



CONNECTICUT STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 5

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source Link(s):

http://ctcorestandards.org/wp-content/uploads/2014/06/CCS-ELA_K-5_Standards_Progression.pdf

<http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/health/healthybalancedliving.pdf>

LESSON 1: "The Slam Book" p. 69

CODE	STANDARD
HE.M.2.2	Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LESSON 2: "The Bully and the Braid" p. 160

CODE	STANDARD
HE.M.5.2.	Use characteristics needed to be a responsible individual within their peer group, school, family and community.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact.
W.5.4	Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

LESSON 3: "The Smile that Beat the Bully" p. 156

CODE	STANDARD
HE.M.7.1	Use the goal-setting process to enhance health.
HE.M.6.1	Use a decision-making process to enhance health.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
W.5.4	Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

LESSON 4: "Solving a Fifth Grade Problem" p. 165

CODE	STANDARD
HE.M.5.9	Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
W.5.4	Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

LESSON 5: "Flowers of Forgiveness" p. 212

CODE	STANDARD
HE.M.8.4	Encourage and support others in making positive health choices.
HE.M.8.3	Analyze community agencies that advocate for healthy individuals, families and communities.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact.

W.5.4	Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
LESSON 6: "My Sister, My Hero" p. 109	
CODE	STANDARD
HE.M.4.3	Analyze how family, school and peers influence personal health.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
VA.5.C	Use different media, techniques, and processes —2-dimensional and 3-dimensional, including media/technology— to communicate ideas, feelings, experiences and stories.
W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LESSON 7: "Growing a Spine" p. 51	
CODE	STANDARD
HE.M.5.9	Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate
HE.8.5.2	Encourage others to make positive health choices.
VA.5.C	Use different media, techniques, and processes —2-dimensional and 3-dimensional, including media/technology— to communicate ideas, feelings, experiences and stories.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LESSON 8: "Find Yourself a Dream" p. 177	
CODE	STANDARD
HE.M.3.6	Apply skills to manage stress.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LESSON 9: "The Bionic Woman Is Black" p. 373	
CODE	STANDARD
HE.M.4.1	Examine the influence of family beliefs and cultural beliefs on personal health behaviors.
HE.M.4.3	Analyze how family, school and peers influence personal health.
HE.M.6.1	Use a decision- making process to enhance health.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's

	purpose.
LESSON 10: "1,000 Makes a Day" p. 16	
CODE	STANDARD
HE.M.7.1	Use the goal-setting process to enhance health.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LESSON 11: "The Note" p. 319	
CODE	STANDARD
HE.M.5.1	Apply effective verbal and nonverbal communication skills as a means of enhancing health
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker's opinions and verifiable facts.
LESSON 12: "The Normal Girl in a Not-So-Normal Chair" p. 90	
CODE	STANDARD
HE.M.5.4	Compare and contrast healthy ways to express needs, wants and feelings.
HE.M.5.5	Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact.
W.5.4	Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

CODE	
HE	Health Education
M	Middle School
RL	Reading Literature
RI	Reading Informational Text
RF	Reading Foundational Skills
SL	Speaking and Listening
VA	Visual Arts
W	Writing