



# NEBRASKA 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.education.ne.gov/academicstandards/index.html>

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

CODE	STANDARD
NHES2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
NHES4	Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.
LA 3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
LA 3.1.6.I	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
LA 3.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.

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

CODE	STANDARD
NHES2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
NHES4	Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.
LA 3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
LA 3.1.6.I	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
LA 3.1.6.I	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.

#### LESSON 3: "The Sweetest Thing" p. 65

CODE	STANDARD
NHES5	Students will demonstrate the ability to use decision-making skills to enhance health.
NHES2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
LA 3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
LA 3.1.6.I	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
LA 3.1.6.I	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
LA 3.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

#### LESSON 4: "My Bad Reputation" p. 278

CODE	STANDARD
SS 3.1.2.d	Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner.

<b>NHES2</b>	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
<b>NHES5</b>	Students will demonstrate the ability to use decision-making skills to enhance health.
<b>LA 3.1.6.h</b>	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
<b>LA 3.1.6.e</b>	Determine main ideas and supporting details from informational text and/or media.
<b>LESSON 5: "The Boy Who Had Everything" p. 329</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS 3.3.4.a</b>	Compare and contrast patterns of culture within your community (e.g., language, religion, food).
<b>LA 3.1.6.e</b>	Determine main ideas and supporting details from informational text and/or media.
<b>LESSON 6: "Truly Cool" p. 229</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS 3.3.4.a</b>	Compare and contrast patterns of culture within your community (e.g., language, religion, food).
<b>NHES7</b>	Students will demonstrate the ability to advocate for personal, family and community health.
<b>LA 3.1.6.l</b>	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
<b>LA 3.1.6.h</b>	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
<b>LA 3.2.2.b</b>	Provide evidence from literary or informational text to support ideas or opinions.
<b>LESSON 7: "My New Friend" p. 332</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS 3.1.2.d</b>	Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner.
<b>LA 3.1.6.l</b>	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
<b>LA 3.1.6.h</b>	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
<b>LA 3.2.2.a</b>	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
<b>LESSON 8: "Danny's Courage" p. 195</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS 3.3.4.a</b>	Compare and contrast patterns of culture within your community (e.g., language, religion, food).
<b>NHES2</b>	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
<b>LA 3.1.6.b</b>	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
<b>LA 3.2.2.b</b>	Provide evidence from literary or informational text to support ideas or opinions.
<b>LA 3.2.2.a</b>	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
<b>LESSON 9: "Embracing My Uniqueness" p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>

<b>SS 3.1.2.d</b>	Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner.
<b>NHES4</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.
<b>LA 3.1.6.b</b>	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
<b>LA 3.1.6.I</b>	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
<b>LA 3.2.2.a</b>	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

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

<b>CODE</b>	<b>STANDARD</b>
<b>NHES7</b>	Students will demonstrate the ability to advocate for personal, family and community health.
<b>SS 3.1.2.d</b>	Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner.
<b>LA 3.1.6.b</b>	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
<b>LA 3.2.2.a</b>	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

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

<b>CODE</b>	<b>STANDARD</b>
<b>NHES7</b>	Students will demonstrate the ability to advocate for personal, family and community health.
<b>NHES6</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
<b>LA 3.1.6.I</b>	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
<b>LA 3.1.6.e</b>	Determine main ideas and supporting details from informational text and/or media.

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

<b>CODE</b>	<b>STANDARD</b>
<b>NHES7</b>	Students will demonstrate the ability to advocate for personal, family and community health.
<b>LA 3.1.6.I</b>	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
<b>LA 3.1.6.e</b>	Determine main ideas and supporting details from informational text and/or media.

<b>CODE</b>	
<b>LA</b>	Language Arts
<b>NHES</b>	National Health Education Standards
<b>SS</b>	Social Studies