



# ALABAMA STANDARDS ALIGNMENT DOCUMENT

## *Chicken Soup for the Soul Hallway Heroes*

### GRADE 3

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source Link(s): <https://www.alsde.edu/sec/sct/Pages/cos-all.aspx?tab=All%20Stds/COS>

#### LESSON 1: "A True Friend" p. 243

CODE	STANDARD
PE.3.13	Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.
PE.3.12	Apply problem-solving, conflict-resolution, and teamwork strategies to cooperative and group challenges in physical education settings.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.

#### LESSON 2: "There's no 'I' in Team" p. 13

CODE	STANDARD
PE.3.13	Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.
PE.3.12	Apply problem-solving, conflict-resolution, and teamwork strategies to cooperative and group challenges in physical education settings.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.

#### LESSON 3: "The Sweetest Thing" p. 65

CODE	STANDARD
HE.3.6	Identify ways to create and maintain healthy friendships.
PE.3.13	Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
W.3.2	Write informative or explanatory texts to examine a topic and convey ideas and information clearly.

#### LESSON 4: "My Bad Reputation" p. 278

CODE	STANDARD
PE.3.13	Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.
HE.3.6	Identify ways to create and maintain healthy friendships.
PE.3.12	Apply problem-solving, conflict-resolution, and teamwork strategies to cooperative and group challenges in physical education settings.
RI.3.9	Compare and contrast the most important points and key details presented in two texts

	on the same topic.
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>LESSON 5: "The Boy Who Had Everything" p. 329</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>PE.3.13</b>	Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>LESSON 6: "Truly Cool" p. 229</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.3.6</b>	Identify ways to create and maintain healthy friendships.
<b>PE.3.13</b>	Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<b>LESSON 7: "My New Friend" p. 332</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.3.6</b>	Identify ways to create and maintain healthy friendships.
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 8: "Danny's Courage" p. 195</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>PE.3.13</b>	Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.
<b>HE.3.6</b>	Identify ways to create and maintain healthy friendships.
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 9: "Embracing My Uniqueness" p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>PE.3.13</b>	Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.
<b>HE.3.6</b>	Identify ways to create and maintain healthy friendships.
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 10: "The Girl Who Dared to Wish" p. 145</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.3.4</b>	Identify behaviors that should be reported to responsible adults.
<b>PE.3.13</b>	Utilize the cooperative skills of listening, discussing, leading, following, and sacrificing individual wants for the good of the group in physical activity settings.
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 11: "Bullied to a Better Life" p. 148</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.3.7</b>	Identify resources that assist with mental and emotional health.
<b>SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>LESSON 12: "Kindness is More Powerful" p. 141</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.3.7</b>	Identify resources that assist with mental and emotional health.
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<b>CODE</b>	
<b>RL</b>	Reading Standards for Literature
<b>RI</b>	Reading Standards for Informational Text
<b>W</b>	Writing Standards
<b>SL</b>	Speaking and Listening Standards
<b>PE</b>	Physical Education Standards
<b>HE</b>	Health Education Standards