



VERMONT 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): <http://education.vermont.gov/documents/framework.pdf>

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

CODE	STANDARD
4.2.1	Students work cooperatively and respectfully with people of various groups to set community goals and solve common problems.
3.5.d	Recognize personal stress.
CCSS.RLA-Literacy.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
2.2.b	Use a variety of approaches to solve problems.
2.2.f	Implement an approach that addresses the problem being posed.
CCSS.RLA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.RLA-Literacy.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
3.13	Students analyze their roles and responsibilities in their family, their school, and their community.
3.11	Students interact respectfully with others, including those with whom they have differences.
CCSS.RLA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.RLA-Literacy.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
3.11	Students interact respectfully with others, including those with whom they have differences.
CCSS.RLA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.

LESSON 5: "White Water" p. 369

CODE	STANDARD
4.3	Students demonstrate understanding of the cultural expressions that are characteristic of particular groups.
4.4	Students demonstrate understanding of the concept of prejudice, and of its effects on various groups.
CCSS.RLA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS.RLA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.

LESSON 6: "Mary Lou" p. 292

CODE	STANDARD
3.5.e	Demonstrate refusal skills to enhance health.
2.2.f	Implement an approach that addresses the problem being posed.
CCSS.RLA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.

LESSON 7: "Who Said There's No Crying in Softball?" p. 201

CODE	STANDARD
3.5.d	Recognize personal stress.
3.14.c	Participate in classroom and group discussions.
CCSS.RLA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.

LESSON 8: "Be Proud, Be Strong, Be You" p. 189

CODE	STANDARD
3.1	Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.
3.2	Students assess how they learn best, and use additional learning strategies to supplement those already used.
CCSS.RLA-Literacy.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.
CCSS.RLA-Literacy.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.

LESSON 9: "Harry" p. 129

CODE	STANDARD
3.6.d	Demonstrate an awareness of personal responsibility for achieving and setting goals for a physically active lifestyle.
3.3	Students demonstrate respect for themselves and others.
CCSS.RLA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS.RLA-Literacy.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.

LESSON 10: "The Tiny Bear" p. 284

CODE	STANDARD
2.2.f	Implement an approach that addresses the problem being posed.
4.4	Students demonstrate understanding of the concept of prejudice, and of its effects on various groups.
CCSS.RLA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.RLA-Literacy.SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.

LESSON 11: "Tennis Anyone" p. 281

CODE	STANDARD
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 resources.
3.6.d	Demonstrate an awareness of personal responsibility for achieving and setting goals for a physically active lifestyle.

CCSS.RLA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.RLA-Literacy.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.
LESSON 12: "The Rescue" p. 55	
CODE	STANDARD
3.6.d	Demonstrate an awareness of personal responsibility for achieving and setting goals for a physically active lifestyle.
4.1.a	Plan, implement, and reflect on activities that respond to community needs.
CCSS.RLA-Literacy.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.
CCSS.RLA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.

CODE	
CCSS	Common Core Standards
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
2	Reasoning and Problem Solving Standards
3	Personal Development Standards
4	Civic/Social Responsibility Standards