

WYOMING 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://edu.wyoming.gov/educators/standards/>

LESSON 1: "Call Me" p. 48

CODE	STANDARD
PE 2.3.2	Demonstrate socially responsible behavior in physical activity settings.
HE 2.4.1	Identify behaviors that improve or maintain personal health.
RL.1.1	Ask and answer questions about key details in a text.
R.CCR.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
HE 2.3.3	Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations.
SS 2.1.1	Understand that schools, communities, and the United States have rules that have to be followed.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.1.1	Ask and answer questions about key details in a text.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.

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

CODE	STANDARD
PE 2.3.2	Demonstrate socially responsible behavior in physical activity settings.
HE 2.4.4	Recognize and accurately label emotions and how they are linked to behavior.
RL.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
R.CCR.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 2.2.2	Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).
HE 2.3.1	Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical).
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.
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 2.5.2	Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.
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).
RI.1.1	Ask and answer questions about key details in a text.
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
L.CCR.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LESSON 6: "A Healing Haircut" p. 226	
CODE	STANDARD
HE 2.4.2	Identify behaviors that help avoid or reduce health risks.
SS 2.1.1	Understand that schools, communities, and the United States have rules that have to be followed.
R.CCR.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.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
R.CCR.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 7: "Seeing, Really Seeing" p. 251	
CODE	STANDARD
CV 5.2.3	Identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.
FPA 4.1.A.1	Create and revise original art to express ideas, experiences and stories.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.CCR.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.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
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
HE 2.4.8	Describe the ways people are similar and different.
HE 2.4.4	Recognize and accurately label emotions and how they are linked to behavior.
HE 2.3.2	Identify characteristics of effective communication for the purpose of expressing health

	needs, wants, and feelings (e.g., eye contact, clear purpose, etc.).
R.CCR.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.1.3	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
HE 2.4.7	Identify goals for enhancing health.
SS 2.5.3	Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.
HE 2.3.4	Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.).
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.
R.CCR.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 10: "Oops, I Messed Up" p. 275	
CODE	STANDARD
HE 2.2.5	Recognize health-related problems that exist at home and school (e.g., soap dispenser is empty, students not washing hands after going to bathroom, ice on the playground).
HE 2.3.3	Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations.
PE 2.3.1	Know and follow procedures and safe practices.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
RL.1.1	Ask and answer questions about key details in a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.9	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
SS 2.1.1	Understand that schools, communities, and the United States have rules that have to be followed.
HE 2.1.1	Identify people who can help students enhance their health (e.g. trusted adult, family member, school nurse, doctor etc.).
CV 5.2.1	Identify and practice compromise and conflict resolution skills.
R.CCR.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.1.1	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.
LESSON 12: "Compassion for a Bully" p. 169	
CODE	STANDARD
HE 2.4.5	Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.)
CV 5.2.3	Identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.
CV 5.2.2	Share new concepts learned through peer teaching and presenting to a group.
R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
R.CCR.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
FPA 4.1.T.5	Imagine and describe characters, plots and settings.

CODE	
RL	Reading: Literature
RI	Reading: Informational Text
SL	Speaking and Listening
L	Language
CCR	College and Career Readiness (anchor standards)
R	(CCR) Reading
HE	Health Education
FPA	Fine and Performing Arts
A	Visual Arts
T	Theatre
SS	Social Studies
PE	Physical Education
CV	Career and Vocational Education