

# KANSAS 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.ksde.org/TeachingLearning/AcademicStandards.aspx>

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

CODE	STANDARD
SECD.SD.I.A.3-5.3	Describe possible behaviors and reactions in response to a specific situation (for example, list behaviors that a classmate might show after getting in trouble at school).
SECD.PD.II.B.3-5.3	Examine the personal impact of helping 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.
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
SECD.PD.I.A.3-5.4	Recognize reactions to emotions.
SECD.PD.II.B.3-5.3	Examine the personal impact of helping 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.
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
SECD.PD.II.A.3-5.5	Describe consequences/outcomes of both honesty and dishonesty.
SECD.CD.I.C.3-5.1.c	Practice relationships in their family, school, and community that are caring.
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
SECD.CD.I.A.3-5.1	Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort).
SECD.PD.I.A.3-5.4	Recognize reactions to emotions.
SECD.PD.I.A.3-5.1	Critically reflect on behavioral responses depending on context or situation.
RI.3.9	Compare and contrast the most important points and key details presented in two

	texts on the same topic.
<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 5: "The Boy Who Had Everything" p. 329</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SECD.PD.I.A.3-5.2</b>	Identify the varying degrees of emotions one can experience in different situations.
<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>SECD.PD.I.A.3-5.2</b>	Identify the varying degrees of emotions one can experience in different situations.
<b>SECD.PD.II.B.3-5.3</b>	Examine the personal impact of helping others.
<b>SL.3.4</b>	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.
<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>SECD.CD.I.A.3-5.1</b>	Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort).
<b>SL.3.4</b>	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.
<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>SECD.SD.II.A.3-5.5</b>	Recognize the needs of others and how those needs may differ from their own.
<b>SECD.SD.I.A.3-5.1</b>	Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment).
<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>SECD.SD.I.A.3-5.1</b>	Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment).
<b>SECD.CD.I.C.3-5.1.a</b>	Demonstrate and practice characteristics of a caring relationship.
<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>SL.3.4</b>	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.

<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>SECD.CD.I.C.3.3-5.1.c</b>	Describe the role of students in instances of bullying (bystanders, "up standers", students who bully, targets of bullying).
<b>SECD.CD.I.C.3-5.1.c</b>	Practice relationships in their family, school, and community that are caring.
<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>SECD.CD.I.C.3.3-5.1.c</b>	Describe the role of students in instances of bullying (bystanders, "up standers", students who bully, targets of bullying).
<b>SECD.CD.I.C.3.3-5.1.d</b>	Recognize and model how a bystander can be part of the problem or part of the solution by becoming an "up stander" (someone who stands up against injustice).
<b>SL.3.4</b>	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.
<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 12: "Kindness is More Powerful" p. 141</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SECD.CD.I.C.3.3-5.1.d</b>	Recognize and model how a bystander can be part of the problem or part of the solution by becoming an "up stander" (someone who stands up against injustice).
<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>	
<b>RL</b>	Reading: Literature
<b>RI</b>	Reading: Informational Text
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>SECD</b>	Social, Emotional, and Character Standards
<b>CD</b>	Character Development
<b>PD</b>	Personal Development
<b>SD</b>	Social Development