



MASSACHUSETTS 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.doe.mass.edu/frameworks/current.html>

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

CODE	STANDARD
CH.SMEH.6.3	Identify whom to talk with about family problems and successes.
CH.PCH.14.1	List the jobs carried out by people at school and in the community that support health and success in school.
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
CH.SP.11.2	Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes.
CH.SP.11.3	Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships.
CH.SMEH.5.3	Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.
W.4.9.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 3: "Start with the Truth" p. 287

CODE	STANDARD
CH.SMEH.5.5	Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.
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
CH.SMEH.5.1	Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.
CH.SMEH.5.5	Explain and practice a model for decision-making that includes gathering information,

	predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.
CH.SMEH.7.1	Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
W.4.9.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
CH.SMEH.5.1	Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.
CH.SMEH.5.5	Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.
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
CH.PCH.14.2	Identify ways the physical environment is related to individual and community health.
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 page 39).
LESSON 7: “Losing an Enemy” p. 163	
CODE	STANDARD
CH.SP.11.3	Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships.
CH.PCH.14.1	List the jobs carried out by people at school and in the community that support health and success in school.
W.4.3.a	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 page 39).
LESSON 8: “Embracing My Uniqueness” p. 180	
CODE	STANDARD
CH.SMEH.5.3	Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.
CH.SMEH.5.6	Explain how coping skills (such as perceiving situations as opportunities, taking

	action/exerting control where possible) positively influence self-concept.
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
CH.SP.9.5	Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.
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.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.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 page 39).
LESSON 10: “On Top of the World” p. 9	
CODE	STANDARD
CH.SMEH.5.3	Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.
CH.SMEH.5.5	Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.4.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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
CH.SMEH.5.6	Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept.
CH.SMEH.5.2	Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
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
CH.SMEH.5.2	Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well-being.
CH.SMEH.5.4	Describe the effects of leadership skills on the promotion of teamwork.

RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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CODE	
CH	Comprehensive Health
PCH	Personal and Community Health
RI	Reading Informational Text
RL	Reading Literature
SL	Speaking and Listening
SMEH	Social, Mental, and Emotional Health
SP	Safety Prevention
W	Writing