



INDIANA 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.in.gov/standards>

LESSON 1: "A True Friend" p. 243

CODE	STANDARD
HE.3.2.2	Observe the influence of culture on health practices.
PE.3.5.1	Work cooperatively with others to obtain common goals in a game situation.
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.
3.W.3.1	Write persuasive compositions in a variety of forms that state the opinion in an introductory statement or section; support the opinion with reasons in an organized way; connect opinion and reasons using words and phrases; and provide a concluding statement or section.

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

CODE	STANDARD
HE.3.2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
PE.3.5.1	Work cooperatively with others to obtain common goals in a game situation.
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.

LESSON 3: "The Sweetest Thing" p. 65

CODE	STANDARD
HE.3.1.2	Give examples of physical and emotional health.
HE.3.5.4	Indicate the possible consequences of each choice when making a health-related decision.
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.
3.W.3.2	Write informative compositions on a variety of topics that state the topic, develop a main idea for the introductory paragraph, and group related information together; develop the topic with facts and details; connect ideas within categories of information using words and phrases; use text features (e.g., pictures, graphics) when useful to aid comprehension; and provide a concluding statement or section.

LESSON 4: "My Bad Reputation" p. 278

CODE	STANDARD
HE.3.1.2	Give examples of physical and emotional health.
HE.3.2.3	State how peers can influence healthy behaviors.
HE.3.5.4	Indicate the possible consequences of each choice when making a health-related decision.
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.RN.2.2	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.3.2.1	Recall how the family influences personal health and wellness practices.
3.RL.2.1	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.3.2.1	Recall how the family influences personal health and wellness practices.
PE.3.5.4	Encourage classmates who demonstrate difficulty with skill performance.
3.W.5	Conduct short research on a topic. □ Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). □ Locate information in reference texts, electronic resources, or through interviews. □ Recognize that some sources may be more reliable than others. □ Record relevant information in their own words. □ Present the information, choosing from a variety of formats.
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.W.3.1	Write persuasive compositions in a variety of forms that state the opinion in an introductory statement or section; support the opinion with reasons in an organized way; connect opinion and reasons using words and phrases; and provide a concluding statement or section.

LESSON 7: "My New Friend" p. 332

CODE	STANDARD
HE.3.4.1	Name effective nonverbal communication skills to enhance health and wellness.
3.W.5	Conduct short research on a topic. Identify a specific topic or question of interest; locate information in reference texts, electronic resources, or through interviews; recognize that some sources may be more reliable than others; record relevant information in their own words; and present the information, choosing from a variety of formats.
3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.
3.W.3.3	Write narrative compositions in a variety of forms that establish an introduction (e.g., situation, narrator, characters); include specific descriptive details and clear event sequences; include dialogue; connect ideas and events using introduction and transition words; and provide an ending.

LESSON 8: "Danny's Courage" p. 195

CODE	STANDARD
HE.3.2.2	Observe the influence of culture on health practices.
HE.3.2.3	State how peers can influence healthy behaviors.
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
3.W.3.1	Write persuasive compositions in a variety of forms that state the opinion in an introductory statement or section; support the opinion with reasons in an organized way; connect opinion and reasons using words and phrases; and provide a concluding statement or section.
3.W.3.3	Write narrative compositions in a variety of forms that establish an introduction (e.g., situation, narrator, characters); include specific descriptive details and clear event sequences; include dialogue; connect ideas and events using introduction and transition words; and provide an ending.

LESSON 9: "Embracing My Uniqueness" p. 180

CODE	STANDARD
HE.3.1.2	Give examples of physical and emotional health.
HE.3.4.1	Name effective nonverbal communication skills to enhance health and wellness.
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.
3.W.3.3	Write narrative compositions in a variety of forms that establish an introduction (e.g., situation, narrator, characters); include specific descriptive details and clear event sequences; include dialogue; connect ideas and events using introduction and transition words; and provide an ending.

LESSON 10: "The Girl Who Dared to Wish" p. 145

CODE	STANDARD
HE.3.4.4	Illustrate how to ask for assistance with a difficult personal situation.
HE.3.2.3	State how peers can influence healthy behaviors.
3.RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
3.W.3.3	Write narrative compositions in a variety of forms that establish an introduction (e.g., situation, narrator, characters); include specific descriptive details and clear event sequences; include dialogue; connect ideas and events using introduction and transition words; and provide an ending.

LESSON 11: "Bullied to a Better Life" p. 148

CODE	STANDARD
HE.3.4.4	Illustrate how to ask for assistance with a difficult personal situation.
HE.3.6.1	Select a personal health goal and track progress.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.
3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

LESSON 12: "Kindness is More Powerful" p. 141

CODE	STANDARD
HE.3.4.3	Suggest nonviolent strategies to manage conflict.
3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.
3.RL.2.1	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
RN	Reading Nonfiction
W	Writing
HE	Health
PE	Physical Education