



UTAH 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.uen.org/core/>

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

CODE	STANDARD
HE.7.1.b	Examine situations when people or groups assist Utah.
HE.2.2	Identify the qualities of positive role models.
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.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

LESSON 2: "Friends Forever" p. 254

CODE	STANDARD
HE.5.4.c	Identify how destructive behavior can cause conflict.
HE.5.4.d	Predict how constructive behavior might reduce conflict.
HE.4.3.a	Identify ways to show compassion for others.
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
HE.5.2.b	Predict the outcomes of taking reasonable and unreasonable risks.
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.3.2.a	Show respect for the uniqueness of others, regardless of gender; e.g., abilities, talents, strengths, characteristics, and hopes for the future.
HE.1.1.b	Apply the decision-making process; i.e., identify the problem, gather information, identify alternatives, predict the immediate and long-term consequences, make the best choice, act, evaluate results.
HE.1.1.c	Identify factors that may influence decision-making; e.g., media, peers, environment, self-worth.
W.4.9a	Apply grade 4 Reading Standards to literature (i.e., "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.3.2.a	Show respect for the uniqueness of others, regardless of gender; e.g., abilities, talents, strengths, characteristics, and hopes for the future.
HE.1.1.b	Apply the decision-making process; i.e., identify the problem, gather information, identify alternatives, predict the immediate and long-term consequences, make the best choice, act, evaluate results.
RI.4.3	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.4.3	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
SS.3.1.e	Describe and model ways that citizens can participate in civic responsibilities (e.g. current issue analysis, recycling, volunteering with civic organizations, letter writing).
RL.4.3	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.4.5	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 30.)

LESSON 7: “Losing an Enemy” p. 163

CODE	STANDARD
PE.4.4.1	Exhibit responsible behavior in independent group situations.
HE.1.1.c	Identify factors that may influence decision-making; e.g., media, peers, environment, self-worth.
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.5	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 30.)

LESSON 8: “Embracing My Uniqueness” p. 180

CODE	STANDARD
HE.2.1.b	Identify personal strengths and talents.
HE.1.1.a	Identify characteristics of positive self-worth; e.g., ability to set goals, self-efficacy and values, physical, social, mental health.
RL.4.3	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.4.4	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.2.4.b	Demonstrate decision-making and Refusal Skills® in responding to negative influences.
RL.4.3	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.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.5	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 30.)

LESSON 10: “On Top of the World” p. 9

CODE	STANDARD
HE.1.3.b	Evaluate personal health in each of these areas.
HE.1.1.a	Identify characteristics of positive self-worth; e.g., ability to set goals, self-efficacy and values, physical, social, mental health.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
W.4.9a	Apply grade 4 Reading Standards to literature (i.e., “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.1.4.b	Identify behaviors or situations that may cause conflict or stress.
PE.4.5.4	Describe/compare the positive social interactions when engaged in partner, small group and large group physical activities.
RI.4.2	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.1.4.c	Create a personal stress management plan.
PE.4.4.1	Exhibit responsible behavior in independent group situations.
RL.4.2	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
PE	Physical Education
SS	Social Studies