



# INDIANA 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.in.gov/standards>

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

CODE	STANDARD
HE.5.6.2	Identify resources to assist in achieving a personal health goal.
5.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
5.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

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

CODE	STANDARD
5.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
5.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

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

CODE	STANDARD
HE.5.6.2	Identify resources to assist in achieving a personal health goal.
HE.5.5.5	Choose a healthy option when making a decision.
5.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
5.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

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

CODE	STANDARD
HE.5.4.3	Demonstrate nonviolent strategies to manage or resolve conflict.
5.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
5.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

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

CODE	STANDARD
HE.5.6.2	Identify resources to assist in achieving a personal health goal.
5.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

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

CODE	STANDARD
5.SL.2.2	Reflect on and contribute to ideas under discussion by drawing on readings and other

	resources.
<b>5.SL.2.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
<b>5.VA.6.2</b>	Utilize new interests, current events, or personal experiences as subject matter in artwork.
<b>5.W.1</b>	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

**LESSON 7: "Growing a Spine" p. 51**

CODE	STANDARD
<b>HE.5.4.3</b>	Demonstrate nonviolent strategies to manage or resolve conflict.
<b>5.VA.6.2</b>	Utilize new interests, current events, or personal experiences as subject matter in artwork.
<b>5.RL.2</b>	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
<b>5.SL.2.2</b>	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
<b>5.W.3.3</b>	Write narrative compositions in a variety of forms that: <ul style="list-style-type: none"> <li>• Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>• Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>• Use precise and expressive vocabulary and figurative language for effect.</li> <li>• Provide an ending that follows from the narrated experiences or events.</li> </ul>

**LESSON 9: "The Bionic Woman Is Black" p. 373**

CODE	STANDARD
<b>5.SL.2.2</b>	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
<b>HE.5.5.5</b>	Choose a healthy option when making a decision.
<b>5.SL.2.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
<b>5.W.3.3</b>	Write narrative compositions in a variety of forms that: <ul style="list-style-type: none"> <li>• Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>• Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>• Use precise and expressive vocabulary and figurative language for effect.</li> <li>• Provide an ending that follows from the narrated experiences or events.</li> </ul>

**LESSON 10: "1,000 Makes a Day" p. 16**

CODE	STANDARD
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<b>5.SL.2.2</b>	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
<b>5.RI.3</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>5.SL.2.2</b>	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
<b>5.SL.2.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
<b>5.W.1</b>	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

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

<b>CODE</b>	<b>STANDARD</b>
<b>5.SL.2.2</b>	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
<b>5.SL.2.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
<b>5.RI.6</b>	Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>5.W.1</b>	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

<b>CODE</b>	
RL	Reading Literature
RI	Reading Nonfiction
RF	Reading Foundations
W	Writing
SL	Speaking and Listening
VA	Visual Arts
HE	Health