



CALIFORNIA 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.cde.ca.gov/be/st/ss/>

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

CODE	STANDARD
HE.4.1.7.S	Describe ways to seek assistance if worried, abused, or threatened.
HE.4.5.4.S	Evaluate how following family, school, and community rules can impact safety.
CC.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
CC.SL.4.1	Engage effectively in a range of collaborative.

LESSON 2: "Friends Forever" p. 254

CODE	STANDARD
HE.4.1.2.S	Identify behaviors that may lead to conflict with other.
HE.4.5.2.S	Examine the consequences of bullying and harassment.
HE.4.5.3.S	Analyze the benefits of using nonviolent means to resolve conflicts.
HE.4.1.18.S	Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.
CC.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 3: "Start with the Truth" p. 287

CODE	STANDARD
HE.4.5.2.S	Examine the consequences of bullying and harassment.
CC.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CC.SL.4.4.a	Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.

LESSON 4: "Alone" p. 77

CODE	STANDARD
HE.4.1.2.S	Identify behaviors that may lead to conflict with others.
HE.4.1.4.S	Examine the effects of bullying and harassment on others.
HE.4.3.3.S	Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).
CC.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LESSON 5: "The Carriage House" p. 299

CODE	STANDARD
HE.4.1.2.S	Identify behaviors that may lead to conflict with others.
HE.4.1.4.S	Examine the effects of bullying and harassment on others.
CC.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].")
CC.W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or

	characters; organize an event sequence that unfolds naturally.
LESSON 6: "Proud to be Your Sister" p. 115	
CODE	STANDARD
HE.4.8.1.S	Encourage specific measures to improve home or school safety.
CC.W.4.9.b	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CC.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
HE.4.1.18.S	Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.
HE.4.3.3.S	Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department).
CC.W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CC.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CC.W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
CC.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
PE.4.5	Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
CC.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).
CC.W.4.4	Produce clear and coherent writing (including multiple-paragraph texts) 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.)
CC.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 9: "More Than Good Enough" p. 192	
CODE	STANDARD
HE.4.4.1.S	Demonstrate the ability to use refusal skills in risky situations.
CC.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].").
CC.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].").
CC.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
PE.4.5.3	Accept responsibility for one's own performance without blaming others.
PE.4.5.1	Set a personal goal to improve an area of health-related physical fitness and work toward that goal in non-school time.
CC.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).
CC.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LESSON 11: "The Last Runner" p. 36

CODE	STANDARD
PE.4.5	Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
HE.4.2.1.S	Analyze how emotions contribute to both safe and violent behaviors.
CC.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LESSON 12: "Then and Now" p. 358

CODE	STANDARD
PE.4.5	Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
PE.4.5.6	Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities.
CC.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CODE	
CC	Common Core
RL	Reading Literature
RI	Reading Information
W	Writing
SL	Speaking and Listening
HE	Health
PE	Physical Education

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