



# WISCONSIN 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://dpi.wi.gov/standards>

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

| CODE        | STANDARD  |
|-------------|---|
| HE.5:2:A1   | Identify situations that require a thoughtful decision.   |
| CC.5.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.5.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.4:2:B3   | Discuss nonviolent strategies to reduce, manage, or resolve conflict.  |
| CC.5.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.5.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  |
|-------------|---|
| HE.1:2:A1   | Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors. |
| HE.5:2:A1   | Identify situations that require a thoughtful decision.   |
| CC.5.RF.5.4 | Read with sufficient accuracy and fluency to support comprehension.   |
| CC.5.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  |
|-------------|---|
| HE.4:2:B3   | Discuss nonviolent strategies to reduce, manage, or resolve conflict.   |
| CC.5.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.5.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   |
|-------------|--|
| HE.6:2:A2   | Identify key family, school, and community members that can assist in achieving a personal health goal.  |
| CC.5.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.5.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**

| <b>CODE</b>        | <b>STANDARD</b>   |
|--------------------|---|
| <b>CC.5.SL.5.4</b> | 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; avoid plagiarism by identifying sources; speak clearly at an understandable pace.        |
| <b>CC.5.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>CC.5.W.5.1a</b> | 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. |
| <b>VA.K.8.2</b>    | Invent new artistic forms to communicate ideas and solutions to problems.   |

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

| <b>CODE</b>        | <b>STANDARD</b>   |
|--------------------|---|
| <b>HE.4:2:B3</b>   | Discuss nonviolent strategies to reduce, manage, or resolve conflict.   |
| <b>VA.K.8.2</b>    | Invent new artistic forms to communicate ideas and solutions to problems.   |
| <b>CC.5.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. |

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

| <b>CODE</b>        | <b>STANDARD</b>   |
|--------------------|---|
| <b>HE.5:2:A1</b>   | Identify situations that require a thoughtful decision.   |
| <b>CC.5.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>CC.5.W.5.1a</b> | 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**

| <b>CODE</b>        | <b>STANDARD</b>   |
|--------------------|---|
| <b>HE.1:2:A1</b>   | Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors. |
| <b>HE.5:2:A1</b>   | Identify situations that require a thoughtful decision.   |
| <b>CC.5.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>CC.5.W.5.1a</b> | 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**

| <b>CODE</b>        | <b>STANDARD</b>  |
|--------------------|--|
| <b>CC.5.SL.5.4</b> | 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; |

|                    |   |
|--------------------|---|
|                    | avoid plagiarism by identifying sources; speak clearly at an understandable pace.   |
| <b>CC.5.RI.5.3</b> | 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**

| <b>CODE</b>        | <b>STANDARD</b>   |
|--------------------|---|
| <b>HE.5:2:A1</b>   | Identify situations that require a thoughtful decision.   |
| <b>CC.5.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>CC.5.SL.5.3</b> | 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**

| <b>CODE</b>        | <b>STANDARD</b>  |
|--------------------|--|
| <b>HE.5:2:A1</b>   | Identify situations that require a thoughtful decision.  |
| <b>CC.5.SL.5.4</b> | 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; avoid plagiarism by identifying sources; speak clearly at an understandable pace. |
| <b>CC.5.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>CC.5.RL.5.3</b> | 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).   |
| <b>CC.5.W.5.4</b>  | Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.   |

| <b>CODE</b> |                             |
|-------------|-----------------------------|
| CC          | Common Core                 |
| HE          | Health Education            |
| RL          | Reading Literature          |
| RI          | Reading Informational Text  |
| RF          | Reading Foundational Skills |
| SL          | Speaking and Listening      |
| VA          | Visual Arts                 |
| W           | Writing                     |

*Effective 2015*