



# MICHIGAN 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.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)

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

CODE	STANDARD
PE.PSB.3.A	Identify key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
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
PE.PSB.3.A	Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
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
PE.PSB.3.A	Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
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
PE.PSB.3.A	Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
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

<b>CODE</b>	<b>STANDARD</b>
<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>ART.VA.II.5.1</b>	Synthesize the knowledge of materials, techniques, and processes to create artwork.
<b>W.1a</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.
<b>LESSON 7: “Growing a Spine” p. 51</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>PE.PSB.3.A</b>	Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
<b>ART.VA.II.5.1</b>	Synthesize the knowledge of materials, techniques, and processes to create artwork.
<b>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.
<b>LESSON 8: “Find Yourself a Dream” p. 177</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SL.4</b>	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.
<b>W.1a</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.
<b>LESSON 9: “The Bionic Woman Is Black” p. 373</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SL.4</b>	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.
<b>PE.PSB.3.A</b>	Identifies key behaviors which exemplify each of the following personal/social character traits: responsibility, best effort, cooperation, and compassion.
<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.3a</b>	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.
<b>LESSON 10: “1,000 Makes a Day” p. 16</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SL.4</b>	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.
<b>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.
<b>LESSON 11: “The Note” p. 319</b>	

<b>CODE</b>	<b>STANDARD</b>
<b>SL.4</b>	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.
<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.4</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>SL.4</b>	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.
<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>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>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 (e.g., how characters interact)
<b>W.4</b>	Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

<b>CODE</b>	
<b>RF</b>	Reading: Foundational Skills
<b>RL</b>	Reading Literature
<b>RI</b>	Reading Informational Text
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>PE</b>	Physical Education
<b>PSB</b>	Personal Social Behavior
<b>ART.VA</b>	Arts Education – Visual Arts

*Effective 2015.*