



TEXAS 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://tea.texas.gov/index2.aspx?id=6148>

LESSON 1: "A True Friend" p. 243

CODE	STANDARD
115.5.8A	Distinguish between positive and negative peer pressures and their effects on personal health behaviors.
110.14.31	Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.
110.14.7	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
110.14.19	Students write about their own experiences. Students are expected to write about important personal experiences.
110.14.18	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

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

CODE	STANDARD
115.5.8A	Distinguish between positive and negative peer pressures and their effects on personal health behaviors.
110.14.31	Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.
110.14.7	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
110.14.19	Students write about their own experiences. Students are expected to write about important personal experiences.

LESSON 3: "The Sweetest Thing" p. 65

CODE	STANDARD
115.5.9	The student uses social skills in building and maintaining healthy and respectful relationships.
115.5.8	The student understands how relationships can positively and negatively influence individual and community health.
110.14.7	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
110.14.19	Students write about their own experiences. Students are expected to write about important personal experiences.

110.14.18	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
LESSON 4: "My Bad Reputation" p. 278	
CODE	STANDARD
115.5.9	The student uses social skills in building and maintaining healthy and respectful relationships.
115.5.8	The student understands how relationships can positively and negatively influence individual and community health.
110.14.9A	Describe similarities and differences in the plots and settings of several works by the same author.
110.14.9B	Describe main characters in works of fiction, including their traits, motivations, and feelings.
110.14.8A	Sequence and summarize the plot's main events and explain their influence on future events.
LESSON 5: "The Boy Who Had Everything" p. 329	
CODE	STANDARD
115.5.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
110.14.5	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
LESSON 6: "Truly Cool" p. 229	
CODE	STANDARD
115.5.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
115.5.9	The student uses social skills in building and maintaining healthy and respectful relationships.
110.14.13	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.
110.14.9A	Describe similarities and differences in the plots and settings of several works by the same author.
110.14.9B	Describe main characters in works of fiction, including their traits, motivations, and feelings.
110.14.18	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
LESSON 7: "My New Friend" p. 332	
CODE	STANDARD
115.5.9A	Demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue.
110.14.13	Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.
110.14.9A	Describe similarities and differences in the plots and settings of several works by the same author.
110.14.9B	Describe main characters in works of fiction, including their traits, motivations, and feelings.

110.14.18B	Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
LESSON 8: "Danny's Courage" p. 195	
CODE	STANDARD
115.5.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
115.5.8	The student understands how relationships can positively and negatively influence individual and community health.
110.14.3.7	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
110.14.3.18	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
110.14.3.18B	Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
LESSON 9: "Embracing My Uniqueness" p. 180	
CODE	STANDARD
115.5.9A	Demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue.
115.5.9C	Explain how to be a good friend.
110.14.7	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
110.14.19	Students write about their own experiences. Students are expected to write about important personal experiences.
110.14.18	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
LESSON 10: "The Girl Who Dared to Wish" p. 145	
CODE	STANDARD
115.5.5A	Demonstrate the ability to locate resources from parents and family members, school, and the community.
115.5.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
110.14.7	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
110.14.20B	Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).
LESSON 11: "Bullied to a Better Life" p. 148	
CODE	STANDARD
115.5.9E	Identify ways to communicate with parents/trusted adults about health concerns.
115.5.1F	Explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.
110.14.19	Students write about their own experiences. Students are expected to write about important personal experiences.
110.14.8A	Sequence and summarize the plot's main events and explain their influence on future

	events.
LESSON 12: "Kindness is More Powerful" p. 141	
CODE	STANDARD
115.5.9E	Identify ways to communicate with parents/trusted adults about health concerns.
110.14.19	Students write about their own experiences. Students are expected to write about important personal experiences.
110.14.5	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

CODE	
110.14	English Language Arts and Reading, Grade 3
115.5	Health Education, Grade 3

Effective 2015