



OREGON 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.ode.state.or.us/search/results/?id=53>

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

CODE	STANDARD
HE.05.PM01.AI	Identify people to talk with about social/emotional needs and relationships.
HE.05.PE03.GS	Assess home or school environment and set goal for a safe, healthy environment.
4.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.
4.SL.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.05.VS04.CC	Identify the differences between physical, verbal and relational violence.
HE.05.VS03.SM	Demonstrate problem-solving skills, anger management steps, and impulse control.
HE.05.PM06.IC	Verbally and non-verbally communicate respect for diversity.
4.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
HE.05.PM01.CC	Describe how pro-social behaviors help to build and maintain healthy relationships.
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.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
HE.05.PM01.IC	Demonstrate verbal and non-verbal, pro-social communication.
HE.05.UI01.SM	Demonstrate safe and healthy behaviors.
HE.05.PM02.INF	Analyze how culture, media and others influence feelings related to self-image.
4.W.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
HE.05.PM01.IC	Demonstrate verbal and non-verbal, pro-social communication.
HE.05.UI01.SM	Demonstrate safe and healthy behaviors.
4.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).
4.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
HE.05.VS02.ADV	Advocate for a safe school environment.
4.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).
4.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
HE.05.PM01.SM	Demonstrate pro-social behaviors including respect for self and others.
HE.05.PM02.INF	Analyze how culture, media and others influence feelings related to self-image.
4.W.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
4.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
HE.05.PM02.SM	Identify personal characteristics that reflect a healthy self-image.
HE.05.PM02.CC	List characteristics that contribute to a healthy self-image.
4.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).
4.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 above.)
LESSON 9: "More Than Good Enough" p. 192	
CODE	STANDARD
HE.05.VS01.IC	Demonstrate refusal skills to prevent violence.
4.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).
4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
4.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
HE.05.PM02.SM	Identify personal characteristics that reflect a healthy self-image.
HE.05.PC02.GS	Set goal and track progress to improve/ maintain personal health.
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
4.W.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
HE.05.PM05.SM	Demonstrate healthy strategies to manage stress.
HE.05.PM03.SM	Demonstrate appropriate ways to express emotions, wants, and needs.
4.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
HE.05.PM05.GS	Set a goal related to a personal stressor and track progress with a stress management plan.
HE.05.PM01.CC	Describe how pro-social behaviors help to build and maintain healthy relationships.
4.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 Text
W	Writing
SL	Speaking and Listening
HE	Health Education
CC	Core Concepts
AI	Accessing Information
SM	Self Management
INF	Analyzing Influences
IC	Interpersonal Communication
GS	Goal Setting
PE	Promotion of Environmental Health
PM	Promotion of Mental, Social, and Emotional Health
UI	Unintentional Injury Prevention
VS	Violence and Suicide Prevention
ADV	Advocacy
PC	Prevention and Control of Disease