

# WYOMING 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://edu.wyoming.gov/educators/standards/>

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

CODE	STANDARD
HE 4.1.1	Explain when school and community resources should be accessed for specific health and safety emergencies.
HE 4.1.2	Demonstrate the ability to access trusted resources at school or neighborhood that can help reduce or avoid health risks.
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 <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.

#### LESSON 2: "Friends Forever" p. 254

CODE	STANDARD
HE 4.3.1	Describe verbal and nonverbal methods of communication to enhance health or reduce/avoid health risks.
HE 4.4.9	Define bullying and the role of the aggressor in bullying situations.
CV 5.2.1	Students identify and practice compromise and conflict resolution skills.
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 4.2.5	Explain the potential outcomes of each option when making a health-related decision (e.g., options regarding decision to intervene in bullying situation - ask/get beat up).
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 4.1.3	Demonstrate the ability to access trusted resources at school or neighborhood that can help enhance health.
HE 4.2.3	Illustrate how health related decisions can affect self and others.
HE 4.4.4	Describe a range of emotions and the situations that cause them.
W.4.9a	Apply <i>grade 4 Reading standards</i> 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 4.2.3	Illustrate how health related decisions can affect self and others.
HE 4.4.4	Describe a range of emotions and the situations that cause them.

<b>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>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>HE 4.2.8</b>	Explain strategies for solving simple health problems that exist at home and school (e.g., create a poster advocating for washing hands, tell an adult, scientific inquiry process, etc.).
<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
<b>LESSON 7: "Losing an Enemy" p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CV 5.2.1</b>	Students identify and practice compromise and conflict resolution skills.
<b>HE 4.1.3</b>	Demonstrate the ability to access trusted resources at school or neighborhood that can help enhance 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
<b>LESSON 8: "Embracing My Uniqueness" p. 180</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CV 5.1.3</b>	Students identify and demonstrate behaviors contributing to the successful completion of workplace tasks.
<b>HE 4.4.1</b>	Explain why specific behaviors help improve or maintain personal health.
<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. (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>HE 4.3.3</b>	Describe refusal skills to avoid or reduce health risks.
<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
<b>LESSON 10: "On Top of the World" p. 9</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CV 5.1.3</b>	Students identify and demonstrate behaviors contributing to the successful completion

	of workplace tasks.
<b>HE 4.4.7</b>	Set a measurable short-term personal health goal and monitor progress on achieving the goal (e.g., brush teeth two times per day, walk 10,000 steps every day).
<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 <i>grade 4 Reading standards</i> 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>HE 4.4.2</b>	Explain behaviors that help avoid or reduce health risks.
<b>HE 4.4.4</b>	Describe a range of emotions and the situations that cause them.
<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>HE 4.4.2</b>	Explain behaviors that help avoid or reduce health risks.
<b>CV 5.2.3</b>	Students identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.
<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>CODE</b>	
<b>RL</b>	Reading: Literature
<b>RI</b>	Reading: Informational Text
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>HE</b>	Health Education
<b>CV</b>	Career and Vocational Education