



# NORTH DAKOTA 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): <https://www.nd.gov/dpi/Administrators/assessment/unit/>

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

CODE	STANDARD
H.5.7.1	Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure).
H.5.7.2	Identify people and groups who advocate for health (e.g., health and physical education teachers, police officers, nurses, American Cancer Society, local community organizations).
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.5.3.1	Identify ways an individual's family, friends, and culture influence personal and community health practices.
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
H.5.5.1	Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan).
W.5.1b	Provide logically ordered reasons that are supported by facts and details.
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
H.5.4.3	Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help).
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
H.5.7.1	Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure).
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.
<b>LESSON 6: "My Sister, My Hero" p. 109</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>H.5.4.2</b>	Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure).
<b>VA.8.1.5</b>	Understand how different visual art media, techniques, and processes are used to communicate ideas, experience, and stories.
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>LESSON 7: "Growing a Spine" p. 51</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>H.5.7.1</b>	Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure).
<b>VA.8.3.1</b>	Understand how to apply subjects, themes, symbols and ideas in visual art to communicate ideas.
<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].").
<b>LESSON 8: "Find Yourself a Dream" p. 177</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>H.5.5.1</b>	Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan).
<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.
<b>LESSON 9: "The Bionic Woman Is Black" p. 373</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>H.5.2.1</b>	Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health.
<b>W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details.
<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.
<b>LESSON 10: "1,000 Makes a Day" p. 16</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details.
<b>H.5.5.1</b>	Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan).
<b>LESSON 11: "The Note" p. 319</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>H.5.2.1</b>	Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health.
<b>H.5.4.1</b>	Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language).
<b>SL.5.1d</b>	Review the key ideas expressed and draw conclusions in light of information and

	knowledge gained from the discussions.
<b>LESSON 12: “The Normal Girl in a Not-So-Normal Chair” p. 90</b>	
CODE	STANDARD
<b>H.5.2.1</b>	Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health.
<b>H.5.4.1</b>	Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language).
<b>SS.5.6.2</b>	Explain the cultural differences (e.g., traditions, celebrations, food) in the regions of the United States today.
<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.

CODE	
<b>RL</b>	Reading Literature
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>H</b>	Health
<b>VA</b>	Visual Art
<b>SS</b>	Social Studies