



# NEW HAMPSHIRE 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://education.nh.gov/instruction/curriculum/>

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

CODE	STANDARD
H:FLS:E:1.3	Address interrelationships and complexity of influences
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
H:FLS:E:1.3	Address interrelationships and complexity of influences
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
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.
H:SM:E:2.2	Demonstrate healthful behaviors, habits, and/or techniques.
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
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.
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.

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

CODE	STANDARD
H:AI:E:2.4	Demonstrate ability to access appropriate community resources to meet specific needs.
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 6: "My Sister, My Hero" p. 109

CODE	STANDARD
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.
H:FLS:E:1.3	Address interrelationships and complexity of influences

<b>VA:1:8b</b>	Use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas;
<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>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>VA:1:8b</b>	Use the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas;
<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>H:SM:E:2.2</b>	Demonstrate healthful behaviors, habits, and/or techniques.
<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.
<b>LESSON 9: "The Bionic Woman Is Black" p. 373</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>H:FLS:E:1.3</b>	Address interrelationships and complexity of influences
<b>H:SM:E:2.2</b>	Demonstrate healthful behaviors, habits, and/or techniques.
<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.
<b>LESSON 10: "1,000 Makes a Day" p. 16</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>H:SM:E:2.2</b>	Demonstrate healthful behaviors, habits, and/or techniques.
<b>H:AI:E:2.4</b>	Demonstrate ability to access appropriate community resources to meet specific needs
<b>LESSON 11: "The Note" p. 319</b>	
<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>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>RL.5.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.

**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>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>H:SM:E:2.2</b>	Demonstrate healthful behaviors, habits, and/or techniques.
<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>RL</b>	Reading Literature
<b>SL</b>	Speaking and Listening
<b>RI</b>	Reading Informational Text
<b>RF</b>	Reading Foundations
<b>W</b>	Writing
<b>H</b>	Health
<b>FLS</b>	Family Life and Sexuality
<b>SM</b>	Social and Mental Health
<b>AI</b>	Accessing Information
<b>VA</b>	Visual Arts