1.f	Communicate positive feelings and ideas of self (e.g., positive self image, good friend, helper, honest).
SS.2.1.c	Participate in a group activity modeling appropriate group behavior.
SS.2.1.a	Describe behaviors that contribute to cooperation within groups at school and in a neighborhood.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CODE	
IC	Integrated Core
RL	Reading: Literature
RI	Reading: Informational Text
SL	Speaking and Listening
L	Language
SS	Social Studies
CCRA	College and Career Readiness Anchor Standards