



NORTH DAKOTA 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): <https://www.nd.gov/dpi/Administrators/assessment/unit/>

LESSON 1: "A True Friend" p. 243

CODE	STANDARD
H.3.2.2	Explain how the family, school, and community influence personal health (e.g., family promotes personal health, school educates the youth, community provides resources).
PE.S4.E4.3a	Works cooperatively with 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
H.3.2.3	Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day).
PE.S4.E4.3a	Works cooperatively with 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
H.3.4.1	Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust).
H.3.1.2	Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings).
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
H.3.4.1	Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust).
H.3.3.2	Explain the effects that peer pressure has on personal health (e.g., refusal skills).
H.3.1.2	Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings).

RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RL.3.1	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	
CODE	STANDARD
H.3.4.1	Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust).
RL.3.1	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	
CODE	STANDARD
H.3.4.1	Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust).
SS.3.3.1	Identify ways families and communities cooperate and compromise (e.g., fundraisers, food pantries, living within your means) to meet needs and wants.
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.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LESSON 7: "My New Friend" p. 332	
CODE	STANDARD
H.3.1.2	Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings).
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.
W.3.3	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	
CODE	STANDARD
SS.3.6.2	Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore).
SS.3.6.1	Identify the varying roles (e.g., parent, teacher, brother/sister, student, girl/boy scout, community volunteer) that individuals play in various groups (i.e., family, school, and communities).
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.
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.3	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	

CODE	STANDARD
H.3.4.1	Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust).
H.3.1.2	Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings).
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.
W.3.3	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

CODE	STANDARD
H.3.4.2	Explain when to communicate with responsible adults about health and safety decisions (e.g., stranger danger, good touch, bad touch, internet).
H.3.4.1	Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust).
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.
W.3.3	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

CODE	STANDARD
H.3.3.3	Describe non-violent strategies to deal with conflicts and disputes (e.g., talking out the issue, controlling emotions, seeking a mediator).
H.3.5.1	Describe how to use goal setting to enhance personal health (e.g., increasing activity, making healthy food choices, improving endurance, flexibility, and strength).
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, referring explicitly to the text as the basis for the answers.

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

CODE	STANDARD
H.3.2.5	Describe the characteristics of threatening situations (e.g., bullying, harassment, internet sites).
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, referring explicitly to the text as the basis for the answers.

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

PE	Physical Education
SS	Social Studies