



# TEXAS 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://tea.texas.gov/index2.aspx?id=6148>

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

CODE	STANDARD
115.6.11A	Explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems.
115.6.6	Influencing factors. The student comprehends factors that influence individual, family, and community health.
110.15F	Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.
110.15.17	Students write about their own experiences. Students are expected to write about important personal experiences.
110.15.29	Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

#### LESSON 2: "Friends Forever" p. 254

CODE	STANDARD
115.6.9	The student uses social skills for building and maintaining healthy relationships throughout the life span.
115.6.9B	Explain steps in conflict resolution.
115.6.9A	Describe the qualities of a good friend.
110.15.6	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

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

CODE	STANDARD
115.6.11	The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.
110.15.3	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
110.15.15A	Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals).

#### LESSON 4: "Alone" p. 77

CODE	STANDARD
115.6.10	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
115.6.11	The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.
115.6.6	The student comprehends factors that influence individual, family, and community health.
110.15.3	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

**LESSON 5: "The Carriage House" p. 299**

<b>CODE</b>	<b>STANDARD</b>
<b>115.6.10</b>	The student explains healthy ways to communicate consideration and respect for self, family, friends, and others.
<b>115.6.11</b>	The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions.
<b>110.15.6</b>	Sequence and summarize the plot's main events and explain their influence on future events.
<b>110.15.16</b>	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

**LESSON 6: "Proud to be Your Sister" p. 115**

<b>CODE</b>	<b>STANDARD</b>
<b>115.6.6A</b>	Identify similarities in which healthy environments can be promoted in homes, schools, and communities.
<b>110.15.6B</b>	Describe the interaction of characters including their relationships and the changes they undergo.
<b>110.15.15C</b>	Revise drafts for coherence, organization, use of simple and compound sentences, and audience

**LESSON 7: "Losing an Enemy" p. 163**

<b>CODE</b>	<b>STANDARD</b>
<b>115.6.12</b>	Demonstrate appropriate ways to deal with disrespectful behavior.
<b>115.6.6</b>	The student comprehends factors that influence individual, family, and community health.
<b>110.15.16A</b>	Write imaginative stories that build the plot to a climax and contain details about the characters and setting.
<b>110.15.15E</b>	Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.

**LESSON 8: "Embracing My Uniqueness" p. 180**

<b>CODE</b>	<b>STANDARD</b>
<b>115.6.9B</b>	Analyze strengths and weaknesses in personal communication skills.
<b>115.6.1</b>	The student recognizes ways to enhance and maintain health throughout the life span.
<b>110.15.6B</b>	Describe the interaction of characters including their relationships and the changes they undergo.
<b>110.15.15C</b>	Revise drafts for coherence, organization, use of simple and compound sentences, and audience.

**LESSON 9: "More Than Good Enough" p. 192**

<b>CODE</b>	<b>STANDARD</b>
<b>115.6.8A</b>	Explain the influence of peer pressure on an individual's social and emotional health.
<b>110.15.6B</b>	Describe the interaction of characters including their relationships and the changes they undergo.
<b>110.15.3</b>	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
<b>110.15.15E</b>	Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.

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

<b>CODE</b>	<b>STANDARD</b>
<b>115.6.1</b>	The student recognizes ways to enhance and maintain health throughout the life span.

<b>115.6.11B</b>	Explain the advantages of setting short and long-term goals.
<b>110.15.6B</b>	Describe the interaction of characters including their relationships and the changes they undergo.
<b>110.15.3</b>	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support.

**LESSON 11: "The Last Runner" p. 36**

<b>CODE</b>	<b>STANDARD</b>
<b>116.6.4F</b>	Explain the link between physical activity/inactivity and health such as reduce stress and burn calories.
<b>115.6.10</b>	Describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.
<b>110.15.3A</b>	Summarize and explain the lesson or message of a work of fiction as its theme.

**LESSON 12: "Then and Now" p. 358**

<b>CODE</b>	<b>STANDARD</b>
<b>116.6.4G</b>	Explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.
<b>110.15.29</b>	Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing.
<b>110.15.6</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

<b>CODE</b>	
<b>110.15</b>	English Language Arts and Reading, Grade 4
<b>115.6</b>	Health Education, Grade 4
<b>116.6</b>	Physical Education, Grade 4

*Effective 2015*