



OKLAHOMA 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://ok.gov/sde/oklahoma-academic-standards>

LESSON 1: "A True Friend" p. 243

CODE	STANDARD
HSE.4.3	Describe how media influences thoughts, feelings, and health/safety behaviors.
HSE.5.5	Identify the skills needed to be a responsible friend and family member. (e.g., helping others, sharing, doing chores).
3.3.R.3	Find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, characters, characterization, theme.
3.7.R.1	Locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.7.W	Create multimodal texts to communicate knowledge and develop arguments.

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

CODE	STANDARD
HSE.5.9	Describe how media influences thoughts, feelings, and health/safety behaviors.
HSE.5.5	Identify the skills needed to be a responsible friend and family member. (e.g., helping others, sharing, doing chores).
3.3.R.3	Find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, characters, characterization, theme.
3.7.R.1	Locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.

LESSON 3: "The Sweetest Thing" p. 65

CODE	STANDARD
HSE.5.7	Describe healthy ways to handle feelings and emotions.
HSE.3.10	Describe and compare behaviors that are safe to those that are risky or harmful.
3.3.R.3	Find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, characters, characterization, theme.
3.7.R.1	Locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
SS.PALS.B.6	Distinguish their own point of view from that of the author of a primary or secondary text.
3.3.W.1	Write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).

LESSON 4: "My Bad Reputation" p. 278

CODE	STANDARD
HSE.5.5	Identify the skills needed to be a responsible friend and family member. (e.g., helping others, sharing, doing chores).
HSE.4.5	Identify and define bullying behaviors.
HSE.3.10	Describe and compare behaviors that are safe to those that are risky or harmful.

3.2.R.2	Compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
3.2.R.3	Summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
LESSON 5: "The Boy Who Had Everything" p. 329	
CODE	STANDARD
HSE.5.2	Demonstrate care and consideration of others.
3.2.R.3	Summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
LESSON 6: "Truly Cool" p. 229	
CODE	STANDARD
HSE.5.2	Demonstrate care and consideration of others.
HSE.5.5	Identify the skills needed to be a responsible friend and family member. (e.g., helping others, sharing, doing chores).
3.7.R.1	Locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.2.R.2	Compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
3.7.W	Create multimodal texts to communicate knowledge and develop arguments.
LESSON 7: "My New Friend" p. 332	
CODE	STANDARD
HSE.5.3	Utilize positive communications skills when expressing needs, wants, and feelings.
3.7.R.1	Locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.2.R.2	Compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
3.8.W	Write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
LESSON 8: "Danny's Courage" p. 195	
CODE	STANDARD
HSE.4.2	Examine cultural differences that impact health and safety practices.
HSE.4.3	Describe how media influences thoughts, feelings, and health/safety behaviors.
3.3.R.3	Find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, characters, characterization, theme.
3.7.W	Create multimodal texts to communicate knowledge and develop arguments.
3.8.W	Write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
LESSON 9: "Embracing My Uniqueness" p. 180	
CODE	STANDARD
HSE.5.1	Interpret various kinds of verbal and nonverbal communication.
HSE.5.5	Identify the skills needed to be a responsible friend and family member. (e.g., helping others, sharing, doing chores).
3.3.R.3	Find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, characters, characterization, theme.

3.7.R.1	Locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.3.W.2	Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.
LESSON 10: "The Girl Who Dared to Wish" p. 145	
CODE	STANDARD
HSE.4.7	Understand how to report bullying behaviors.
HSE.4.2	Demonstrate care and consideration of others.
3.3.R.3	Find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, characters, characterization, theme.
LESSON 11: "Bullied to a Better Life" p. 148	
CODE	STANDARD
HSE.4.7	Understand how to report bullying behaviors.
HSE.6.4	Establish a personal health goal and track progress toward its achievement.
3.7.R.1	Locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.2.R.3	Summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
LESSON 12: "Kindness is More Powerful" p. 141	
CODE	STANDARD
HSE.4.6	Practice skills to defuse and avoid a "bully."
SS.PALS.B.6	Distinguish their own point of view from that of the author of a primary or secondary text.
3.2.R.3	Summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.

CODE	
HSE	Health/Safety Education
R	Reading
SS	Social Studies
PALS	Process and Literacy Skills
W	Writing