



NEW HAMPSHIRE 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://education.nh.gov/instruction/curriculum/>

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

| CODE | STANDARD |
|------------|--|
| H:MH:E:4.3 | Students need to know how to get help and support. |
| 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:IP:E:6.3 | Ways to deal with bullying. |
| H:IP:E:6.1 | Conflict resolution techniques. |
| H:FLS:E:1.3 | Ways to communicate respect for self and others. |
| 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 |
|--------|---|
| 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:MH:E:3.5 | Effective listening skills, e.g., reflective listening. |
| H:CEH:E:1.2 | School and community health providers, e.g., EMTs, environmentalists, public health nurses, pharmacists. |
| 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:MH:E:3.5 | Effective listening skills, e.g., reflective listening. |
| 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 |
|---------------|--|
| 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:MH:E:3.1 | Strategies to build and maintain healthy friendships. |
| 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:MH:E:1.1 | Personal assets and strengths. |
| H:MH:E:1.4 | Actions that show sense of power (empowerment). |
| 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:IP:E:6.2 | Ways to avoid threatening situations. |
| 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:MH:E:1.2 | Characteristics of positive role models. |
| PE:3-5:6.2 | Work productively and respectfully with others to achieve a group 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:MH:E:2.7 | Ways to reduce stress. |
| H:MH:E:2.2 | Positive ways to handle emotions, e.g., fear, anger, happiness, sadness. |
| 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:MH:E:2.7 | Ways to reduce stress. |
| PE:3-5:6.2 | Work productively and respectfully with others to achieve a group goal. |
| RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |

| CODE | |
|-------------|------------------------------------|
| RL | Reading Literature |
| RI | Reading Informational Text |
| W | Writing |
| SL | Speaking and Listening |
| H | Health |
| FLS | Family life and Sexuality |
| MH | Mental Health |
| CEH | Community and Environmental Health |
| IP | Injury Prevention |
| PE | Physical Education |