



# CONNECTICUT 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):

[http://ctcorestandards.org/wp-content/uploads/2014/06/CCS-ELA\\_K-5\\_Standards\\_Progression.pdf](http://ctcorestandards.org/wp-content/uploads/2014/06/CCS-ELA_K-5_Standards_Progression.pdf)

<http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/health/healthybalancedliving.pdf>

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

CODE	STANDARD
HE.E.4.1	Describe how family and culture influence personal health behaviors.
PE.E.13.2	Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.
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
HE.E.4.1	Describe how family and culture influence personal health behaviors.
PE.E.13.2	Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.
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.

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

CODE	STANDARD
HE.E.5.2	Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.
HE.E.4.3	Explain how family, school and peers influence personal health.
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.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

CODE	STANDARD
HE.E.5.2	Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.
HE.E.4.3	Explain how family, school and peers influence personal health.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### LESSON 5: "The Boy Who Had Everything" p. 329

CODE	STANDARD
HE.E.5.5	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment

	based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
<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.E.5.5</b>	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
<b>HE.E.5.2</b>	Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<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.E.5.2</b>	Demonstrate characteristics needed to be a responsible individual within their group, school, family and community.
<b>W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<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>HE.E.5.5</b>	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
<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>HE.E.5.6</b>	Demonstrate active listening skills to build and maintain healthy relationships with peers and family members.
<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>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<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.E.5.9</b>	Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate.
<b>HE.E.5.5</b>	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
<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.E.5.9</b>	Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate.
<b>HE.E.7.1</b>	Demonstrate the ability to apply the goalsetting process to enhance health.
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>LESSON 12: "Kindness is More Powerful" p. 141</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.E.5.9</b>	Demonstrate family, peer, school and community strategies to prevent, manage and resolve conflicts and identify adults who might assist, when appropriate.
<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>	
HE	Health Education
PE	Physical Education
E	Elementary
RL	Reading Literature
RI	Reading Informational Text
W	Writing