



# FLORIDA STANDARDS ALIGNMENT DOCUMENT

## *Chicken Soup for the Soul Hallway Heroes*

### GRADE 4

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

Source Link(s): [www.fldoe.org/academics/standards/florida-standards/educator-resources.stml](http://www.fldoe.org/academics/standards/florida-standards/educator-resources.stml)

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

CODE	STANDARD
HE.4.P.8.1	Assist others to make positive health choices.
HE.4.C.2.3	Explain the important roles that school and community play in health practices and behavior.
LAFS.4.W.3.8	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.
LAFS.4.SL.1.1	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
HE.4.C.2.2	Explain the important role that friends/peers may play in health practices and behaviors.
HE.4.B.5.1	Identify circumstances that can help or hinder healthy decision making.
HE.4.B.4.3	Discuss nonviolent strategies to manage or resolve conflict.
HE.4.B.4	Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.
HE.4.C.2.2	Explain the important role that friends/peers may play in health practices and behaviors.
LAFS.4.W.3.9.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 detail in the text [e.g., a character's thoughts, words, or actions].").

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

CODE	STANDARD
HE.4.B.5.1	Identify circumstances that can help or hinder healthy decision making.
LAFS.4.RI.2.5	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.
LAFS.4.SL.2.4	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
HE.4.B.5.3	Predict the potential short-term impact of each option on self and others when making a health-related decision.
HE.4.C.2	Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
LAFS.4.W.3.9.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
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<b>HE.4.B.5.3</b>	Predict the potential short-term impact of each option on self and others when making a health-related decision.
<b>LAFS.4.W.3.9.</b>	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 detail in the text [e.g., a character’s thoughts, words, or actions].”).
<b>LAFS.4.W.1.3</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>LESSON 6: “Proud to be Your Sister” p. 115</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.C.1.2</b>	Identify examples of mental/emotional, physical, and social health.
<b>LAFS.4.RL.1.3</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>LAFS.4.W.2.5</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 on pages 28 and 29.)
<b>LESSON 7: “Losing an Enemy” p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.B.4.3</b>	Discuss nonviolent strategies to manage or resolve conflict.
<b>HE.4.C.2.1</b>	Explain the importance of family on health practices and behaviors.
<b>HE.4.C.2.2</b>	Explain the important role that friends/peers may play in health practices and behaviors.
<b>HE.4.C.2.3</b>	Explain the important roles that school and community play in health practices and behaviors.
<b>LAFS.4.W.1.3.a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>LAFS.4.W.1.3.b</b>	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
<b>LAFS.4.W.1.3.c</b>	Use a variety of transitional words and phrases to manage the sequence of events.
<b>LAFS.4.W.1.3.d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>LAFS.4.W.1.3.e</b>	Provide a conclusion that follows from the narrated experiences or events.
<b>LAFS.4.W.2.5</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 on pages 28 and 29.)
<b>LESSON 8: “Embracing My Uniqueness” p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.P.7</b>	Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
<b>LAFS.4.RL.1.3</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>LAFS.4.W.2.4</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>HE.4.C.1.2</b>	Identify examples of mental/emotional, physical, and social health.
<b>LAFS.4.RL.1.3</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>LAFS.4.W.3.9.a</b>	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>LAFS.4.W.2.5</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 on pages 28 and 29.)
<b>LESSON 10: “On Top of the World” p. 9</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.C.1.2</b>	Identify examples of mental/emotional, physical, and social health.
<b>HE.4.B.6.1</b>	Create a personal health goal and track progress toward achievement.
<b>LAFS.4.RI.3.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>LAFS.4.W.3.9.a</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>LESSON 11: “The Last Runner” p. 36</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.B.6</b>	Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.
<b>HE.4.C.1.2</b>	Identify examples of mental/emotional, physical, and social health.
<b>LAFS.4.RI.1.2</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>HE.4.B.6.1</b>	Create a personal health goal and track progress toward achievement.
<b>HE.4.B.6.2</b>	Categorize resources that could assist in achieving a small group personal health goal.
<b>LAFS.4.RL.1.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

<b>CODE</b>	
<b>LAFS</b>	Language Arts Florida Standards
<b>RL</b>	Reading Literature
<b>RI</b>	Reading Information
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>HE</b>	Health Education
<b>C</b>	Health Literacy Concepts
<b>B</b>	Health Literacy Responsible Behavior
<b>P</b>	Health Literacy Promotion

*Effective 2015.*