



DELAWARE 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://www.doe.k12.de.us/domain/200>

LESSON 1: "A True Friend" p. 243

CODE	STANDARD
HE.2.4	Explain how media influences thoughts, feelings, and health behaviors.
HE.2.2	Express how peers can influence healthy and unhealthy 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.
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.2.4	Explain how media influences thoughts, feelings, and health behaviors.
HE.2.2	Express how peers can influence healthy and unhealthy 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.
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.2.2	Express how peers can influence healthy and unhealthy behaviors.
HE.1.2	Identify indicators of intellectual, emotional, social, and physical 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.
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
HE.1.2	Identify indicators of intellectual, emotional, social, and physical health.
HE.2.2	Express how peers can influence healthy and unhealthy behaviors.
HE.2.3	Describe how the school and community support personal health practices.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

CODE	STANDARD
HE.1.2	Identify indicators of intellectual, emotional, social, and physical health.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LESSON 6: "Truly Cool" p. 229	
CODE	STANDARD
HE.1.2	Identify indicators of intellectual, emotional, social, and physical health.
HE.1.3	Describe ways in which a safe and healthy school and community environment can promote personal health.
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.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LESSON 7: "My New Friend" p. 332	
CODE	STANDARD
HE.1.2	Identify indicators of intellectual, emotional, social, and physical health.
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.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LESSON 8: "Danny's Courage" p. 195	
CODE	STANDARD
HE.2.1	Describe how a person's family and culture influence personal health practices.
HE.2.4	Explain how media influences thoughts, feelings, and health 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.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LESSON 9: "Embracing My Uniqueness" p. 180	
CODE	STANDARD
HE.4.1	Demonstrate effective verbal and non-verbal communication skills to enhance health.
HE.1.2	Identify indicators of intellectual, emotional, social, and physical 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.
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	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LESSON 10: "The Girl Who Dared to Wish" p. 145	
CODE	STANDARD
HE.4.4	Demonstrate how to ask for assistance to enhance personal health.

HE.4.3	Recognize the benefits of non-violent strategies to manage or resolve conflict.
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.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LESSON 11: "Bullied to a Better Life" p. 148	
CODE	STANDARD
HE.5.2	Analyze when assistance is needed when making a health-related decision.
HE.6.1	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, referring explicitly to the text as the basis for the answers.
LESSON 12: "Kindness is More Powerful" p. 141	
CODE	STANDARD
HE.4.3	Recognize the benefits of non-violent strategies to manage or resolve conflict.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CODE	
RL	Reading: Literature
RI	Reading: Informational Text
W	Writing
SL	Speaking and Listening
HE	Health Education