



NORTH DAKOTA 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://www.nd.gov/dpi/Administrators/assessment/unit/>

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

CODE	STANDARD
H.4.6.1	Describe the characteristics of valid health information, products, and services (e.g., food pyramid, USDA, FDA, nutrition labels, CDC).
H.4.2.1	Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety).
W.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.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.

LESSON 2: "Friends Forever" p. 254

CODE	STANDARD
H.4.2.4	Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites).
H.4.4.2	Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise).
H.4.4.1	Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other).
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CODE	STANDARD
H.4.2.1	Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety).
RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
SL.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.4.5.2	Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.
H.4.7.1	Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters).
H.4.2.1	Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety).
W.9.a	Apply <i>grade 4 Reading standards</i> 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. 4.5.2	Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.
H.4.7.1	Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters).
RI.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.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
H.4.7.1	Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters).
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.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.)
LESSON 7: "Losing an Enemy" p. 163	
CODE	STANDARD
H. 4.4.2	Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)
H. 4.2.1	Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)
W.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
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.)
LESSON 8: "Embracing My Uniqueness" p. 180	
CODE	STANDARD
H.4.1.1	Explain the cycle of growth and development in humans from infancy to late adulthood
H.4.1.2	Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness).
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.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.)
LESSON 9: "More Than Good Enough" p. 192	
CODE	STANDARD
H.4.2.4	Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites).
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	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.)

LESSON 10: “On Top of the World” p. 9

CODE	STANDARD
H.4.1.1	Explain the cycle of growth and development in humans from infancy to late adulthood.
HE. 4.5.1	Develop a long term plan to achieve a personal health goal (e.g., eating the proper servings from each group in the food pyramid).
RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.9.a	Apply <i>grade 4 Reading standards</i> 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.4.1.2	Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness).
H.4.1.2	Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness).
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
H.4.1.2	Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness).
PE.S4.E4.4a	Recognizes the movement performance of others both more and less skilled.
RL.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
W	Writing
SL	Speaking and Listening
H	Health
PE	Physical Education