

WYOMING 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://edu.wyoming.gov/educators/standards/>**LESSON 1: "The Slam Book" p. 69**

CODE	STANDARD
HE 6.2.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
HE 6.1.1	Analyze family, school, or community resources that can be used to enhance health (e.g. compare/contrast what help different people can give).
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 6.2.2	Determine when health-related situations require the application of a thoughtful decision-making process.
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
HE 6.4.6	Use multiple criteria to set short-term personal health goals (e.g., Specific, Measurable, Action oriented, Realistic, Timely).
HE 6.2.4	Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt).
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 6.3.2	Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).
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 6.2.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

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 6.3.3	Analyze refusal strategies for potential effectiveness.
HE 6.2.2	Determine when health-related situations require the application of a thoughtful decision-making process.
FPA 8.1.A.4	Collaborate with others in creative artistic processes.
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 6.4.6	Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance (e.g. getting sufficient sleep).
FPA 8.1.A.1	Create and revise original art to express ideas, experiences and stories.
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]"). b. Apply grade 5 Reading standards.
LESSON 8: "Find Yourself a Dream" p. 177	
CODE	STANDARD
HE 6.4.5	Analyze age appropriate factors that create good stress and bad stress.
HE 6.4.7	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was not achieved because of snowy weather and no community facility was available for exercise).
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
HE 6.4.2	Demonstrate an understanding of behaviors to avoid or reduce health risks.
HE 6.2.4	Analyze potential short-term impact of each alternative on self and others when making a health related decision (e.g., if I intervene in bullying situation and I get beat up, I may be get a black eye but I may prevent the victim from getting badly hurt).
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 6.4.7	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was not achieved because of snowy weather and no community facility was available for exercise).
HE 6.4.6	Use multiple criteria to set short-term personal health goals (e.g., Specific, Measurable, Action oriented, Realistic, Timely).

LESSON 11: "The Note" p. 319

CODE	STANDARD
SL.5.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.5.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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

CODE	STANDARD
SL.5.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.5.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SS.5.2.1	Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.
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.

CODE	
RL	Reading: Literature
W	Writing
SL	Speaking and Listening
HE	Health Education
FPA	Fine and Performing Arts
A	Visual Arts
SS	Social Studies