



IOWA 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): <https://www.educateiowa.gov/pk-12/standards-curriculum>

LESSON 1: "The Slam Book" p. 69

CODE	STANDARD
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
21.3–5.HL.3	Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.
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
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
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.

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

CODE	STANDARD
21.3–5.HL.2	Utilize interactive literacy and social skills to establish personal family, and community health goals.
21.3–5.HL.3	Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

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

CODE	STANDARD
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
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.
RI.5.2	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
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
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.

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

CODE	STANDARD
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
21.3–5.HL.3	Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.
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.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LESSON 7: “Growing a Spine” p. 51	
CODE	STANDARD
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
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.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LESSON 8: “Find Yourself a Dream” p. 177	
CODE	STANDARD
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
21.3–5.HL.2	Utilize interactive literacy and social skills to establish personal family, and community health goals.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LESSON 9: “The Bionic Woman Is Black” p. 373	
CODE	STANDARD
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
21.3–5.HL.3	Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.
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	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LESSON 10: “1,000 Makes a Day” p. 16	
CODE	STANDARD
21.3–5.HL.2	Utilize interactive literacy and social skills to establish personal family, and community health goals.
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
LESSON 11: “The Note” p. 319	
CODE	STANDARD

RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
LESSON 12: “The Normal Girl in a Not-So-Normal Chair” p. 90	
CODE	STANDARD
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
21.3–5.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
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.

CODE	
21	21 st Century Skills
HL	Health Literacy
SL	Speaking and Listening
RL	Reading: Literature
RI	Reading: Informational Text
RF	Reading: Foundational Skills
W	Writing