



# ILLINOIS 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://www.isbe.state.il.us/ils/Default.htm>

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

CODE	STANDARD
PDH.22.B.2a	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
PDH.21.B.2a	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
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.
RL.6	Distinguish their own point of view from that of the narrator or those of the characters.
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
PDH.22.B.2a	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
PDH.21.B.2a	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
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.
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
PDH.24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
PDH.22.B.2a	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
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.
RL.6	Distinguish their own point of view from that of the narrator or those of the characters.
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
PDH.24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
PDH.22.B.2a	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
PDH.24.A.2a	Identify causes and consequences of conflict among youth.
RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
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
PDH.24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>LESSON 6: "Truly Cool" p. 229</b>	
CODE	STANDARD
PDH.24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
PDH.22.B.2a	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<b>LESSON 7: "My New Friend" p. 332</b>	
CODE	STANDARD
PDH.24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 8: "Danny's Courage" p. 195</b>	
CODE	STANDARD
PDH.24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
PDH.22.B.2a	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
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.
W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 9: "Embracing My Uniqueness" p. 180</b>	
CODE	STANDARD
PDH.24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
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.
RL.6	Distinguish their own point of view from that of the narrator or those of the characters.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 10: "The Girl Who Dared to Wish" p. 145</b>	
CODE	STANDARD

<b>PDH.24.C.2a</b>	Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).
<b>PDH.22.B.2a</b>	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
<b>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>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>PDH.24.C.2a</b>	Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation)
<b>PDH.20.C.2a</b>	Set a personal health-related fitness goal.
<b>RL.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>RI.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.

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

<b>CODE</b>	<b>STANDARD</b>
<b>PDH.24.C.2a</b>	Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).
<b>RL.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>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>	
<b>RL</b>	Reading Literature
<b>RI</b>	Reading Informational Text
<b>W</b>	Writing
<b>PDH</b>	Physical Development and Health

*Effective 2015.*