



# NEW YORK 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): <http://www.p12.nysed.gov/ciai/cores.html#HPEFCS>

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

CODE	STANDARD
<b>EFC.3.1</b>	Understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self; nurture and support positive relationships in their homes, workplaces, and communities; develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures; know and access community resources.
<b>EFC.3.1.a</b>	Understand the kinds of resources available in their community and make informed decisions related to their own use.
<b>RL.11.a</b>	Self-select text based upon personal preferences.
<b>SL.1</b>	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
<b>EHE.2.1.b</b>	Recognize potentially dangerous situations and know how to avoid or reduce their risk.
<b>EHE.2.1</b>	Demonstrate personally and socially responsible behaviors, care for and respect themselves and others, recognize threats to the environment and offer appropriate strategies to minimize them.
<b>EFC.2.1.a</b>	Understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them.
<b>W.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 3: "Start with the Truth" p. 287

CODE	STANDARD
<b>EHE.2.1</b>	Demonstrate personally and socially responsible behaviors, care for and respect themselves and others, recognize threats to the environment and offer appropriate strategies to minimize them.
<b>RL.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>SL.4</b>	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
<b>SL.1.e</b>	Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
<b>EHE.2.1</b>	Demonstrate personally and socially responsible behaviors, care for and respect themselves and others, recognize threats to the environment and offer appropriate

	strategies to minimize them.
<b>EFC.3.1.a</b>	Understand the kinds of resources available in their community and make informed decisions related to their own use.
<b>W.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>LESSON 5: “The Carriage House” p. 299</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SL.1.e</b>	Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.
<b>EHE.2.1</b>	Demonstrate personally and socially responsible behaviors, care for and respect themselves and others, recognize threats to the environment and offer appropriate strategies to minimize them.
<b>RI.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>W.3.a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>LESSON 6: “Proud to be Your Sister” p. 115</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>EFC.2.1.b</b>	Know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.
<b>RL.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>W.5</b>	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 38.)
<b>LESSON 7: “Losing an Enemy” p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>EHE.2.1</b>	Demonstrate personally and socially responsible behaviors, care for and respect themselves and others, recognize threats to the environment and offer appropriate strategies to minimize them.
<b>EFC.3.1.a</b>	Understand the kinds of resources available in their community and make informed decisions related to their own use.
<b>W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>W.5</b>	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 38.)
<b>LESSON 8: “Embracing My Uniqueness” p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>EHE.1.1</b>	Understand human growth and development and recognize the relationship between behaviors and healthy development, understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.
<b>RL.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>W.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.)
<b>LESSON 9: “More Than Good Enough” p. 192</b>	

CODE	STANDARD
EHE.1.1.d	Recognize influences which affect health choices and behaviors.
EHE.3.1	Understand the influence of culture, media, and technology in making decisions about personal and community health issues: know about and use valid health information, products, and services; advocate for healthy families and communities.
RL.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.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].").
W.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 38.)

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

CODE	STANDARD
EHE.1.1	Understand human growth and development and recognize the relationship between behaviors and healthy development, understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.
EHE.2.1.c	Know some personal and social skills which contribute to individual safety.
RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.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 11: "The Last Runner" p. 36**

CODE	STANDARD
EHE.1.1.b	Possess basic knowledge and skills which support positive health choices and behaviors.
EHE.1.1	Understand human growth and development and recognize the relationship between behaviors and healthy development, understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.
RI.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
EHE.1.1.b	Possess basic knowledge and skills which support positive health choices and behaviors.
EPE.2.1.c	Work constructively with others to accomplish a variety of goals and tasks.
RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CODE	
EHE	Elementary Health Education
EPE	Elementary Physical Education
EFC	Elementary Family and Consumer Sciences
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening