

**KANSAS 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.ksde.org/TeachingLearning/AcademicStandards.aspx>**LESSON 1: "The Slam Book" p. 69**

CODE	STANDARD
SECD.CD.II.A.2.3-5.C	Recognize how and when to ask for help.
SECD.CD.I.C.1.3-5.A	Practice relationships in their family, school, and community that are caring.
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
SECD.CD.I.A.3-5.1	Discuss and define developmentally appropriate core ethical and performance principles and their importance.
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
SECD.CD.II.A.1.3-5.B	Identify how responsible decision-making affects personal/social short-term and long-term goals.
SECD.CD.II.A.2.3-5.C	Recognize how and when to ask for help.
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
SECD.CD.I.C.1.3-5.A	Practice relationships in their family, school, and community that are caring.
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
SECD.CD.I.C.1.3-5.A	Practice relationships in their family, school, and community that are caring.
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
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<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>SECD.CD.I.A.3-5.1</b>	Discuss and define developmentally appropriate core ethical and performance principles and their importance.
<b>VA.CR2.3.5</b>	Identify, describe, and visually document places and/or objects of personal significance.
<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>SECD.CD.I.A.3-5.1</b>	Discuss and define developmentally appropriate core ethical and performance principles and their importance.
<b>VA.CR2.3.5</b>	Identify, describe, and visually document places and/or objects of personal significance.
<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>SECD.CD.II.A.1.3-5.B</b>	Identify how responsible decision-making affects personal/social short-term and long-term goals.
<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 9: "The Bionic Woman Is Black" p. 373</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SECD.CD.II.A.1.3-5.B</b>	Identify how responsible decision-making affects personal/social short-term and long-term goals.
<b>SECD.CD.II.A.2.3-5.C</b>	Recognize how and when to ask for help.
<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>SECD.CD.I.A.3-5.1</b>	Discuss and define developmentally appropriate core ethical and performance principles and their importance.
<b>SECD.CD.II.A.1.3-5.B</b>	Identify how responsible decision-making affects personal/social short-term and long-term goals.
<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 influences how events are described.
<b>LESSON 12: “The Normal Girl in a Not-So-Normal Chair” p. 90</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>SECD.CD.I.C.1.3-5.A</b>	Practice relationships in their family, school, and community that are caring.
<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>RI</b>	Reading: Informational Text
<b>RF</b>	Reading: Foundational Skills
<b>SL</b>	Speaking and Listening
<b>W</b>	Writing
<b>VA</b>	Visual Arts
<b>CR</b>	Visual Arts: Creating
<b>SECD</b>	Social, Emotional, and Character Standards
<b>CD</b>	Character Development