



NORTH CAROLINA 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.dpi.state.nc.us/acre/standards/new-standards/#social>

LESSON 1: "The Slam Book" p. 69

CODE	STANDARD
P.SE.3.1	Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
CC.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CC.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
EI.SE.2.1	Exemplify respect for individual and cultural differences.
CC.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).
CC.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
EEE.C.1.2	Use creative strategies to achieve academic, personal, social, and professional goals.
EEE.C.1.1	Create strategies for solving problems that have been problems for some time.
CC.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CC.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
EEE.C.1.1	Create strategies for solving problems that have been problems for some time.
CC.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.
CC.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
P.SE.3.1	Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
CC.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).
CC.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 6: "My Sister, My Hero" p. 109

CODE	STANDARD
I.SE.2.1	Exemplify how peer pressure can be both a negative and positive influence.

EI.SE.2.1	Exemplify respect for individual and cultural differences.
5.V.1.2	Create art that reflects personal voice and choice.
CC.W.5.1a	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 7: "Growing a Spine" p. 51	
CODE	STANDARD
EEE.C.1.2	Use creative strategies to achieve academic, personal, social, and professional goals.
5.V.1.2	Create art that reflects personal voice and choice.
CC.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 8: "Find Yourself a Dream" p. 177	
CODE	STANDARD
EEE.C.1.2	Use creative strategies to achieve academic, personal, social, and professional goals.
CC.W.5.1a	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 9: "The Bionic Woman Is Black" p. 373	
CODE	STANDARD
EEE.C.1.1	Create strategies for solving problems that have been problems for some time.
CC.SL.5.4	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.
CC.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.
CC.W.5.1a	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
EEE.C.1.2	Use creative strategies to achieve academic, personal, social, and professional goals.
P.SE.3.1	Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.
CC.SL.5.4	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.
CC.RI.5.3	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
P.SE.2	Understand the relationship between self and others in the broader world.
CC.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.
CC.SL.5.3	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
EI.SE.2	Understand the relationship between self and others in the broader world.
P.SE.2.2	Explain how understanding differences among people can increase self-understanding.
CC.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.
CC.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).
CC.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.

CODE	
RL	Reading Literature
RI	Reading Informational Text
RF	Reading Foundational Skills
W	Writing
SL	Speaking and Listening
V	Visual Arts
EI	Early Independent
SE	Socio-Emotional
I	Independent
P	Progressing
EEE	Early Emergent/Emergent
CC	Common Core