



# WISCONSIN 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://dpi.wi.gov/standards>

#### LESSON 1: "A True Friend" p. 243

CODE	STANDARD
HE.2:2:A1	Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.
PE.G:4:2	Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior.
CC.3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CC.3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.
CC.3.W.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
HE.4:2	Demonstrate interpersonal communication skills.
PE.G:4:2	Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior
CC.3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CC.3.RL.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.4:2	Demonstrate interpersonal communication skills.
CC.3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CC.3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.
CC.3.W.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.4:2	Demonstrate interpersonal communication skills.
CC.3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
CC.3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

#### LESSON 5: "The Boy Who Had Everything" p. 329

CODE	STANDARD
PE.G:4:2	Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior.
CC.3.RL.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
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<b>PE.G:4:2</b>	Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior.
<b>CC.3.W.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>CC.3.RI.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>CC.3.W.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.

**LESSON 7: "My New Friend" p. 332**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4:2</b>	Demonstrate interpersonal communication skills.
<b>CC.3.W.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>CC.3.RI.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>CC.3.W.3</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>PE.G:4:2</b>	Demonstrate acceptance of the skill and ability of others through verbal and nonverbal behavior.
<b>PE.G:4:3</b>	Indicate respect for persons from different backgrounds and the cultural significance as they contribute to various games, dances, and physical activities.
<b>CC.3.RL.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>CC.3.W.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<b>CC.3.W.3</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4:2</b>	Demonstrate interpersonal communication skills.
<b>CC.3.RL.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>CC.3.RL.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>CC.3.W.3</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4:2:A2</b>	Describe how to ask for assistance.
<b>HE.4:2</b>	Demonstrate interpersonal communication skills.
<b>CC.3.RL.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>CC.3.W.3</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4:2:B3</b>	Discuss nonviolent strategies to reduce, manage, or resolve conflict.
<b>HE.6:2:B</b>	Practice appropriate goal-setting skills to achieve a personal health goal.
<b>CC.3.RL.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.

<b>CC.3.RI.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>LESSON 12: "Kindness is More Powerful" p. 141</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4:2:B3</b>	Discuss nonviolent strategies to reduce, manage, or resolve conflict.
<b>CC.3.RL.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>CC.3.RL.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<b>CODE</b>	
CC	Common Core
HE	Health Education
PE	Physical Education
RL	Reading Literature
RI	Reading Informational Text
W	Writing

*Effective 2015*