



# NEW MEXICO 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.ped.state.nm.us/standards/index.html>

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

CODE	STANDARD
HE.2.1.3-4.4	Identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult).
HE.4.1.3-4.1	Describe qualities of different cultures in the school and community, and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
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
HE.5.7.3-4.1	Demonstrate conflict mediation and conflict resolution skills.
HE.3.6.3-4.3	Demonstrate conflict resolution skills.
HE.3.1.3-4.3	Identify behaviors that promote healthy relationships (e.g., sharing, supporting, caring, listening).
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
PE.5.5.K-4.3	Accept consequences of personal choices.
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
HE.5.1.3-4.3	Recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.
HE.1.4.3-4.1	Understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition).
HE.4.1.3-4.1	Describe qualities of different cultures in the school and community, and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
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].”)
<b>LESSON 5: “The Carriage House” p. 299</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.5.1.3-4.3</b>	Recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.
<b>HE.1.4.3-4.1</b>	Understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition).
<b>RI.4.3</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.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 6: “Proud to be Your Sister” p. 115</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.5.4.3-4.1</b>	Identify respectful and caring acts of self and others.
<b>RL.4.3</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.4.5</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 pages 28 and 29 [of the CCSS]).
<b>LESSON 7: “Losing an Enemy” p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.1.2.3-4.2</b>	Recognize compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs).
<b>HE.4.1.3-4.1</b>	Describe qualities of different cultures in the school and community, and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
<b>W.4.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>W.4.5</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 pages 28 and 29 [of the CCSS]).
<b>LESSON 8: “Embracing My Uniqueness” p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>PE.6.1.K-4.1</b>	Articulate cultural/ethnic self awareness through written, oral or physical expression.
<b>HE.1.1.3-4.1</b>	Identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety).
<b>RL.4.3</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.4.4</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>	
<b>CODE</b>	<b>STANDARD</b>

<b>HE.1.1.3-4.4</b>	List the steps associated with refusal skills and their relationship to the decision-making process.
<b>RL.4.3</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.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>W.4.5</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 pages 28 and 29 [of the CCSS]).

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

<b>CODE</b>	<b>STANDARD</b>
<b>HE.3.4.3-4.1</b>	Demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence).
<b>HE.6.4.3-4.1</b>	Identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>W.4.9a</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.1.3.3-4.2</b>	Recognize how stress and emotions affect the body systems.
<b>HE.5.3.3-4.1</b>	Demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited).
<b>RI.4.2</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.3.7.3-4.2</b>	Demonstrate stress management skills.
<b>PE.7.3.3-4.1</b>	Celebrate personal successes and achievements and those of others.
<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

<b>CODE</b>	
<b>RL</b>	Reading: Literature
<b>RI</b>	Reading: Informational Text
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>HE</b>	Health Education
<b>PE</b>	Physical Education