



# KANSAS 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.ksde.org/TeachingLearning/AcademicStandards.aspx>

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

CODE	STANDARD
SECD.CD.II.A.2.3-5.C	Recognize how and when to ask for help.
SECD.PD.I.B.3-5.5	Identify additional external supports (for example, friends, historical figures, media representations).
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
SECD.SD.II.C.3-5.2	Describe and apply ways to be proactive and prevent conflict.
SECD.SD.II.C.3-5.1	Describe and utilize conflict resolution strategies.
SECD.CD.I.C.2.3-5.A	Practice empathetic statements and questions.
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
SECD.PD.II.C.3-5.3	Identify and utilize potential resources for achieving goals (for example, home, school, and community support).
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
SECD.SD.I.A.3-5.1	Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment).
SECD.PD.I.A.3-5.1	Critically reflect on behavioral responses depending on context or situation.
SECD.PD.II.C.3-5.3	Identify and utilize potential resources for achieving goals (for example, home, school, and community support).
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
SECD.SD.I.A.3-5.3	Describe possible behaviors and reactions in response to a specific situation (for example, list behaviors that a classmate might show after getting in trouble at school).
SECD.PD.II.B.3-5.4	Understand causes and effects of impulsive behavior.

<b>RI.4.3</b>	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.
<b>W.4.3</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>SECD.CD.I.B.3-5.1</b>	Assess community needs in the larger community, investigate effects on the community, assess positive, responsible action, and reflect on personal involvement.
<b>RL.4.3</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>W.4.5</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 [of the CCSS]).
<b>LESSON 7: "Losing an Enemy" p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SECD.SD.II.C.3-5.2</b>	Describe and apply ways to be proactive and prevent conflict.
<b>SECD.PD.II.C.3-5.3</b>	Identify and utilize potential resources for achieving goals (for example, home, school, and community support).
<b>W.4.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.4.5</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 [of the CCSS]).
<b>LESSON 8: "Embracing My Uniqueness" p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SECD.PD.I.B.3-5.1</b>	Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities).
<b>SECD.CD.I.A.3-5.1</b>	Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort).
<b>RL.4.3</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>W.4.4</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>SECD.SD.II.B.3-5.4</b>	Understand the positive and negative impact of peer pressure on self and others.
<b>RL.4.3</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>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>W.4.5</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

[of the CCSS)].

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

<b>CODE</b>	<b>STANDARD</b>
<b>SECD.PD.I.B.3-5.2</b>	Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity).
<b>SECD.PD.II.C.3-5.1</b>	Demonstrate factors that lead to goal achievement and success (for example, integrity, motivation, hard work).
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>W.4.9a</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].")

**LESSON 11: "The Last Runner" p. 36**

<b>CODE</b>	<b>STANDARD</b>
<b>SECD.PD.II.A.3-5.1</b>	Identify and develop techniques to manage emotions.
<b>SECD.PD.I.A.3-5.2</b>	Identify the varying degrees of emotions one can experience in different situations.
<b>RI.4.2</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>SECD.PD.II.A.3-5.1</b>	Identify and develop techniques to manage emotions.
<b>SECD.SD.II.A.3-5.7</b>	Recognize group dynamics.
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

<b>CODE</b>	
<b>RL</b>	Reading: Literature
<b>RI</b>	Reading: Informational Text
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>SECD</b>	Social, Emotional, and Character Standards
<b>CD</b>	Character Development
<b>PD</b>	Personal Development
<b>SD</b>	Social Development