|  | **MISSOURI 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): https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards

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

| CODE | STANDARD |
|---|---|
| **PS1B4** | Reflect on personal roles in the community and identify responsibilities as a community member. |
| **PS1B4** | Recognize and respect diverse groups within the school and community. |
| **4.W.2.A.e** | Reference the name of the author(s) or name of the source used for details or facts included in the text. |
| **4.W.3.A.c** | Identify a variety of relevant sources, literary and informational. |
| **4.W.3.A.d** | Use organizational features of print and digital sources efficiently to locate information. |
| **4.W.3.A.e** | Convert graphic/visual data into written notes. |
| **4.W.3.A.f** | Determine the accuracy of the information gathered. |
| **SL.1.A** | Develop and apply effective listening skills and strategies in formal and informal settings. |

### LESSON 2: "Friends Forever" p. 254

| CODE | STANDARD |
|---|---|
| **HE4E4** | Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults). |
| **ME4B4** | Identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution. |
| **FS2B4** | Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them. |
| **4.W.3.A.e** | Identify a variety of relevant sources, literary and informational. |
| **4.W.3.A.f** | Determine the accuracy of the information gathered. |

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

| CODE | STANDARD |
|---|---|
| **ME4A4** | Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends). |
| **4.R.2.A.a** | Summarize and sequence the events/ plot, and explain how past events impact future events, and identify the theme. |
| **4.SL.4.A.c** | Incorporate descriptive and sequential details in a student designed or teacher assigned topic. |

### LESSON 4: "Alone" p. 77

| CODE | STANDARD |
|---|---|
| **PS2A4** | Demonstrate respect for others' personal opinions and ideas. |
| **FS2B4** | Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them. |

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| **PS1B4** | Recognize and respect diverse groups within the school and community. |

| **LESSON 5: "The Carriage House" p. 299** | |
|---|---|
| **CODE** | **STANDARD** |
| **PS2A4** | Demonstrate respect for others' personal opinions and ideas. |
| **FS2B4** | Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them. |
| **4.R.3.A.b** | Describe the sequence of events, ideas, concepts or steps needed to carry out a procedure. |
| **W.2.C** | Write fiction or non-fiction narratives and poems. |

| **LESSON 6: "Proud to be Your Sister" p. 115** | |
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| **CODE** | **STANDARD** |
| **PS1B4** | Reflect on personal roles in the community and identify responsibilities as a community member. |
| **4.R.2.A.b** | Describe the personality traits of characters from the thoughts, words, and actions. |
| **W.1.A** | Follow a writing process to plan a first draft. |
| **4.W.1.A.d** | Use a prewriting strategy. |
| **4.W.1.C.a** | Reread, revise and edit drafts with assistance to develop and strengthen writing by revising. |

| **LESSON 7: "Losing an Enemy" p. 163** | |
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| **CODE** | **STANDARD** |
| **PS3A4** | Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. |
| **PS1B4** | Recognize and respect diverse groups within the school and community. |
| **W.1.A** | Follow a writing process to plan a first draft. |
| **4.W.1.A.d** | Use a prewriting strategy. |
| **W.1.C** | Reread, revise and edit drafts with assistance. |
| **4.W.1.C.a** | Develop and strengthen writing by revising. |

| **LESSON 8: "Embracing My Uniqueness" p. 180** | |
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| **CODE** | **STANDARD** |
| **PS1C4** | Identify the personal characteristics that contribute to the school community. |
| **PS1A4** | Recognize positive self-talk and communicate personal thoughts and feelings. |
| **4.R.2.A.b** | Describe the personality traits of characters from the thoughts, words, and actions. |
| **W.1.A** | Follow a writing process to plan a first draft. |
| **W.1.B** | Appropriate to genre type, develop a draft from prewriting. |

| **LESSON 9: "More Than Good Enough" p. 192** | |
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| **CODE** | **STANDARD** |
| **ME4B3** | Define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence). |
| **4.R.2.A.b** | Describe the personality traits of characters from the thoughts, words, and actions. |
| **4.W.3.A.e** | Identify a variety of relevant sources, literary and informational. |
| **4.W.3.A.f** | Determine the accuracy of the information gathered. |
| **W.1.A** | Follow a writing process to plan a first draft. |
| **4.W.1.A.d** | Use a prewriting strategy. |
| **W.1.C** | Reread, revise and edit drafts with assistance. |

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| 4.W.1.C.a | Develop and strengthen writing by revising. |
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| LESSON 10: "On Top of the World" p. 9 | |
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| **CODE** | **STANDARD** |
| PS1C4 | Identify the personal characteristics that contribute to the school community. |
| AD.4.6A | Revise and practice education goal-setting and self assessment skills. |
| 4.R.3.B.a | Analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support the analysis. |
| 4.R.3.B.c | Explain how an author uses language to present information to influence what the reader thinks or does. |
| 4.R.3.C.c | Explain author's purpose. |

| LESSON 11: "The Last Runner" p. 36 | |
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| **CODE** | **STANDARD** |
| HE4D4 | Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making). |
| HE4C4 | Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations. |

| LESSON 12: "Then and Now" p. 358 | |
|---|---|
| **CODE** | **STANDARD** |
| HE4D4 | Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making). |
| PS1B4 | Recognize and respect diverse groups within the school and community. |
| 4.R.2.A.a | Summarize and sequence the events/ plot, and explain how past events impact future events, and identify the theme. |

| **CODE** | |
|---|---|
| R | Reading |
| W | Writing |
| SL | Speaking and Listening |
| FS | Health Education: Functions and Interrelationships of Systems |
| ME | Health Education: Health Maintenance and Enhancement |
| PS | Guidance and Counseling: Personal and Social Development |
| AD | Guidance and Counseling: Academic Development |