



# MISSISSIPPI 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.mde.k12.ms.us/ESE>

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

CODE	STANDARD
CH.5.4.1	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
CH.5.2	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
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
CH.5.4.1	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
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
CH.5.2	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
CH.5.4.2	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family, and others in socially acceptable ways.
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
CH.5.4.1	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
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
CH.5.4	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
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>CH.5.4</b>	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
<b>CH.5.4.1</b>	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
<b>VA.5-8.1</b>	Apply with increasing skill and understanding the elements and principles of design in creating works of art that communicate feelings, ideas, and experiences.
<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>CH.5.4.1</b>	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
<b>VA.5-8.1</b>	Apply with increasing skill and understanding the elements and principles of design in creating works of art that communicate feelings, ideas, and experiences.
<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>CH.5.4.2</b>	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family, and others in socially acceptable ways.
<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>CH.5.4.2</b>	Demonstrate refusal and conflict resolution skills needed to develop and maintain healthy relationships with peers, family, and others in socially acceptable ways.
<b>CH.5.4.1</b>	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
<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>CH.5.6.1</b>	Identify health goals and evaluate strategies/skills for attaining personal health goals.
<b>CH.5.4.1</b>	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
<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>CH.5.4.1</b>	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.
<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>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>SS</b>	Social Studies
<b>PE</b>	Physical Education
<b>CH</b>	Contemporary Health