



# VERMONT 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://education.vermont.gov/documents/framework.pdf>

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

CODE	STANDARD
3.5.c	Demonstrate the ability to locate resources from home, school, and community that provide valid health information.
6.19.b	Classify influences on identity (e.g. family, peer, and kinship groups, occupations, ethnicity, social class, religion, and nationality), and analyze how these motivate behavior.
CCSS.RLA-Literacy.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.
CCSS.RLA-Literacy.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
6.18	Analyze the nature of conflicts, how they have been or might be resolved, and how some have shaped the divisions in various times of their local community, Vermont, the United States, and the world.
3.12	Use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.
3.11	Interact respectfully with others, including those with whom they have differences.
CCSS.RLA-Literacy.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
3.7.b	Evaluate the consequences of decisions.
CCSS.RLA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.RLA-Literacy.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
5.22	Convey artistic intent from creator to viewer or listener.
3.13	Analyze their roles and responsibilities in their family, their school, and their community.
6.19.b	Classify influences on identity (e.g. family, peer, and kinship groups, occupations, ethnicity, social class, religion, and nationality), and analyze how these motivate behavior
CCSS.RLA-Literacy.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>6.1.b</b>	Examine how people in specific circumstances behave in order to predict human behavior in similar situations.
<b>3.13</b>	Analyze their roles and responsibilities in their family, their school, and their community.
<b>CCSS.RLA-Literacy.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>CCSS.RLA-Literacy.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>4.1.a</b>	Plan, implement, and reflect on activities that respond to community needs.
<b>CCSS.RLA-Literacy.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>CCSS.RLA-Literacy.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>3.12</b>	Use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.
<b>6.19.b</b>	Classify influences on identity (e.g. family, peer, and kinship groups, occupations, ethnicity, social class, religion, and nationality), and analyze how these motivate behavior.
<b>CCSS.RLA-Literacy.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>CCSS.RLA-Literacy.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>3.2</b>	Assess how they learn best, and use additional learning strategies to supplement those already used.
<b>3.4</b>	Identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.
<b>CCSS.RLA-Literacy.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>CCSS.RLA-Literacy.W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>LESSON 9: “More Than Good Enough” p. 192</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.5.e</b>	Demonstrate refusal skills to enhance health.
<b>CCSS.RLA-</b>	Describe in depth a character, setting, or event in a story or drama, drawing on

<b>Literacy.RL.4.3</b>	specific details in the text (e.g., a character's thoughts, words, or actions).
<b>CCSS.RLA-Literacy.W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CCSS.RLA-Literacy.W.4.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>LESSON 10: "On Top of the World" p. 9</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.4</b>	Identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.
<b>3.1</b>	Assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.
<b>CCSS.RLA-Literacy.RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>CCSS.RLA-Literacy.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].")
<b>LESSON 11: "The Last Runner" p. 36</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.5.d</b>	Recognize personal stress.
<b>6.1.b</b>	Examine how people in specific circumstances behave in order to predict human behavior in similar situations.
<b>CCSS.RLA-Literacy.RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>LESSON 12: "Then and Now" p. 358</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.5.d</b>	Recognize personal stress.
<b>3.10</b>	Perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g., by using consensus-building and cooperation to work toward group decisions).
<b>CCSS.RLA-Literacy.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>CCSS</b>	Common Core Standards
<b>RL</b>	Reading Literature
<b>RI</b>	Reading Informational Text
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>3</b>	Personal Development Standards
<b>4</b>	Civic/Social Responsibility Standards
<b>5</b>	Art, Language, and Literature Standards
<b>6</b>	History and Social Science Standards