



WISCONSIN 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://dpi.wi.gov/standards>

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

CODE	STANDARD
HE.6:2:A2	Identify key family, school, and community members that can assist in achieving a personal health goal.
CC.4.W.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.
CC.4.SL.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
HE.4:2:B	Demonstrate communication skills that prevent, resolve, or reduce health risks.
HE.4:2:B3	Discuss nonviolent strategies to reduce, manage, or resolve conflict.
HE.4:2:A1	Demonstrate effective verbal and nonverbal communication skills to enhance health.
CC.4.W.9.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 3: "Start with the Truth" p. 287

CODE	STANDARD
HE.5:2:B2	Examine the potential outcomes of each option when making a health-related decision.
CC.4.RL.2	Determine a theme of a story, drama, or poem 2. from details in the text; summarize the text.
CC.4.SL.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.2:2:A3	Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.
HE.5:2:B2	Examine the potential outcomes of each option when making a health-related decision.
HE.2:2:A1	Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.
CC.4.W.9.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
HE.2:2:A3	Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.
HE.5:2:B2	Examine the potential outcomes of each option when making a health-related decision.
CC.4.RI.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.
CC.4.W.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
HE.8	Students will demonstrate the ability to advocate for personal, family, and community health.
HE.8:2:B3	Encourage family members to engage in health-enhancing behaviors through actions or suggestions.
CC.4.RL.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).
CC.4.W.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 pages 28 and 29.)
LESSON 7: "Losing an Enemy" p. 163	
CODE	STANDARD
HE.4:2:B1	Demonstrate ways to prevent health risks and conflict through communications.
HE.6:2:A2	Identify key family, school, and community members that can assist in achieving a personal health goal.
CC.4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CC.4.W.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 pages 28 and 29.)
LESSON 8: "Embracing My Uniqueness" p. 180	
CODE	STANDARD
HE.1:2:B3	Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).
HE.2:2:A3	Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.
CC.4.RL.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).
CC.4.W.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.4:2:B2	Identify refusal skills that avoid or reduce health risks.
CC.4.RL.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).
CC.4.W.9.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].").
CC.4.W.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 pages 28 and 29.)
LESSON 10: "On Top of the World" p. 9	
CODE	STANDARD
HE.1:2:B3	Compare various dimensions of health (e.g., emotional, mental, physical, social,

	environmental, and occupational).
HE.6:2:B	Practice appropriate goal-setting skills to achieve a personal health goal.
CC.4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
CC.4.W.9.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 11: “The Last Runner” p. 36	
CODE	STANDARD
HE.2:2:B1	Describe how internal and external factors interact to influence health behaviors.
HE.2:2:A3	Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.
CC.4.RI.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.5:2:A3	List healthy options to health-related issues or problems.
PE.F.4	The intent of this standard is for students to demonstrate responsible social behaviors that promote personal and group success in physical activity. Social responsibilities include attention to safe practices, rules, and procedures; etiquette; cooperation; teamwork; ethics; and respectful, positive social interaction.
CC.4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CODE	
CC	Common Core
HE	Health Education
PE	Physical Education
RL	Reading Literature
RI	Reading Informational Text
SL	Speaking and Listening
W	Writing

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