



# MONTANA 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://opi.mt.gov/Curriculum/montCAS/MCCS/index.php?gpm=1\\_2](http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php?gpm=1_2)

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

CODE	STANDARD
HE.6.5-8.3	Demonstrate healthy ways to communicate care, consideration, and respect for self and others.
HE.5.5-8.2	Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
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
HE.6.5-8.2	Demonstrate ways to communicate care, consideration, and respect for self and others.
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.

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

CODE	STANDARD
HE.7.5-8.4	Work cooperatively with a group to achieve group goals in both cooperative and competitive settings.
HE.5.5-8.1	Individually and collaboratively apply problem-solving processes to health issues.
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 (e.g., how characters interact).
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

CODE	STANDARD
HE.6.5-8.5	Demonstrate strategies to analyze and manage conflict in healthy ways.
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.
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 (e.g., how characters interact).

#### LESSON 5: "Flowers of Forgiveness" p. 212

CODE	STANDARD
HE.6.5-8.3	Demonstrate healthy ways to communicate care, consideration, and respect for self and others.
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.

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

<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.5-8.4</b>	Demonstrate refusal and mediation skills to enhance health.
<b>HE.6.5-8.2</b>	Demonstrate ways to communicate care, consideration, and respect for self and others.
<b>A.1.5-8.4</b>	Collaborate with others to make artistic choices.
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**LESSON 7: "Growing a Spine" p. 51**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.5.5-8.2</b>	Analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.
<b>A.1.5-8.1</b>	Create a work from their own ideas and images based on themes, symbols, events and personal experiences.
<b>W.5.9a</b>	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

**LESSON 8: "Find Yourself a Dream" p. 177**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.5.5-8.3</b>	Predict how decisions specific to health behavior have consequences for self and others.
<b>HE.5.5-8.4</b>	Describe personal factors that influence an individual's health goals.
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**LESSON 9: "The Bionic Woman Is Black" p. 373**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.5.5-8.3</b>	Predict how decisions specific to health behavior have consequences for self and others.
<b>HE.5.5-8.1</b>	Individually and collaboratively apply problem-solving processes to health issues.
<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.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**LESSON 10: "1,000 Makes a Day" p. 16**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.5.5-8.4</b>	Describe personal factors that influence an individual's health goals.
<b>HE.7.5-8.4</b>	Work cooperatively with a group to achieve group goals in both cooperative and competitive settings.

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

<b>CODE</b>	<b>STANDARD</b>
<b>SL.5.1c</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>SL.5.1d</b>	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

<b>CODE</b>	<b>STANDARD</b>
<b>SL.5.1c</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<b>SS.6.5-8.1</b>	Compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.
<b>RL.5.2</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>CODE</b>	
<b>RL</b>	Reading: Literature
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>HE</b>	Health Enhancement
<b>SS</b>	Social Studies
<b>A</b>	Art