



# GEORGIA 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): <https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx>

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

CODE	STANDARD
HE6.2c	Explain how peers influence healthy behaviors.
ELAG6RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAGSE6SL1	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.
ELAGSE6W3	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
HE6.2g	Identify norms that influence health behaviors.
HE6.8c	Plan with others to advocate for healthy lifestyles and choices.
ELAG6SERL3	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.

#### LESSON 3: "The Fat Kid" p. 19

CODE	STANDARD
HE6.5a	List some reasons that one may use to make an unhealthy choice.
HE6.4a	Recognize effective verbal and nonverbal communication skills to enhance health.
ELAG6SERL1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELAG6SEW2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

CODE	STANDARD
HE6.8c	Plan with others to advocate for healthy lifestyles and choices.
HE.6.2d	Identify how the community can affect personal health practices and behaviors.
ELAG6SERL1	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
HE6.5a	List some reasons that one may use to make an unhealthy choice.
ELAG6SEW2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELAG6SEW4	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
HE6.2C	Explain how peers influence healthy behaviors.
ELAG6SERL6	Explain how an author develops the point of view of the narrator or speaker in a text.

**LESSON 7: "Thirty Cents Worth" p. 107**

<b>CODE</b>	<b>STANDARD</b>
HE6.2b	Identify the influence of culture on health beliefs and practices.
ELAG6SERL2	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.
ELAG6SEW7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**LESSON 8: "Nameless Faces" p. 111**

<b>CODE</b>	<b>STANDARD</b>
HE6.2i	Identify how some health choices influence unhealthy behaviors.
ELAG6SEW9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
ELAG6SERL6	Explain how an author develops the point of view of the narrator or speaker in a text.
ELAG6SEW1	Write arguments to support claims with clear reasons and relevant evidence.

**LESSON 9: "The Dress" p. 183**

<b>CODE</b>	<b>STANDARD</b>
HE6.8c	Plan with others to advocate for healthy lifestyles and choices.
ELAG6SEW8	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.
ELAG6SEW2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELAG6SEW4	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**

<b>CODE</b>	<b>STANDARD</b>
HE6.8a	State a health position and support it with accurate information.
ELAG6SEW2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELAG6SEW4	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**

<b>CODE</b>	<b>STANDARD</b>
HE6.5a	List some reasons that one may use to make an unhealthy choice.
HE.6.5d	Choose between healthy and unhealthy alternatives to health-related problems.
ELAG6SERL7	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**

<b>CODE</b>	<b>STANDARD</b>
HE6.8b	Demonstrate how to support others in positive choices regarding their health.
ELAG6SERL1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>CODE</b>	
ESAGSE	English Language Arts Georgia Standards of Excellence
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
L	Language
RV	Reading Vocabulary
HE	Health
VA	Visual Arts
PR	Production

*Effective 2016.*