



# LOUISIANA 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.louisianabelieves.com/resources/library/academic-standards>

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

CODE	STANDARD
H.2-E-1	Identify the influence of culture on health practices and behaviors.
PE.5-E-1.2	Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments).
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
H.2-E-5.2	Discuss how and why media attempt to influence personal thoughts, feelings, and health choices.
PE.5-E-1.2	Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments).
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
H.8-E-1.1	Explain the importance of practicing positive health behaviors with your peers.
H.2-E-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.
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**

<b>CODE</b>	<b>STANDARD</b>
<b>H.8-E-1.1</b>	Explain the importance of practicing positive health behaviors with your peers.
<b>H.2-E-3</b>	Identify how peers can influence healthy and unhealthy behaviors.
<b>RI.3.9</b>	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.

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

<b>CODE</b>	<b>STANDARD</b>
<b>PE.6-E-2.2</b>	Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.
<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.

**LESSON 6: "Truly Cool" p. 229**

<b>CODE</b>	<b>STANDARD</b>
<b>PE.6-E-2.2</b>	Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.
<b>H.8-E-1.1</b>	Explain the importance of practicing positive health behaviors with your peers.
<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.

**LESSON 7: "My New Friend" p. 332**

<b>CODE</b>	<b>STANDARD</b>
<b>H.8-E-1.1</b>	Explain the importance of practicing positive health behaviors with your peers.
<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.

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

<b>CODE</b>	<b>STANDARD</b>
<b>PE.6-E-2.2</b>	Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.
<b>H.2-E-3</b>	Identify how peers can influence healthy and unhealthy behaviors.
<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.

**LESSON 9: "Embracing My Uniqueness" p. 180**

<b>CODE</b>	<b>STANDARD</b>
<b>H.1-E-1.1</b>	Define physical, emotional and social health.
<b>H.8-E-1.1</b>	Explain the importance of practicing positive health behaviors with your peers.
<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.

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

<b>CODE</b>	<b>STANDARD</b>
<b>H.4-E-4.2</b>	Identify adults in the school and community who can provide personal health guidance.
<b>PE.6-E-2.2</b>	Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.
<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.

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

<b>CODE</b>	<b>STANDARD</b>
<b>H.4-E-4.1</b>	List ways to ask for help in uncomfortable situations.
<b>H.6-E-1.3</b>	Report to the class a personal health goal and progress toward achieving that goal.
<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.

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

<b>CODE</b>	<b>STANDARD</b>
<b>H.4-E-4.2</b>	Identify adults in the school and community who can provide personal health guidance.
<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>H</b>	Health
<b>E</b>	Elementary cluster
<b>PE</b>	Physical Education
<b>RL</b>	Reading Standards for Literature
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>RI</b>	Reading Standards for Informational Text