



# TEXAS 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://tea.texas.gov/index2.aspx?id=6148>

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

CODE	STANDARD
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.
110.16.29	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

#### LESSON 2: "The Bully and the Braid" p. 160

CODE	STANDARD
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.

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

CODE	STANDARD
115.7.9C	Utilize critical thinking in decision making and problem solving.
115.7.9D	Describe benefits in setting and implementing short and long-term goals.
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.

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

CODE	STANDARD
115.7.10B	Describe appropriate ways to address bullying on behalf of a friend or peer.
115.7.10A	Analyze respectful ways to communicate with friends, family, teachers, and others.
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.

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

CODE	STANDARD
115.7.10D	Identify methods available through which to report bullying.
115.7.10E	Describe the difference between reporting and tattling.
115.7.10B	Describe appropriate ways to address bullying on behalf of a friend or peer.
110.16.7	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies

	and autobiographies, including how authors present major events in a person's life.
<b>LESSON 6: "My Sister, My Hero" p. 109</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>115.7.6B</b>	Distinguish between healthy and harmful influences of friends and others.
<b>115.7.9B</b>	Assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving.
<b>115.7.10A</b>	Analyze respectful ways to communicate with friends, family, teachers, and others.
<b>117.17.1A</b>	Communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences;
<b>110.16.18C</b>	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
<b>LESSON 7: "Growing a Spine" p. 51</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>115.7.10A</b>	Analyze respectful ways to communicate with friends, family, teachers, and others.
<b>117.17.1A</b>	Communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences;
<b>110.16.7</b>	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
<b>LESSON 8: "Find Yourself a Dream" p. 177</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>115.7.9D</b>	Describe benefits in setting and implementing short and long-term goals.
<b>115.7.9E</b>	Explain the necessity of perseverance to achieve goals.
<b>110.16.26</b>	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.
<b>LESSON 9: "The Bionic Woman Is Black" p. 373</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>115.7.9D</b>	Describe benefits in setting and implementing short and long-term goals.
<b>115.7.9E</b>	Explain the necessity of perseverance to achieve goals.
<b>110.16.29</b>	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
<b>110.16.26</b>	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience.
<b>LESSON 10: "1,000 Makes a Day" p. 16</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>115.7.9E</b>	Explain the necessity of perseverance to achieve goals.
<b>115.7.9F</b>	Explain the importance of parent/trusted adult guidance in goal setting.
<b>110.16.7</b>	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
<b>LESSON 11: "The Note" p. 319</b>	

<b>CODE</b>	<b>STANDARD</b>
<b>115.7.10A</b>	Analyze respectful ways to communicate with friends, family, teachers, and others.
<b>110.16.27A</b>	Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective.
<b>LESSON 12: "The Normal Girl in a Not-So-Normal Chair" p. 90</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>115.7.10A</b>	Analyze respectful ways to communicate with friends, family, teachers, and others.
<b>110.16.27A</b>	Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective.
<b>110.16.7</b>	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.

<b>CODE</b>	
<b>110.16</b>	English Language Arts and Reading, Grade 5
<b>115.7</b>	Health Education, Grade 5
<b>117.17</b>	Art, Grade 5

*Effective 2015*