



ALASKA STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 4

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source Link: <https://education.alaska.gov/akstandards/#c3gtabs-standards>

LESSON 1: "Thanks Y'All!" p. 247

CODE	STANDARD
HL.B.6	Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
SL.4.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

LESSON 2: "Friends Forever" p. 254

CODE	STANDARD
H.B.1.d	Comprehend the consequences of peace and violent conflict to societies and their cultures.
HL.C.1	Resolve conflicts responsibly.
HL.C.3	Evaluate how similarities and differences among individuals contribute to relationships.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LESSON 3: "Start with the Truth" p. 287

CODE	STANDARD
HL.B.1	Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.
RL.4.2	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LESSON 4: "Alone" p. 77

CODE	STANDARD
HL.C.2	Communicate effectively within relationships.
HL.C.5	Understand how attitude and behavior affect the well-being of self and others.
HL.B.6	Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.
W.4.9.a	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

LESSON 5: "The Carriage House" p. 299

CODE	STANDARD
HL.C.2	Communicate effectively within relationships.
HL.C.5	Understand how attitude and behavior affect the well-being of self and others.
RI.4.3	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts

	in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
W.4.3	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
LESSON 6: "Proud to be Your Sister" p. 115	
CODE	STANDARD
HL.D.5	Describe how volunteer service at all ages can enhance community wellbeing.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
LESSON 7: "Losing an Enemy" p. 163	
CODE	STANDARD
GC.E.7	Implement ways of solving problems and resolving conflict.
HL.B.6	Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.
W.4.3.a	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
LESSON 8: "Embracing My Uniqueness" p. 180	
CODE	STANDARD
E.B.1	Identify and appreciate personal interests, aptitudes, abilities, and priorities.
E.A.1	Develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self-discipline, initiative, reliability, accuracy, productivity, respect, and perseverance.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LESSON 9: "More Than Good Enough" p. 192	
CODE	STANDARD
HL.C.4	Understand how respect for the rights of self and others contributes to relationships.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
LESSON 10: "On Top of the World" p. 9	
CODE	STANDARD
E.A.1	Develop and maintain a work ethic necessary for success in the workplace that includes

	honesty, integrity, dependability, punctuality, self-discipline, initiative, reliability, accuracy, productivity, respect, and perseverance.
E.B.4	Identify education and/or training needed for career options and advancement, and develop a career plan.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.4.9.a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
LESSON 11: “The Last Runner” p. 36	
CODE	STANDARD
HL.A.6	Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being.
HL.A.1	Understand that a person’s well-being is the integration of health knowledge, attitudes, and behaviors.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
LESSON 12: “Then and Now” p. 358	
CODE	STANDARD
HL.A.6	Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well being.
A.B3	Perform, present, and/or produce artistic work.
RL.4.2	Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.

CODE	
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
HL	Skills for a Healthy Life
A	Arts
GC	Government and Civics
H	History