



# ARKANSAS STANDARDS ALIGNMENT DOCUMENT

## *Chicken Soup for the Soul Hallway Heroes*

### GRADE 6

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source Link(s): <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents>

#### LESSON 1: "Friends of the Heart" p. 218

CODE	STANDARD
HW.11.6.1	Develop strategies and skills to demonstrate respect for others.
HW.8.6.1	Research local resources that provide <i>health</i> services for situations requiring <i>health</i> care.
RL.6.3	Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution

#### LESSON 2: "Fifty-Six Grandparents" p. 125

CODE	STANDARD
HW.9.6.2	Describe how communication can affect the behavior of family life and peers.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### LESSON 3: "Going to the Dogs" p. 20

CODE	STANDARD
PEL.5.6.2	Participate with students of diverse multicultural backgrounds.
RL.6.3	Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution

#### LESSON 4: "Help by the Bagful" p. 215

CODE	STANDARD
PEL.5.6.2	Participate with students of diverse multicultural backgrounds.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### LESSON 5: "Nice Catch!" p. 207

CODE	STANDARD
PEL.5.6.1	Understand the physical and <i>environmental</i> dangers associated with decisions made during different physical activities.
PEL.5.6.2	Participate with students of diverse multicultural backgrounds.
W.6.8	Gather relevant information from multiple print and digital sources. Assess the credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Provide basic bibliographic information for sources.

#### LESSON 6: "The Power of the Pen" p. 28

CODE	STANDARD
HW.8.6.1	Research local resources that provide <i>health</i> services for situations requiring <i>health</i> care.
PEL.5.6.2	Participate with students of diverse multicultural backgrounds.
W.6.8	Gather relevant information from multiple print and digital sources. Assess the

	credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Provide basic bibliographic information for sources.
<b>W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>LESSON 7: "A Lesson in Ugly" p. 92</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>PEL.5.6.2</b>	Participate with students of diverse multicultural backgrounds.
<b>HW.11.6.1</b>	Develop strategies and skills to demonstrate respect for others.
<b>PEL.5.6.2</b>	Participate with students of diverse multicultural backgrounds.
<b>W.6.8</b>	Gather relevant information from multiple print and digital sources. Assess the credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. Provide basic bibliographic information for sources.
<b>LESSON 8: "Care Bags" p. 316</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HW.9.6.1</b>	Identify appropriate ways to express affection within relationships.
<b>PEL.5.6.2</b>	Participate with students of diverse multicultural backgrounds.
<b>W.6.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>LESSON 9: "Secret Santa" p. 210</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HW.11.6.1</b>	Develop strategies and skills to demonstrate respect for others.
<b>PEL.5.6.2</b>	Participate with students of diverse multicultural backgrounds.
<b>SL.6.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>LESSON 10: "Two Tickets to the Big Game" p. 24</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>PEL.5.6.1</b>	Understand the physical and <i>environmental</i> dangers associated with decisions made during different physical activities.
<b>PEL.5.6.2</b>	Participate with students of diverse multicultural backgrounds.
<b>SL.6.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>LESSON 11: "The Joy of Giving" p. 362</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>PEL.5.6.2</b>	Participate with students of diverse multicultural backgrounds.
<b>SL.6.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>SL.6.2</b>	Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.
<b>LESSON 12: "Goals and Dreams – A Winning Team" p. 301</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HW.11.6.1</b>	Develop strategies and skills to demonstrate respect for others.
<b>W.6.3.d</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

<b>CODE</b>	
<b>RL</b>	Reading: Literature
<b>SL</b>	Speaking and Listening
<b>W</b>	Writing
<b>HW</b>	Health and Wellness
<b>PEL</b>	Physical Education and Leisure

*Effective 2016.*