



ALASKA 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://education.alaska.gov/akstandards/#c3gtabs-standards>

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

LESSON 1: "A True Friend" p. 243

CODE	STANDARD
NHES.2.5.4	Describe how the school and community can support personal health practices and behaviors.
PE.S3.E6.3	Works cooperatively with others.
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 (e.g., creating or solving a problem).
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 fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).

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

CODE	STANDARD
NHES.2.5.3	Identify how peers can influence healthy and unhealthy behaviors.
PE.S3.E6.3	Works cooperatively with others.
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 (e.g., creating or solving a problem).
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
CS.S.B.3	Make appropriate choices regarding the long-term consequences of their actions.
NHES.5.5.4	Predict the potential outcomes of each option when making a health-related decision.
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 (e.g., creating or solving a problem).
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/explanatory texts to examine a topic and convey ideas and information clearly.

LESSON 4: "My Bad Reputation" p. 278

CODE	STANDARD
CS.S.D.6	Engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

NHES.2.5.3	Identify how peers can influence healthy and unhealthy behaviors.
CS.S.B.3	Make appropriate choices regarding the long-term consequences of their actions.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.
RL.3.1	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
LESSON 5: "The Boy Who Had Everything" p. 329	
CODE	STANDARD
PE.S3.E6.3	Works cooperatively with others.
RL.3.1	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
LESSON 6: "Truly Cool" p. 229	
CODE	STANDARD
PE.S3.E6.3	Works cooperatively with others.
NHES.8.5.2	Encourage others to make positive health choices.
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.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).
LESSON 7: "My New Friend" p. 332	
CODE	STANDARD
PE.S3.E6.3	Works cooperatively with others.
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.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.
W.3.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).
LESSON 8: "Danny's Courage" p. 195	
CODE	STANDARD
CS.S.A.1	Assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member.
NHES.2.5.2	Identify the influence of culture on health practices and behaviors.
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 (e.g., creating or solving a problem).
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).
W.3.3	Use narrative writing to develop real or imagined characters, experiences, or events

	using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).
LESSON 9: "Embracing My Uniqueness" p. 180	
CODE	STANDARD
PE.S3.E6.3	Works cooperatively with others.
CS.S.A.1	Assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member.
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 (e.g., creating or solving a problem).
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.
W.3.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).
LESSON 10: "The Girl Who Dared to Wish" p. 145	
CODE	STANDARD
NHES.4.5.4	Demonstrate how to ask for assistance to enhance personal health.
CS.S.A.1	Assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member.
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 (e.g., creating or solving a problem).
W.3.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).
LESSON 11: "Bullied to a Better Life" p. 148	
CODE	STANDARD
NHES.4.5.3	Demonstrate nonviolent strategies to manage or resolve conflict.
NHES.6.5.1	Set a personal health goal and track progress toward its achievement.
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.3.1	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
LESSON 12: "Kindness is More Powerful" p. 141	
CODE	STANDARD
CS.S.A.1	Assume responsibility for their role in relation to the well being of the cultural community and their life-long obligations as a community member.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RI.3.1	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.

CODE	
RL	Reading Standards for Literature
RI	Reading Standards for Informational

	Text
W	Writing Standards
SL	Speaking and Listening Standards
NHES	National Health Education Standards
CS	Cultural Standards
PE	Physical Education Standards