

**COLORADO 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://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=6&stid=6&glid2=0>**LESSON 1: "Thanks Y'All!" p. 247**

CODE	STANDARD
HE.4.3.1.e	Identify the positive ways that peers and family members show support, care, and appreciation for one another.
HE.4.3.1.a	Discuss factors that support healthy relationships with friends and family.
RWC.4.4.2.b	State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict).
RWC.4.1.1.a	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.4.4.3.b	Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills.
HE.4.4.3.a	Demonstrate simple conflict resolution techniques to diffuse a potentially violent situation.
HE.4.3.1.a	Discuss factors that support healthy relationships with friends and family.
RWC.4.4.1.c.1	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.4.4.3.b	Describe situations that lead to violence, the consequences of violent behavior, and the importance of resolving conflict through effective communication skills.
RWC.4.2.2.b.ii	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RWC.4.1.1.d.	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
RWC.4.4.2.c.	Identify the key concepts and ideas they and others use.
RWC.4.4.2.a	Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior.
HE.4.3.1.e	Identify the positive ways that peers and family members show support, care, and appreciation for one another.
RWC.4.2.1.a.ii	Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.

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

CODE	STANDARD
RWC.4.4.2.c	Identify the key concepts and ideas they and others use
RWC.4.4.2.a	Consider negative as well as positive implications of their own thinking or behavior, or

	others thinking or behavior
<b>RWC.4.4.1.c.i</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>RWC.4.3.1.b.i</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>LESSON 6: "Proud to be Your Sister" p. 115</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.3.1</b>	Identify positive behaviors that support healthy relationships
<b>RWC.4.4.1.c.i</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>RWC.4.3.1.b.i</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>LESSON 7: "Losing an Enemy" p. 163</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.4.4.3.d</b>	Explain the positive alternatives to using violence.
<b>HE.4.3.1.e</b>	Identify the positive ways that peers and family members show support, care, and appreciation for one another.
<b>RWC.4.3.1.b</b>	Choose planning strategies to support text structure and intended outcome Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	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>HE.4.2.3.a</b>	Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact.
<b>RWC.4.2.1.a.ii</b>	Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.
<b>RWC.4.3.3.a</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>HE.4.3.1</b>	Identify positive behaviors that support healthy relationships CO.HE.4.4.3.c.Discuss methods for making decisions to avoid conflicts or violence.
<b>RWC.4.2.1.a.iv</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>RWC.4.4.1.c.i</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>RWC.4.3.3.b</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>HE.4.2.3.a</b>	Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact.
<b>RWC.4.2.1.a.ii</b>	Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.

<b>RWC.4.4.1.c.i</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>HE.4.3.2.c</b>	Identify positive and negative ways of dealing with stress.
<b>HE.4.3.2.b</b>	List physical and emotional reactions to stressful situations.
<b>HE.4.2.3.a</b>	Explain the physical, social, and emotional dimensions of personal health and wellness and how they interact.
<b>RWC.4.2.2.a.ii</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.4.3.2.2</b>	Comprehend concepts related to stress and stress management.
<b>HE.4.3.1.e</b>	Identify the positive ways that peers and family members show support, care, and appreciation for one another (DOK 1-2).
<b>RWC.4.2.1.a.v</b>	Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved).

<b>CODE</b>	
HE	Health
RWC	Reading, Writing, and Communicating