



# HAWAII 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://165.248.72.55/hcpsv3>, <http://standardstoolkit.k12.hi.us/common-core/language-arts/>

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

CODE	STANDARD
HE.3-5.2.1	Explain where health information can be found in the home, school, and community.
HE.3-5.4.1	Identify internal and external factors that influence health behaviors and health-related decisions.
4.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.
4.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
HE.3-5.5.2	Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment).
HE.3-5.5.3	Know how to use appropriate non-violent strategies to deal with conflict and dispute.
HE.3-5.5.1	Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings.
4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CODE	STANDARD
HE.3-5.3.2	Evaluate behaviors that are safe, risky, or harmful to self and others.
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.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
HE.3-5.5.1	Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings.
HE.3-5.6.2	Evaluate decisions made on health issues and problems.
HE.3-5.4	Understand the influences of culture, family, peers, media, technology, and other factors on health.
4.W.9.a	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
------	----------

<b>HE.3-5.5.1</b>	Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings.
<b>HE.3-5.6.2</b>	Evaluate decisions made on health issues and problems.
<b>4.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>4.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>HE.3-5.7</b>	Advocate for personal, family, and community health.
<b>4.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>4.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 on page 29.)
<b>LESSON 7: “Losing an Enemy” p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.3-5.5.3</b>	Know how to use appropriate non-violent strategies to deal with conflict and dispute.
<b>HE.3-5.4</b>	Understand the influences of culture, family, peers, media, technology, and other factors on health.
<b>4.W.3.a</b>	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>4.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 on page 29.)
<b>LESSON 8: “Embracing My Uniqueness” p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CTE.4.2.2</b>	Identify ways that hobbies, personal interests, and strengths may lead to a career interest.
<b>HE.3-5.1.1</b>	Describe the relationship between physical and emotional health.
<b>4.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>4.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>HE.3-5.1.4</b>	Describe how to assess situations that might be dangerous or risky and strategies to avoid such situations.
<b>4.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>4.W.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>4.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 on page 29.) .

**LESSON 10: “On Top of the World” p. 9**

CODE	STANDARD
CTE.4.2.2	Identify ways that hobbies, personal interests, and strengths may lead to a career interest.
HE.3-5.6.3	Identify appropriate goal-setting strategies to set personal health goals.
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
4.W.9.a	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
HE.3-5.3.1	Use appropriate strategies for dealing with emotional and stressful situations.
HE.3-5.1.1	Describe the relationship between physical and emotional health.
4.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
HE.3-5.3.1	Use appropriate strategies for dealing with emotional and stressful situations.
HE.3-5.5	Use interpersonal communication skills to enhance health.
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CODE	
HE	Health Education
RF	Reading: Foundational Skills
RI	Reading Informational Text
RL	Reading Literature
SL	Speaking and Listening
W	Writing