



# DELAWARE 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://www.doe.k12.de.us/domain/200>

#### LESSON 1: "The Slam Book" p. 69

CODE	STANDARD
HE.4.4	Demonstrate how to ask for assistance to enhance personal health.
HE.2.3	Describe how the school and community support personal health practices.
SL.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.4.1	Demonstrate effective verbal and non-verbal communication skills to enhance health.
RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

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

CODE	STANDARD
HE.2	Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
HE.5	Demonstrate the ability to use decision-making skills to enhance health.
RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RF.4	Read with sufficient accuracy and fluency to support comprehension.

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

CODE	STANDARD
HE.4.3	Recognize the benefits of non-violent strategies to manage or resolve conflict.
RL.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.
RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### LESSON 5: "Flowers of Forgiveness" p. 212

CODE	STANDARD
HE.2.2	Express how peers can influence healthy and unhealthy behaviors.
RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

#### LESSON 6: "My Sister, My Hero" p. 109

CODE	STANDARD
HE.4.2	Demonstrate refusal skills to avoid or reduce health risks.
HE.5.1	Identify health-related situations that might require a thoughtful decision.
SL.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.
<b>W.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>LESSON 7: "Growing a Spine" p. 51</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.8.2</b>	Encourage others in making positive health choices.
<b>SL.1</b>	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.
<b>RI.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>LESSON 8: "Find Yourself a Dream" p. 177</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.1</b>	Set a personal health goal and track progress toward its achievement.
<b>HE.6.2</b>	Identify resources to assist in achieving a personal health goal.
<b>W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 9: "The Bionic Woman Is Black" p. 373</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.7.1</b>	Identify responsible personal health behaviors.
<b>HE.7.3</b>	Explore a variety of practices to avoid or reduce health risks.
<b>SL.1</b>	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.
<b>W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 10: "1,000 Makes a Day" p. 16</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.1</b>	Set a personal health goal and track progress toward its achievement.
<b>HE.2.3</b>	Describe how the school and community support personal health practices.
<b>LESSON 11: "The Note" p. 319</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>RI.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>SL.1</b>	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.
<b>RL.6</b>	Describe how a narrator or speaker's point of view influence.
<b>LESSON 12: "The Normal Girl in a Not-So-Normal Chair" p. 90</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.2.1</b>	Describe how a person's family and culture influence personal health practices.
<b>RI.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>SL.1</b>	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.
<b>RL.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

<b>CODE</b>	
<b>RL</b>	Reading Literature
<b>SL</b>	Speaking and Listening
<b>RI</b>	Reading Informational Text
<b>W</b>	Writing
<b>RF</b>	Reading: Foundational Skills
<b>HE</b>	Health Education