



MAINE 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.maine.gov/doe/teaching/standards.html>

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

CODE	STANDARD
H.3-5.E1.c	Demonstrate how to ask for assistance to enhance personal health.
H.3-5.A4	Students describe ways a safe and healthy school and community environment can promote personal health.
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
H.3-5.C2.a	Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations.
H.3-5.E1.e	Demonstrate non-violent strategies to manage or resolve conflict.
H.3-5.E1.a	Demonstrate appropriate listening skills to enhance health.
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
H.3-5.F1.b	List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
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
H.3-5.E1.b	Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.
H.3-5.F1.a	Identify health-related situations that might require a thoughtful decision.
H.3-5.D1.a	Describe how family, school, and community influence and support personal health practices and behaviors.
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
H.3-5.E1.b	Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.
H.3-5.F1.a	Identify health-related situations that might require a thoughtful decision.
RI.4.3	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.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

CODE	STANDARD
H.3-5.E2.a	Students encourage others to make positive health choices.
RL.4.3	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.4.5	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 7: "Losing an Enemy" p. 163

CODE	STANDARD
H.3-5.E1.e	Demonstrate non-violent strategies to manage or resolve conflict.
H.3-5.D1.a	Describe how family, school, and community influence and support personal health practices and behaviors.
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.5	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 8: "Embracing My Uniqueness" p. 180

CODE	STANDARD
H.3-5.C3	Students demonstrate strategies that can be used to manage stress, anger, or grief.
H.3-5.A5	Students identify the general characteristics of human growth and development.
RL.4.3	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.4.4	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
H.3-5.E1.d	Demonstrate refusal skills to avoid or reduce health risks.
RL.4.3	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.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.5	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	
CODE	STANDARD
H.3-5.A5	Students identify the general characteristics of human growth and development.
H.3-5.F2	Students utilize goal-setting skills to implement a short-term personal health goal.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
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 11: “The Last Runner” p. 36	
CODE	STANDARD
H.3-5.C3	Students demonstrate strategies that can be used to manage stress, anger, or grief.
H.3-5.A2	Students identify examples of physical, mental, emotional, and social health during childhood.
RI.4.2	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
H.3-5.C3	Students demonstrate strategies that can be used to manage stress, anger, or grief.
H.3-5.E2.a	Students encourage others to make positive health choices.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CODE	
H	Health
W	Writing
SL	Speaking and Listening
RL	Reading: Literature
RI	Reading: Informational Text