



# ARIZONA 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(s): <http://www.azed.gov/standards-practices>

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

CODE	STANDARD
3.HE.4.3.PO 1	Demonstrate how to ask for assistance to enhance personal health.
3.HE.2.1.PO 4	Describe how the school and community can support personal health practices and behaviors.
W.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.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

#### LESSON 2: "Friends Forever" p. 254

CODE	STANDARD
3.HE.2.1.PO 3	Describe how peers can influence healthy and unhealthy behaviors.
3.HE.4.2.PO 1	Demonstrate nonviolent strategies to manage or resolve conflict.
3.HE.4.1.PO 1	Demonstrate effective verbal and nonverbal communication skills to enhance health.
W.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 3: "Start with the Truth" p. 287

CODE	STANDARD
3.HE.5.2.PO 4	Predict the potential outcomes of each option when making a health-related decision.
RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
SL.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
3.HE.5.2.PO 4	Predict the potential outcomes of each option when making a health-related decision.
4.PE.S4.E1.4	Exhibits responsible behavior in independent group situations.
3.HE.2.1.PO 1	Describe how the family influences personal health practices and behaviors.
W.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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
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<b>3.HE.5.2.PO 4</b>	Predict the potential outcomes of each option when making a health-related decision.
<b>4.PE.S4.E1.4</b>	Exhibits responsible behavior in independent group situations.
<b>RI.3</b>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
<b>W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 6: "Proud to be Your Sister" p. 115</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.HE.8.1.PO 2</b>	Encourage others to make positive health choices.
<b>RL.3</b>	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).
<b>W.5</b>	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.)
<b>LESSON 7: "Losing an Enemy" p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.HE.4.2.PO 1</b>	Demonstrate nonviolent strategies to manage or resolve conflict.
<b>3.HE.2.1.PO 4</b>	Describe how the school and community can support personal health practices and behaviors.
<b>W.3.1</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.5</b>	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.)
<b>LESSON 8: "Embracing My Uniqueness" p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.HE.7.1.PO 1</b>	Identify responsible personal health behaviors.
<b>3.HE.7.2.PO 1</b>	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
<b>RL.3</b>	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).
<b>W.4</b>	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.)
<b>LESSON 9: "More Than Good Enough" p. 192</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.HE.4.1.PO 2</b>	Demonstrate refusal skills that avoid or reduce health risks.
<b>RL.3</b>	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).
<b>W.9.a</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").
<b>W.5</b>	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.)
<b>LESSON 10: “On Top of the World” p. 9</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.HE.1.1.PO 1</b>	Describe the relationship between healthy behaviors and personal health.
<b>3.HE.6.2.PO 1</b>	Set a personal health goal and track progress toward its achievement.
<b>RI.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>W.9.a</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].").
<b>LESSON 11: “The Last Runner” p. 36</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.HE.52.PO 3</b>	List healthy options to health-related issues or problems.
<b>3.HE.1.2.PO 1</b>	Identify examples of emotional, intellectual, physical, and social health.
<b>RI.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LESSON 12: “Then and Now” p. 358</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.HE.52.PO 3</b>	List healthy options to health-related issues or problems.
<b>4.PE.S4.E3.b</b>	Praises others for their success in movement performance.
<b>RL.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

<b>CODE</b>	
<b>HE</b>	Health
<b>PE</b>	Physical Education
<b>RI</b>	Reading Informational Text
<b>RL</b>	Reading Literature
<b>SL</b>	Speaking and Listening
<b>W</b>	Writing