



# WASHINGTON 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.k12.wa.us/CurriculumInstruct/LearningStandards.aspx>

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

CODE	STANDARD
HF.3.2.1	Analyzes reliable sources of health and fitness information.
HF.3.1.1	Understands how family and cultural factors affect health.
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.4.1	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
HF.2.4.1	Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.
HF.3.5.1.a	Demonstrates steps for conflict resolution.
HF.3.3.1.a	Describes ways to maintain healthful friendships.
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
HF.3.5.1	Applies decision-making skills.
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
HF.3.3.1	Understands necessary social skills to promote health and safety.
HF.3.5.1	Applies decision-making skills.
HF.3.1.1	Understands how family and cultural factors affect health.
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].")

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

CODE	STANDARD
HF.3.3.1	Understands necessary social skills to promote health and safety.
HF.3.5.1	Applies decision-making skills.
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.
<b>LESSON 6: "Proud to be Your Sister" p. 115</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS.1.4.1</b>	Understands that civic participation involves being informed about public issues and voting in elections.
<b>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>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 7: "Losing an Enemy" p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HF.3.3.1.a</b>	Describes ways to maintain healthful friendships.
<b>HF.3.1.1</b>	Understands how family and cultural factors affect health.
<b>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>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 8: "Embracing My Uniqueness" p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HF.1.5.2</b>	Analyzes information from dietary evaluation and self-assessment in order to improve performance.
<b>HF.2.1.1.c</b>	Explains ways to improve health and wellness.
<b>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>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>HF.3.3.1.b</b>	Describes the influence peers can have on character.
<b>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>W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>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>HF.2.1.1.c</b>	Explains ways to improve health and wellness.
<b>HF.4.2.1</b>	Applies goals for improving health and fitness practices.
<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.
<b>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>HF.2.4.3</b>	Understands positive and negative effects of stress and stress management techniques.

<b>HF.3.4.1</b>	Applies a variety of emotional-response strategies.
<b>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>HF.2.4.3</b>	Understands positive and negative effects of stress and stress management techniques.
<b>HF.1.2.2.a</b>	Applies social skills necessary for effective participation in physical activities: Demonstrates cooperation when working to achieve a common goal.
<b>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>RL</b>	Reading Literature
<b>RI</b>	Reading Informational Text
<b>RF</b>	Reading: Foundational Skills
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>SS</b>	Social Studies
<b>HF</b>	Health and Fitness