



IDAHO 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: https://www.sde.idaho.gov/site/content_standards/

LESSON 1: "The Slam Book" p. 69

CODE	STANDARD
3-5.H.2.1.3	Identify how peers can influence healthy and unhealthy behaviors.
3-5.H.2.1.4	Describe how the school and community can support personal health practices and behaviors.
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
3-5.PE.5.1.3	Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.).
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 3: "The Smile that Beat the Bully" p. 156

CODE	STANDARD
3-5.H.6.1.2	Identify resources to assist in achieving a personal health goal.
3-5.H.5.1.4	Predict the potential outcomes of each option when making a health-related decision.
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).
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

CODE	STANDARD
3-5.H.4.1.3	Demonstrate nonviolent strategies to manage or resolve conflict.
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.
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).

LESSON 5: "Flowers of Forgiveness" p. 212

CODE	STANDARD
3-5.H.2.1.3	Identify how peers can influence healthy and unhealthy behaviors.
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 6: "My Sister, My Hero" p. 109

CODE	STANDARD
3-5.H.4.1.2	Demonstrate refusal skills that avoid or reduce health risks.
3-5.PE.5.1.3	Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.).
4-5.VA.1.1.5a	Combine ideas to generate an innovative idea for art-making.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LESSON 7: "Growing a Spine" p. 51	
CODE	STANDARD
3-5.H.8.1.2	Encourage others to make positive health choices.
4-5.VA.2.3.5a	Identify, describe, and visually document places and/or objects of personal significance.
W.5.9.a	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
LESSON 8: "Find Yourself a Dream" p. 177	
CODE	STANDARD
3-5.H.1.1.2	Identify examples of emotional, intellectual, physical, and social health.
3-5.H.6.1.1	Set a personal health goal and track progress toward its achievement.
W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LESSON 9: "The Bionic Woman Is Black" p. 373	
CODE	STANDARD
3-5.H.7.1.1	Identify responsible personal health behaviors.
3-5.H.5.1.4	Predict the potential outcomes of each option when making a health-related decision.
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.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LESSON 10: "1,000 Makes a Day" p. 16	
CODE	STANDARD
3-5.H.6.1.1	Set a personal health goal and track progress toward its achievement.
3-5.H.6.1.2	Identify resources to assist in achieving a personal health goal.
LESSON 11: "The Note" p. 319	
CODE	STANDARD
SL.5.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.5.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LESSON 12: "The Normal Girl in a Not-So-Normal Chair" p. 90	
CODE	STANDARD
SL.5.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.

SL.5.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
5.SS.1.1	Build an understanding of the cultural and social development of the United States.
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.

CODE	
RL	Reading Literature
W	Writing
SL	Speaking and Listening
H	Health
SS	Social Studies
VA	Visual Arts
PE	Physical Education