



INDIANA 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.doe.in.gov/standards>

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

CODE	STANDARD
HE.4.8	Students will demonstrate the ability to advocate for personal, family and community health.
HE.4.8.2	Illustrate how to assist others to make positive health choices.
4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
4.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
4.SL.2.2	Explore ideas under discussion by drawing on readings and other information.

LESSON 2: "Friends Forever" p. 254

CODE	STANDARD
HE.4.5.4	Describe the possible consequences of each option when making a health-related decision.
HE.4.4.3	Practice nonviolent strategies to resolve conflict. Example: Demonstrate nonviolent strategies to resolve a conflict when there is a misunderstanding between friends (e.g., how to stay calm and not make the conflict worse; listen to the other person; identify choices or resolve conflict; compromise on a choice that is fair for those involved, etc.).
HE.4.4.1	Explain effective verbal communication skills to enhance health. Example: Discuss how to express feelings in a healthy way (e.g., I messages, respect, tact, empathy, etc.) with a variety of situations (e.g., experiencing the death of a pet, seriously ill family member, school lunch spills on clothing, etc.).
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

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

CODE	STANDARD
HE.4.5.4	Describe the possible consequences of each option when making a health-related decision.
4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

LESSON 4: "Alone" p. 77

CODE	STANDARD
HE.4.4.1	Explain effective verbal communication skills to enhance health. Example: Discuss how to express feelings in a healthy way (e.g., I messages, respect, tact, empathy, etc.) with a variety of situations (e.g., experiencing the death of a pet, seriously ill family member,

	school lunch spills on clothing, etc.).
HE.4.4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
HE.4.2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

LESSON 5: "The Carriage House" p. 299

CODE	STANDARD
HE.4.4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
HE.3.2.3	State how peers can influence healthy behaviors.
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
4.W.3.3	Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> -Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. -Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. -Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. -Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. -Provide an ending that follows the narrated experiences or events.

LESSON 6: "Proud to be Your Sister" p. 115

CODE	STANDARD
HE.4.8	Students will demonstrate the ability to advocate for personal, family and community health.
HE.4.4.1	Explain effective verbal communication skills to enhance health. Example: Discuss how to express feelings in a healthy way (e.g., I messages, respect, tact, empathy, etc.) with a variety of situations (e.g., experiencing the death of a pet, seriously ill family member, school lunch spills on clothing, etc.).
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
4.W.4	Apply the writing process to – Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

LESSON 7: "Losing an Enemy" p. 163

CODE	STANDARD
HE.4.4.1	Explain effective verbal communication skills to enhance health. Example: Discuss how to express feelings in a healthy way (e.g., I messages, respect, tact, empathy, etc.) with a variety of situations (e.g., experiencing the death of a pet, seriously ill family member, school lunch spills on clothing, etc.).
HE.4.4.3	Practice nonviolent strategies to resolve conflict.
HE.4.1.3	Summarize ways in which a safe and healthy community environment can promote health.
HE.4.3.2	Identify resources from the community that provide valid health and wellness

	information.
4.W.3.3	Write narrative compositions in a variety of forms that – -Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. -Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. -Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. -Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. -Provide an ending that follows the narrated experiences or events.

4.W.4	Apply the writing process to – Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
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LESSON 8: “Embracing My Uniqueness” p. 180

CODE	STANDARD
HE.4.1.2	Recognize examples of intellectual and social health. Example: Explain ways that healthy relationships, with family members and friends, contribute to positive social health.
HE.4.7.2	Describe a healthy behavior to improve personal health and wellness.
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
4.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

LESSON 9: “More Than Good Enough” p. 192

CODE	STANDARD
HE.4.4.2	Show refusal skills that avoid health risks.
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
4.W.4	Apply the writing process to – Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

LESSON 10: “On Top of the World” p. 9

CODE	STANDARD
HE.4.1.2	Recognize examples of intellectual and social health. Example: Explain ways that healthy relationships, with family members and friends, contribute to positive social health.
HE.4.6.1	Plan a personal health goal and how to monitor its progress.
4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in

	the text, and how that impacts the plot.
LESSON 11: "The Last Runner" p. 36	
CODE	STANDARD
HE.4.7.2	Describe a healthy behavior to improve personal health and wellness.
HE.4.1.2	Recognize examples of intellectual and social health. Example: Explain ways that healthy relationships, with family members and friends, contribute to positive social health.
4.RN.2.2	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.4.7.2	Describe a healthy behavior to improve personal health and wellness.
HE.4.2.3	Determine how peers can influence unhealthy behaviors and promote wellness.
4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

CODE	
RL	Reading Literature
RN	Reading Nonfiction
W	Writing
SL	Speaking and Listening
HE	Health

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