



CONNECTICUT STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 6

All stories come from *Chicken Soup for the Soul: Create Your Best Future*

Source Link(s):

http://ctcorestandards.org/wp-content/uploads/2014/06/CCS-ELA_6-12_Standards_Progression.pdf

<http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/health/healthybalancedliving.pdf>

LESSON 1: "Small Girl Learns a Big Lesson" p. 16

CODE	STANDARD
HE.M.5.3	Identify ways in which emotions may affect communication, behavior and relationships.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LESSON 2: "Speaking Up" p. 10

CODE	STANDARD
HE.M.5.5	Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
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: "The Fat Kid" p. 19

CODE	STANDARD
HE.M.5.3	Identify ways in which emotions may affect communication, behavior and relationships.
HE.M.5.5	Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

LESSON 4: "One at a Time" p. 163

CODE	STANDARD
PE.M.13.2	Continue to develop skills to participate productively in groups, in both cooperative and competitive activities.
HE.M.8.5	Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools.
HE.M.2.2	Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LESSON 5: "Making My Day" p. 255

CODE	STANDARD
HE.M.5.6	Use communication skills to build and maintain healthy relationships
HE.M.5.7	Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships
HE.M.5.3	Identify ways in which emotions may affect communication, behavior and relationships.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.6.1-3.)

LESSON 6: "Angel" p. 343

CODE	STANDARD
HE.M.5.5	Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
HE.M.5.6	Use communication skills to build and maintain healthy relationships.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

LESSON 7: "Thirty Cents Worth" p. 107

CODE	STANDARD
HE.M.5.3	Identify ways in which emotions may affect communication, behavior and relationships.
HE.M.2.2	Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services.
HE.M.5.2	Use characteristics needed to be a responsible individual within their peer group, school, family and community.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LESSON 8: "Nameless Faces" p. 111

CODE	STANDARD
HE.M.1.2	Describe the interrelationship of mental, emotional, social and physical health during preadolescence/adolescence
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.

LESSON 9: "The Dress" p. 183

CODE	STANDARD
HE.M.2.2	Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing

	types are defined in W.6.1-3.)
LESSON 10: "Follow Your Dream" p. 130	
CODE	STANDARD
HE.M.2.2	Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.6.1-3.)
LESSON 11: "Life Rolls On" p. 276	
CODE	STANDARD
HE.M.5.4	Compare and contrast healthy ways to express needs, wants and feelings.
HE.M.5.3	Identify ways in which emotions may affect communication, behavior and relationships.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
LESSON 12: "No Words" p. 210	
CODE	STANDARD
HE.M.5.5	Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CODE	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
HE	Health Education
PE	Physical Education

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