



# NEW JERSEY 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.state.nj.us/education/cccs/>

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

CODE	STANDARD
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
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
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
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
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, 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.
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
2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good

	citizenship) are important in the local and world community.
<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.
<b>LESSON 5: "The Boy Who Had Everything" p. 329</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>2.2.4.C.3</b>	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
<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>2.2.4.C.3</b>	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
<b>2.2.4.D.1</b>	Explain the impact of participation in different kinds of service projects on community wellness.
<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>2.1.4.E.4</b>	Summarize the causes of stress and explain ways to deal with stressful situations.
<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>2.2.4.C.3</b>	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
<b>2.2.4.B.3</b>	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and 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.
<b>LESSON 9: "Embracing My Uniqueness" p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>2.2.4.A.2</b>	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
<b>2.5.4.C.1</b>	Summarize the characteristics of good sportsmanship and demonstrate appropriate

	behavior as both a player and an observer.
<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>2.1.4.D.2</b>	Summarize the various forms of abuse and ways to get help.
<b>2.2.4.A.2</b>	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
<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>2.1.4.D.2</b>	Summarize the various forms of abuse and ways to get help.
<b>2.2.4.B.4</b>	Develop a personal health goal and track progress.
<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>2.1.4.D.1</b>	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
<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 Standards for Literature
<b>RI</b>	Reading Standards for Informational Text
<b>W</b>	Writing Standards
<b>SL</b>	Speaking and Listening Standards
<b>2.1</b>	Wellness (Comprehensive Health and Physical Education)
<b>2.2</b>	Integrated Skills (Comprehensive Health and Physical Education)
<b>2.5</b>	Motor Skill Development (Comprehensive Health and Physical Education)