



# MINNESOTA 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): <https://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>

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

CODE	STANDARD
HE.4.4.2	The student will demonstrate healthy ways to express needs, wants and feelings.
HE.4.8	Students will demonstrate the ability to advocate for personal, family, and community health.
4.6.8.8	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.
4.8.1.1	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
HE.4.4.1.5	Describe problems that arise in friendships and suggest ways to deal with them.
HE.4.4.1	The student will describe communication skills to build and maintain healthy relationships.
HE.4.4.1.3	Draw a picture showing a time when you used compassion and empathy to help another person.
4.6.9.9.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
HE.4.1.3.1	Predict consequences of positive and negative behaviors on personal health.
4.1.2.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.8.4.4	Report on a topic or text and avoid plagiarism by identifying sources, 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
HE.4.4.2	The student will demonstrate healthy ways to express needs, wants and feelings.
HE.4.2.3	Journal about an example where a person showed respect for the feelings, rights, and property of others.
HE.4.4.1	The student will describe communication skills to build and maintain healthy relationships.
HE.4.4.1.4	Show evidence of healthy choices in real and simulated situations in interpersonal conflicts.
HE.4.8	Students will demonstrate the ability to advocate for personal, family, and community health.
4.6.9.9.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**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.4.2</b>	The student will demonstrate healthy ways to express needs, wants and feelings.
<b>HE.4.2.3</b>	Journal about an example where a person showed respect for the feelings, rights, and property of others.
<b>HE.4.4.1</b>	The student will describe communication skills to build and maintain healthy relationships.
<b>HE.4.4.1.4</b>	Show evidence of healthy choices in real and simulated situations in interpersonal conflicts.
<b>4.2.3.3</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>4.6.3.3</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.4.1.3</b>	Draw a picture showing a time when you used compassion and empathy to help another person.
<b>4.1.3.3</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>4.6.5.5</b>	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)

**LESSON 7: "Losing an Enemy" p. 163**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.4.1.4</b>	Show evidence of healthy choices in real and simulated situations in interpersonal conflicts.
<b>HE.4.8</b>	Students will demonstrate the ability to advocate for personal, family, and community health.
<b>4.6.3.3</b>	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>4.6.5.5</b>	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)

**LESSON 8: "Embracing My Uniqueness" p. 180**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.7</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
<b>4.1.3.3</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>4.6.4.4</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.)

**LESSON 9: "More Than Good Enough" p. 192**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.7</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
<b>4.1.3.3</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>4.6.9.9.a</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].”).
<b>4.6.5.5</b>	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)

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

<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.6.2</b>	Practice reaching the goal and self-reflect on progress.
<b>HE.4.6</b>	Students will demonstrate the ability to use goal-setting skills to enhance health.
<b>HE.4.6.3</b>	Set a personal health goal and track progress toward achievement.
<b>4.2.3.3</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>4.6.9.9.a</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>HE.4.7.1</b>	The student will demonstrate skills to manage stress.
<b>HE.4.2</b>	The student will demonstrate healthy ways to express needs, wants and feelings.
<b>HE.4.2</b>	Write a story that describes an event or change in life that might cause stress. Include healthy ways the main character expresses his/her needs, wants, and feelings in order to reduce his/her stress.
<b>4.2.2.2</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>HE.4.7.1.1</b>	Participate in and practice various stress-reduction techniques.
<b>PE.4.5.3</b>	Students will work cooperatively and productively with a partner or small group resulting in good sportsmanship.
<b>4.1.2.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

<b>CODE</b>	
HE	Health Education
PE	Physical Education
4.1	Reading Literature
4.2	Reading Informational Text
4.6	Writing
4.8	Speaking, Viewing, and Media Literacy