



# WEST VIRGINIA 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): <https://wvde.state.wv.us/policies/csos.html>

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

CODE	STANDARD
WE.4.2.01	Recommend specific resources in the community from which to seek health care, health information, and health enhancing activities.
ELA.4.W.C.11.2	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.
ELA.4.SL.C13.1	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
WE.4.3.02	Define risk-taking behaviors (e.g., ATOD, nonuse of protective equipment) and their consequences.
WE.4.3.09	Work cooperatively, productively and safely with a partner or small group.
WE.4.3.10	Recognize and accept individual differences in others (e.g. skills, appearance, gender).
ELA.4.W.C11.3	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CODE	STANDARD
WE.4.3.02	Define risk-taking behaviors (e.g., ATOD, nonuse of protective equipment) and their consequences.
ELA.4.R.C1.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
ELA.4.SL.C14.1	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
WE.4.3.10	Recognize and accept individual differences in others (e.g. skills, appearance, gender).
WE.4.3.02	Define risk-taking behaviors (e.g., ATOD, nonuse of protective equipment) and their consequences.
WE.4.2.01	Recommend specific resources in the community from which to seek health care, health information, and health enhancing activities.
ELA.4.W.C11.3.a	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
WE.4.3.10	Recognize and accept individual differences in others (e.g. skills, appearance, gender).
WE.4.3.02	Define risk-taking behaviors (e.g., ATOD, nonuse of protective equipment) and their consequences.

<b>ELA.4.R.C1.6</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 informational text.
<b>ELA.4.W.C9.3</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>SS.4.C.4</b>	Demonstrate patriotism by creating and implementing school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.)
<b>ELA.4.R.C1.3</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>ELA.4.W.C10.2</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 up to and including grade 4).
<b>LESSON 7: "Losing an Enemy" p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>WE.4.3.09</b>	Work cooperatively, productively and safely with a partner or small group.
<b>WE.4.2.01</b>	Recommend specific resources in the community from which to seek health care, health information, and health enhancing activities.
<b>ELA.4.W.C9.3.a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>ELA.4.W.C10.2</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 up to and including grade 4).
<b>LESSON 8: "Embracing My Uniqueness" p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>WE.4.3.04</b>	Identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
<b>WE.4.3.06</b>	Identify the characteristics of activities needed to maintain health-related fitness.
<b>ELA.4.R.C1.3</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>ELA.4.W.C10.1</b>	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.)
<b>LESSON 9: "More Than Good Enough" p. 192</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>WE.4.3.02</b>	Define risk-taking behaviors (e.g., ATOD, nonuse of protective equipment) and their consequences.
<b>ELA.4.R.C1.3</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>ELA.4.W.C11.3</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>ELA.4.W.C10.2</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 up to and including grade 4).
<b>LESSON 10: "On Top of the World" p. 9</b>	

<b>CODE</b>	<b>STANDARD</b>
<b>WE.4.3.04</b>	Identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
<b>WE.4.3.08</b>	Develop and practice a personal hygiene plan.
<b>ELA.4.R.C3.4</b>	Explain how an author uses reasons and evidence to support particular points in an informational text.
<b>ELA.4.W.C11.3a</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>WE.4.3.06</b>	Identify the characteristics of activities needed to maintain health-related fitness.
<b>ELA.4.R.C1.5</b>	Determine the main idea of an informational 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>WE.4.3.06</b>	Identify the characteristics of activities needed to maintain health-related fitness.
<b>WE.4.3.09</b>	Work cooperatively, productively and safely with a partner or small group.
<b>ELA.4.R.C1.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

<b>CODE</b>	
ELA	English Language Arts
R	Reading
W	Writing
SL	Speaking & Listening
SS	Social Studies
WE	Wellness