



# MASSACHUSETTS 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.5ss.edu/frameworks/current.html>

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

CODE	STANDARD
CH.SMEH.6.3	Identify whom to talk with about family problems and successes.
CH.SMEH.7.1	Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
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
CH.SMEH.5.3	Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.
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
CH.SMEH.5.2	Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well-being.
CH.SMEH.5.5	Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.
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
CH.SMEH.7.2	Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.
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.
<b>LESSON 5: "Flowers of Forgiveness" p. 212</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CH.SMEH.6.3</b>	Identify whom to talk with about family problems and successes.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<b>LESSON 6: "My Sister, My Hero" p. 109</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CH.SMEH.7.1</b>	Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
<b>CH.SMEH.5.3</b>	Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.
<b>VISUAL ARTS 3.6</b>	Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions.
<b>W.5.4</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>CH.SMEH.7.1</b>	Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
<b>VISUAL ARTS 3.6</b>	Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions.
<b>RI.5.2</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>CH.SMEH.5.2</b>	Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well-being.
<b>W.5.3</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>CH.SMEH.7.1</b>	Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
<b>CH.SMEH.5.5</b>	Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.

<b>SL.5.1</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.5.3</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>CH.SMEH.5.2</b>	Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well-being.
<b>CH.SMEH.6.3</b>	Identify whom to talk with about family problems and successes.

**LESSON 11: "The Note" p. 319**

<b>CODE</b>	<b>STANDARD</b>
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>CH.SMEH.7.2</b>	Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

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

<b>CODE</b>	<b>STANDARD</b>
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>CH.SMEH.7.2</b>	Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.
<b>CH.SMEH.7.4</b>	Describe the concepts of prejudice and discrimination.
<b>RL.5.3</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>CH</b>	Comprehensive Health
<b>RI</b>	Reading Standards for Informational Text
<b>RL</b>	Reading Standards for Literature
<b>SL</b>	Speaking and Listening Standards
<b>SMEH</b>	Social and Emotional Health
<b>W</b>	Writing Standards