



IDAHO 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.sde.idaho.gov/site/content_standards/

LESSON 1: "A True Friend" p. 243

CODE	STANDARD
3-5.H.2.1.2	Identify the influences of culture on health practices and behaviors.
3-5.PE.5.1.1	Work independently and cooperatively in groups to complete tasks and challenges (e.g. develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.).
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
3-5.H.2.1.4	Describe how the school and community can support personal health practices and behaviors.
3-5.PE.5.1.1	Work independently and cooperatively in groups to complete tasks and challenges (e.g. develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.).
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
3-5.H.1.1.2	Identify examples of emotional, intellectual, physical, and social health.
3-5.H.5.1.4	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.
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
3-5.H.1.1.2	Identify examples of emotional, intellectual, physical, and social health.
3-5.H.2.1.3	Identify how peers can influence healthy and unhealthy behaviors.
3-5.H.5.1.4	Predict the potential outcomes of each option when making a health-related decision.
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
3-5.H.2.1.2	Identify the influences of culture on health practices and behaviors.
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
3-5.H.2.1.1	Describe how the family influences personal health practices and behaviors.
3-5.H.2.1.3	Identify how peers can influence healthy and unhealthy behaviors.
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
3-5.H.4.1.1	Demonstrate effective verbal and nonverbal communication skills to enhance 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
3-5.PE.5.1.3	Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.).
3-5.H.2.1.4	Describe how the school and community can support personal 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.
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
3-5.H.4.1.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.
3-5.H.1.1.2	Identify examples of emotional, intellectual, physical, and social 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
3-5.H.3.1.2	Locate resources from home, school, and community that provide valid health information.
3-5.H.2.1.3	Identify 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.
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
3-5.H.5.1.2	Analyze when assistance is needed when making a health-related decision.
3-5.H.6.1.1	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
3-5.H.4.1.3	Demonstrate nonviolent 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 Standards for Literature
RI	Reading Standards for Informational Text
W	Writing Standards
SL	Speaking and Listening Standards
PE	Physical Education Standards
H	Health Education Standards