



ILLINOIS 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.isbe.state.il.us/ils/Default.htm>

LESSON 1: "The Slam Book" p. 69

CODE	STANDARD
SEL.1B.2b	Explain how family members, peers, and school personnel, and community members, can support school success and responsible behavior.
RF.4	Read with sufficient accuracy and fluency to support comprehension.
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
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.
RL.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.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
SEL.1B.2b	Explain how family members, peers, and school personnel, and community members, can support school success and responsible behavior.
SEL.2D.2b	Apply constructive approaches to resolving conflicts.
RF.4	Read with sufficient accuracy and fluency to support comprehension.
W. 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
SEL.2D.2b	Apply constructive approaches to resolving conflicts.
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.
W.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
SEL.1B.2b	Explain how family members, peers, and school personnel, and community members, can support school success and responsible behavior.
RL.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.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
SL.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; speak clearly at an understandable pace.
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.
ART26.B.2d	Demonstrate knowledge and skills to create works of visual arts using problem solving, observing, designing, sketching, and constructing skills.
W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.1a	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
SEL.2D.2b	Apply constructive approaches to resolving conflicts.
ART26.B.2d	Demonstrate knowledge and skills to create works of visual arts using problem solving, observing, designing, sketching, and constructing skills.
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.

LESSON 8: "Find Yourself a Dream" p. 177

CODE	STANDARD
SL.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; speak clearly at an understandable pace.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.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
SL.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; speak clearly at an understandable pace.
SEL.2D.2b	Apply constructive approaches to resolving conflicts.
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.
W.3.a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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
SL.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; speak clearly at an understandable pace.
RI.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
SL.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; speak clearly at an understandable pace.
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.
W.4	Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

LESSON 12: "The Normal Girl in a Not-So-Normal Chair" p. 90

CODE	STANDARD
SEL 2C.2b	Analyze ways to work effectively in groups.
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.
RI.6	Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
RL.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.4	Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

CODE	
SEL	Social-Emotional Learning
RF	Reading: Foundational Skills
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
ART	The Arts

Effective 2015.