



NEW MEXICO 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.ped.state.nm.us/standards/index.html>

LESSON 1: "A True Friend" p. 243

CODE	STANDARD
HE.1.4.3-4.4	Understand the influences of media and peer pressure on health.
HE.5.4.3-4.1	Identify respectful and caring acts of self and 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 (e.g., creating or solving a problem).
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 fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).

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

CODE	STANDARD
HE.1.2.3-4.1	Understand different emotions.
HE.5.4.3-4.1	Identify respectful and caring acts of self and 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 (e.g., creating or solving a problem).
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
HE.1.4.3-4.1	Understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition).
HE.1.1.3-4.4	List the steps associated with refusal skills and their relationship to the decision-making process.
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 (e.g., creating or solving a problem).
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/explanatory texts to examine a topic and convey ideas and information clearly.

LESSON 4: "My Bad Reputation" p. 278

CODE	STANDARD
HE.5.3.3-4.2	Demonstrate how to express feelings in a positive way.
HE.1.4.3-4.1	Understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition).
HE.1.1.3-4.1	Identify and understand how personal choices relate to health and how the

	consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.
RL.3.1	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
LESSON 5: "The Boy Who Had Everything" p. 329	
CODE	STANDARD
HE.5.3.3-4.1	Demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited).
RL.3.1	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
LESSON 6: "Truly Cool" p. 229	
CODE	STANDARD
HE.4.1.3-4.1	Describe qualities of different cultures in the school and community, and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
HE.1.1.3-4.2	Identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others).
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.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).
LESSON 7: "My New Friend" p. 332	
CODE	STANDARD
HE.3.1.3-4.3	Identify behaviors that promote healthy relationships (e.g., sharing, supporting, caring, listening).
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.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.
W.3.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).
LESSON 8: "Danny's Courage" p. 195	
CODE	STANDARD
HE.1.1.3-4.2	Identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others).
HE.3.6.3-4.2	Recognize how peer pressure can lead to dangerous or risky situations.
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 (e.g., creating or solving a

	problem).
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can).
W.3.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).
LESSON 9: "Embracing My Uniqueness" p. 180	
CODE	STANDARD
HE.1.5.3-4.2	Recognize common social health issues of children in same age group (e.g., peer pressure, relationships).
HE.5.1.3-4.3	Recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.
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 (e.g., creating or solving a problem).
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.
W.3.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).
LESSON 10: "The Girl Who Dared to Wish" p. 145	
CODE	STANDARD
HE.1.4.3-4.3	Know how to access help (e.g., dial 911 in an emergency, trusted adult).
HE.1.2.3-4.2	Recognize compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs).
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 (e.g., creating or solving a problem).
W.3.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).
LESSON 11: "Bullied to a Better Life" p. 148	
CODE	STANDARD
HE.2.1.3-4.4	Identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult).
HE.6.4.3-4.1	Identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
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.3.1	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.
LESSON 12: "Kindness is More Powerful" p. 141	
CODE	STANDARD
HE.2.2.3-4.3	Recognize unsafe environments/situations.

RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.1	Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.

CODE	
RL	Reading: Literature
RI	Reading: Informational Text
W	Writing
SL	Speaking and Listening
HE	Health Education