



# UTAH 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.uen.org/core/>

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

CODE	STANDARD
HE.2.1.a	Recognize different ways people influence each other.
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
HE.4.1.a	Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.
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
PE.5.4	Develop cooperative skills and positive personal behavior through communication and respect for self and others.
HE.2.2.b	Predict the consequences of a variety of choices.
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
HE.3	The students will understand and respect self and others related to human development and relationships.
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
HE.2.1.a	Recognize different ways people influence each other.
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 6: "My Sister, My Hero" p. 109**

CODE	STANDARD
HE.2.1.b	Differentiate between positive and negative influences.
HE.4.1.a	Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.
VA.4.3.a	Collaborate in small groups to discover how works of art reveal the history and social conditions of our nation.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**LESSON 7: "Growing a Spine" p. 51**

CODE	STANDARD
HE.2.2	Use decision-making skills to increase the likelihood of positive outcomes.
VA.3.2.b	Use a personal experience as inspiration to create a work of art.
W.5.9a	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]").

**LESSON 8: "Find Yourself a Dream" p. 177**

CODE	STANDARD
HE.1.4.a	Explain how both positive and negative events can cause stress.
HE.2.1.c	Accept mistakes and learn from them.
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**LESSON 9: "The Bionic Woman Is Black" p. 373**

CODE	STANDARD
PE.5.4.4	Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
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.
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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

CODE	STANDARD
HE.2.1.c	Accept mistakes and learn from them.
PE.5.4	Develop cooperative skills and positive personal behavior through communication and respect for self and others.

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

CODE	STANDARD
HE.2.1	Explore how relationships can contribute to self-worth.
HE.3.1	Demonstrate qualities that help form healthy interpersonal relationships.
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

<b>CODE</b>	<b>STANDARD</b>
<b>HE.2.1</b>	Explore how relationships can contribute to self-worth.
<b>HE.3.1</b>	Demonstrate qualities that help form healthy interpersonal relationships.
<b>SS.1.1.e</b>	Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political).
<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>CODE</b>	
<b>RL</b>	Reading: Literature
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>HE</b>	Health Education
<b>PE</b>	Physical Education
<b>SS</b>	Social Studies
<b>VA</b>	Visual Arts