



VERMONT 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://education.vermont.gov/documents/framework.pdf>

LESSON 1: "Call Me" p. 48

CODE	STANDARD
3.10	Perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus, building and cooperation to work toward group decisions).
6.19.b	Classify influences on identity (e.g. family, peer, and kinship groups, occupations, ethnicity, social class, religion, and nationality), and analyze how these motivate behavior.
CCSS.RLA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCSS.RLA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.RLA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

CODE	STANDARD
3.3	Demonstrate respect for themselves and others.
3.13	Analyze their roles and responsibilities in their family, their school, and their community.
CCSS.RLA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.RLA-Literacy.RI.1.8	Identify the reasons an author gives to support points in a text.
CCSS.RLA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCSS.RLA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.RLA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.

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

CODE	STANDARD
3.10	Perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus, building and cooperation to work toward group decisions).
3.4	Identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.
CCSS.RLA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.RLA-	Describe the connection between two individuals, events, ideas, or pieces of

Literacy.RI.1.3	information in a text.
CCSS.RLA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
LESSON 4: "A Different Sister" p. 86	
CODE	STANDARD
3.11	Interact respectfully with others, including those with whom they have differences.
2.11	Represent their ideas and/or the ideas of others in detailed form.
CCSS.RLA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCSS.RLA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCSS.RLA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.RLA-Literacy.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
4.3	Demonstrate understanding of the cultural expressions that are characteristic of particular groups.
CCSS.RLA-Literacy.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).
CCSS.RLA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCSS.RLA-Literacy.RI.1.8	Identify the reasons an author gives to support points in a text.
CCSS.RLA-Literacy.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.RLA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
LESSON 6: "A Healing Haircut" p. 226	
CODE	STANDARD
6.19.b	Classify influences on identity (e.g. family, peer, and kinship groups, occupations, ethnicity, social class, religion, and nationality), and analyze how these motivate behavior.
3.13	Analyze their roles and responsibilities in their family, their school, and their community.
CCSS.RLA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCSS.RLA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CCSS.RLA-Literacy.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
6.11.a	Examine community (e.g., classroom, school, town, nation) for fair treatment of all people.
5.28.a	Use dance, music, theater, and visual arts to communicate.

CCSS.RLA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCSS.RLA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCSS.RLA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCSS.RLA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LESSON 8: "Adam's Apples" p. 99	
CODE	STANDARD
4.6.c	Demonstrate knowledge of past and present community heritage (e.g., traditions, livelihoods, customs, stories, changing demographics, land use) and recognize ways in which this heritage influences their lives.
3.4	Identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.
3.2	Assess how they learn best, and use additional learning strategies to supplement those already used.
CCSS.RLA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCSS.RLA-Literacy.RI.1.3	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
3.1	Assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.
4.3	Demonstrate understanding of the cultural expressions that are characteristic of particular groups.
CCSS.RLA-Literacy.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).
CCSS.RLA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.RLA-Literacy.RI.1.8	Identify the reasons an author gives to support points in a text.
CCSS.RLA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCSS.RLA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LESSON 10: "Oops, I Messed Up" p. 275	
CODE	STANDARD
3.12	Use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.
4.4	Demonstrate understanding of the concept of prejudice, and of its effects on various groups.
6.19.b	Classify influences on identity (e.g. family, peer, and kinship groups, occupations, ethnicity, social class, religion, and nationality), and analyze how these motivate behavior.
CCSS.RLA-	Ask and answer questions about key details in a text.

Literacy.RL.1.1	
CCSS.RLA-Literacy.L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CCSS.RLA-Literacy.RI.1.8	Identify the reasons an author gives to support points in a text.
CCSS.RLA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCSS.RLA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.

LESSON 11: "Walking with Grandpa" p. 289

CODE	STANDARD
3.4	Identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.
3.7.a	Seek information and base decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resource.
3.13	Analyze their roles and responsibilities in their family, their school, and their community.
CCSS.RLA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCSS.RLA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCSS.RLA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.

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

CODE	STANDARD
3.4	Identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.
4.2.a	Participate in democratic processes. This is evident when students: a. Students work cooperatively and respectfully with people of various groups to set community goals and solve common problems.
CCSS.RLA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCSS.RLA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCSS.RLA-Literacy.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
5.28a.d	Use art forms to communicate, showing the ability to define and solve artistic problems with insight, reason, and technical proficiency. This is evident when students: a. Use dance, music, theater, and visual arts to communicate.

CODE	
CCSS	Common Core State Standards
ELA	English Language Arts
RL	Reading Literature
RI	Reading Informational Text

RF	Reading: Foundational Skills
W	Writing
SL	Speaking and Listening
L	Language
2	Reasoning and Problem Solving Standards
3	Personal Development Standards
4	Civic/Social Responsibility Standards
5	Art, Language, and Literature Standards
6	History and Social Science Standards