



# VERMONT 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://education.vermont.gov/documents/framework.pdf>

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

CODE	STANDARD
2.2.aa	Seek information from reliable sources, including knowledge, observation, and trying things out.
3.13	Analyze roles and responsibilities in their family, their school, and their community.
CCSS.SL.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
2.3.aa	Solve problems that require processing several pieces of information.
CCSS.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

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

CODE	STANDARD
2.2.aa	Seek information from reliable sources, including knowledge, observation, and trying things out.
2.3.aa	Solve problems that require processing several pieces of information.
CCSS.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSS.RF.4	Read with sufficient accuracy and fluency to support comprehension.

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

CODE	STANDARD
3.11	Interact respectfully with others, including those with whom they have differences.
CCSS.RL.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.
CCSS.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

CODE	STANDARD
2.2.aa	Seek information from reliable sources, including knowledge, observation, and trying things out.
CCSS.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

#### LESSON 6: "My Sister, My Hero" p. 109

CODE	STANDARD
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<b>3.5.dd</b>	Demonstrate use of strategies to manage stress.
<b>2.3.aa</b>	Solve problems that require processing several pieces of information.
<b>VA.5.29</b>	Students use the elements and principles of two- and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing, and critiquing.
<b>CCSS.W.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>LESSON 7: "Growing a Spine" p. 51</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.5.dd</b>	Demonstrate use of strategies to manage stress.
<b>VA.5.29</b>	Students use the elements and principles of two- and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing, and critiquing.
<b>CCSS.RI.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>LESSON 8: "Find Yourself a Dream" p. 177</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.5.dd</b>	Demonstrate use of strategies to manage stress.
<b>3.11</b>	Interact respectfully with others, including those with whom they have differences.
<b>CCSS.W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 9: "The Bionic Woman Is Black" p. 373</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.5.dd</b>	Demonstrate use of strategies to manage stress.
<b>2.3.aa</b>	Solve problems that require processing several pieces of information.
<b>CCSS.SL.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>CCSS.W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LESSON 10: "1,000 Makes a Day" p. 16</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>3.11</b>	Interact respectfully with others, including those with whom they have differences.
<b>3.10</b>	Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions.
<b>LESSON 11: "The Note" p. 319</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CCSS.RI.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and

	differences in the point of view they represent.
<b>CCSS.SL.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>CCSS.RL.6</b>	Describe how a narrator or speaker's point of view influence.
<b>LESSON 12: "The Normal Girl in a Not-So-Normal Chair" p. 90</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CCSS.RI.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>CCSS.SL.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>6.13.bb</b>	Identify and analyze key ways in which culture is transmitted, (e.g., oral tradition, media, migration, and conquest), and the key forces of cultural change (e.g., technological, economic, political, military).
<b>CCSS.RL.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

<b>CODE</b>	
<b>CCSS</b>	Common Core Standards
<b>RL</b>	Reading Literature
<b>RI</b>	Reading Informational Text
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>RF</b>	Reading Fluency
<b>VA</b>	Visual Arts
<b>2</b>	Reasoning and Problem Solving Standards
<b>3</b>	Personal Development Standards
<b>6</b>	History and Social Science Standards