



ILLINOIS 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): <http://www.isbe.state.il.us/ils/Default.htm>

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

CODE	STANDARD
PDH.22.D	Describe how to advocate for the health of individuals, families and communities.
PDH.22.D.2a	Express opinions about health issues and communicate individual health needs.
PDH.22.B.2a	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
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
PDH.24.A.2a	Identify causes and consequences of conflict among youth.
PDH.24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
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
PDH.24.B.2a	Describe key elements of a decision-making process.
RI.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.
SL.4	Presentation of Knowledge and Ideas: 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
PDH.24.A	Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
PDH.24.B	Apply decision-making skills related to the protection and promotion of individual, family, and community health.
PDH.22.B	Describe and explain the factors that influence health among individuals, groups, and communities.
PDH22.B.2a	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
W.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
PDH.24.A	Demonstrate procedures for communicating in positive ways, resolving differences and

	preventing conflict.
W.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].”).
W.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
PDH.24.B	Apply decision-making skills related to the protection and promotion of individual, family, and community health.
RL.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.5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LESSON 7: “Losing an Enemy” p. 163	
CODE	STANDARD
PDH.24.A	Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
PDH.24.A.2b	Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
PDH.22.B	Describe and explain the factors that influence health among individuals, groups, and communities.
PDH22.B.2a	Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media).
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LESSON 8: “Embracing My Uniqueness” p. 180	
CODE	STANDARD
PDH.23.C.2a	Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).
RL.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	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
PDH.24.C.2a	Describe situations where refusal skills are necessary.
RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.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].”).
W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LESSON 10: “On Top of the World” p. 9	
CODE	STANDARD
PDH.23.C.2a	Identify physical, mental, social and cultural factors affecting growth and development

	of children (e.g., nutrition, self-esteem, family, and illness).
PDH.20.C.2a	Set a personal health-related fitness goal.
RI.8	Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.
W9.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
PDH.20.C.2a	Set a personal health-related fitness goal.
PDH.23.C.2a	Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).
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
PDH.23.C.2a	Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).
PDH.21.B.2a	Work cooperatively with a partner or small group to reach a shared goal during physical activity.
RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CODE	
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
PDH	Physical Development and Health

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