



DELAWARE 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.doe.k12.de.us/domain/200>

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

| CODE | STANDARD |
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| HE.4.4 | Demonstrate how to ask for assistance to enhance personal health. |
| HE.1.3 | Describe ways in which a safe and healthy school and community environment can promote personal health. |
| 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.4.1 | 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 |
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| HE.2.2 | Express how peers can influence healthy and unhealthy behaviors. |
| HE.4.3 | Recognize the benefits of non-violent strategies to manage or resolve conflict. |
| HE.4.1 | Demonstrate effective verbal and non-verbal communication skills to enhance health. |
| 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 |
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| HE.5.6 | Describe the outcome(s) of a health-related decision. |
| RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| 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 |
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| HE.1.2 | Identify indicators of intellectual, emotional, social, and physical health. |
| HE.5.4 | Predict outcomes of each option when making health-related decision. |
| HE.2.3 | Describe how the school and community support personal health practices. |
| W.4.9a | 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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| HE.1.2 | Identify indicators of intellectual, emotional, social, and physical health. |
| HE.5.4 | Predict outcomes of each option when making health-related decision. |

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| RI.4.3 | 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. |
| W.4.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| LESSON 6: "Proud to be Your Sister" p. 115 | |
| CODE | STANDARD |
| HE.8.2 | Encourage others in making positive health choices. |
| 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 on pages 28 and 29 [of the CCSS]). |
| LESSON 7: "Losing an Enemy" p. 163 | |
| CODE | STANDARD |
| HE.4.3 | Recognize the benefits of non-violent strategies to manage or resolve conflict. |
| HE.2.3 | Describe how the school and community support personal health practices. |
| W.4.3a | Orient the reader by establishing a 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 on pages 28 and 29 [of the CCSS]). |
| LESSON 8: "Embracing My Uniqueness" p. 180 | |
| CODE | STANDARD |
| HE.7.1 | Identify responsible personal health behaviors. |
| HE.7.2 | Consider a variety of healthy practices to maintain or improve personal health. |
| 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 |
| HE.4.2 | Demonstrate refusal skills to avoid or reduce health risks. |
| 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 on pages 28 and 29 [of the CCSS]). |
| LESSON 10: "On Top of the World" p. 9 | |
| CODE | STANDARD |

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| HE.7.2 | Consider a variety of healthy practices to maintain or improve personal health. |
| HE.6.1 | Set a personal health goal and track progress toward its achievement. |
| RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| W.4.9a | 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 |
| HE.1.1 | Describe the relationship between healthy behaviors and personal health. |
| HE.1.2 | Identify indicators of intellectual, emotional, social, and physical health. |
| RI.4.2 | 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 |
| HE.1.1 | Describe the relationship between healthy behaviors and personal health. |
| PE.3-5.5 | Exhibits responsible personal and social behavior that respects self and others in physical activity settings. |
| RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |

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| CODE | |
| RL | Reading: Literature |
| RI | Reading: Informational Text |
| SL | Speaking and Listening |
| W | Writing |
| PE | Physical Education |
| HE | Health Education |