



SOUTH CAROLINA 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://ed.sc.gov/agency/ccr/Standards-Learning/>

LESSON 1: "A True Friend" p. 243

CODE	STANDARD
HE.M-3.2.2	Identify ways that the media influences an individual's thoughts, feelings, self-concept, and health behaviors.
HE.M-3.1.3	Identify healthy ways to communicate (including verbal, nonverbal, and written).
RL.MC.3.8.1	Use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot and explain the influence of cultural and historical context on characters, setting, and plot development.
C.MC.3.2.2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
W.MCC.3.1	Write arguments to support claims with clear reasons and relevant evidence.

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

CODE	STANDARD
HE.M-3.2.1	Identify various sources that influence an individual's mental, emotional, and social health behaviors.
HE.M-3.1.3	Identify healthy ways to communicate (including verbal, nonverbal, and written).
RL.MC.3.8.1	Use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot and explain the influence of cultural and historical context on characters, setting, and plot development.
C.MC.3.2.2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
W.LCS.3.11.2	Compare and contrast the reader's point of view to that of the narrator or a character.

LESSON 3: "The Sweetest Thing" p. 65

CODE	STANDARD
HE.M-3.7.1	Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).
HE.P-3.5.2	Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.
RL.MC.3.8.1	Use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot and explain the influence of cultural and historical context on characters, setting, and plot development.
C.MC.3.2.2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
W.LCS.3.11.2	Compare and contrast the reader's point of view to that of the narrator or a character.
W.MCC.3.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LESSON 4: "My Bad Reputation" p. 278

CODE	STANDARD
HE.M-3.1.3	Identify healthy ways to communicate (including verbal, nonverbal, and written).
HE.M-3.2.1	Identify various sources that influence an individual's mental, emotional, and social

	health behaviors.
HE.P-3.5.2	Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.
RI.MC.3.7.1	Compare and contrast diverse texts on the same topic, idea, or concept.
W.MC.3.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
LESSON 5: "The Boy Who Had Everything" p. 329	
CODE	STANDARD
HE.M-3.7.1	Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).
W.MC.3.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
LESSON 6: "Truly Cool" p. 229	
CODE	STANDARD
HE.M-3.2.1	Identify various sources that influence an individual's mental, emotional, and social health behaviors.
HE.M-3.7.1	Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).
C.MC.3.2.2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
RI.MC.3.7.1	Compare and contrast diverse texts on the same topic, idea, or concept.
RL.MCC.3.1	Write arguments to support claims with clear reasons and relevant evidence.
LESSON 7: "My New Friend" p. 332	
CODE	STANDARD
HE.M-3.1.3	Identify healthy ways to communicate (including verbal, nonverbal, and written).
C.MC.3.2.2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
RI.MC.3.7.1	Compare and contrast diverse texts on the same topic, idea, or concept.
W.MCC.3.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LESSON 8: "Danny's Courage" p. 195	
CODE	STANDARD
HE.M-3.7.1	Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).
HE.M-3.2.1	Identify various sources that influence an individual's mental, emotional, and social health behaviors.
RL.MC.3.8.1	Use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot and explain the influence of cultural and historical context on characters, setting, and plot development.
RL.MCC.3.1	Write arguments to support claims with clear reasons and relevant evidence.
W.MCC.3.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LESSON 9: "Embracing My Uniqueness" p. 180	
CODE	STANDARD
HE.M-3.1.3	Identify healthy ways to communicate (including verbal, nonverbal, and written).
HE.M-3.7.1	Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).

RL.MC.3.8.1	Use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot and explain the influence of cultural and historical context on characters, setting, and plot development.
C.MC.3.2.2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
W.MCC.3.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LESSON 10: "The Girl Who Dared to Wish" p. 145	
CODE	STANDARD
HE.M-3.4.2	Practice ways to ask for assistance in harmful situations or relationships.
HE.M-3.7.1	Demonstrate behaviors that promote healthy relationships with families and peers (for example, communication, honesty).
RL.MC.3.8.1	Use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot and explain the influence of cultural and historical context on characters, setting, and plot development.
W.MCC.3.3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LESSON 11: "Bullied to a Better Life" p. 148	
CODE	STANDARD
HE.I-3.7.5	Describe ways to deal with bullying and violence.
HE.N-3.6.2	Set a goal to choose healthy foods and be physically active.
C.MC.3.2.2	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
W.MC.3.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.
LESSON 12: "Kindness is More Powerful" p. 141	
CODE	STANDARD
HE.I-3.7.5	Describe ways to deal with bullying and violence.
W.LCS.3.11.2	Compare and contrast the reader's point of view to that of the narrator or a character.
W.MC.3.5.1	Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.

CODE	
HE	Health
M	Mental, Emotional, and Social Health
I	Injury Prevention and Safety
P	Personal and Community Health
W	Writing Standards
C	Communication Standards
RI	Reading Informational Text Standards
RL	Reading Literature Standards
PR	Principles of Reading
MC	Meaning and Context
MCC	Meaning, Context, and Craft
LCS	Language, Craft, and Structure

