



# NEW YORK 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.p12.nysed.gov/ciai/cores.html#HPEFCS>

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

CODE	STANDARD
EHE.2.1.b	Know some personal and social skills which contribute to individual safety.
EHE.3.1.c	Know how to access help when illness, injury, or emergency situations occur.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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
EHE.2.1.b	Know some personal and social skills which contribute to individual safety
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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).
W.5.4	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
EFC.3.1.a	Understand the kinds of resources available in their community and make informed decisions related to their own use.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
W.5.4	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
EPE.2.1.c	Work constructively with others to accomplish a variety of goals and tasks.
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.
W.5.4	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
EFC.3.1.a	Understand the kinds of resources available in their community and make informed decisions related to their own use.
EHE.2.1.b	Know some personal and social skills which contribute to individual safety.
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).
W.5.4	Produce clear and coherent writing (including multiple- paragraph texts) in which the

	development and organization are appropriate to task, purpose, and audience.
<b>LESSON 6: "My Sister, My Hero" p. 109</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>EHE.2.1.b</b>	Recognize potentially dangerous situations and know how to avoid or reduce their risk.
<b>SL.5.4</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; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
<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.5.1</b>	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.
<b>W.5.1a</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>EHE.1.1.b</b>	Possess basic knowledge and skills which support positive health choices and behaviors.
<b>VA.5.1</b>	Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.
<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>LESSON 8: "Find Yourself a Dream" p. 177</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>EPE.1.1.f</b>	Develop leadership, problem solving, cooperation, and team work by participating in group activities.
<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.5.1a</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>EHE.2.1.c</b>	Know some personal and social skills which contribute to individual safety.
<b>EPE.1.1.f</b>	Develop leadership, problem solving, cooperation, and team work by participating in group activities.
<b>SL.5.4</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; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
<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.5.1a</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.
--	--

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

CODE	STANDARD
<b>EHE.1.1.f</b>	Practice and support others in making healthy choices.
<b>SL.5.4</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; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
<b>RI.5.3</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.

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

CODE	STANDARD
<b>EHE.2.1.c</b>	Know some personal and social skills which contribute to individual safety.
<b>EFC.1.1.c</b>	Recognize the mental, social, and emotional aspects of good health.
<b>SL.5.4</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; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
<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>SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker's opinions and verifiable facts.

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

CODE	STANDARD
<b>EFC.1.1.c</b>	Recognize how a family contributes to personal health.
<b>EFC.2.1.a</b>	Understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them.
<b>EHE.3.1.b</b>	Understand how culture contributes to individual family and community beliefs and practices affecting health.
<b>SL.5.4</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; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
<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>RI.5.6</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.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 (e.g., how characters interact).
<b>W.5.4</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>EHE</b>	Elementary Health Education
<b>EPE</b>	Elementary Physical Education
<b>EFC</b>	Elementary Family and Consumer Sciences

<b>VA</b>	Visual Arts
<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

*Effective 2015.*