



# IDAHO 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://www.sde.idaho.gov/academic/index.html>

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

CODE	STANDARD
6-8.H.1.1.2	Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.
6-8.H.4.1.1	Apply effective verbal and nonverbal communication skills to enhance health.
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
6-8.H.1.1.2	Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.
6-8.H.8.1.3	Examine how the perceptions of norms influence healthy and unhealthy behaviors.
6-8.H.2.1.1	Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.
6-8.H.4.1.3	Demonstrate effective conflict management or resolution strategies.
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
6-8.H.1.1.2	Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.
6-8.H.4.1.1	Apply effective verbal and nonverbal communication skills to enhance health.
6-8.H.2.1.4	Explain the influence of personal values and beliefs on individual health practices and behaviors.
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
6-8.H.8.1.2	Demonstrate how to influence and support others to make positive health choices.
6-8.H.8.1.3	Work cooperatively to advocate for the health of individuals, families, schools and the community.
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
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6-8.H.4.1.1	Apply effective verbal and nonverbal communication skills to enhance health.
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**

<b>CODE</b>	<b>STANDARD</b>
6-8.H.8.1.3	Examine how the perceptions of norms influence healthy and unhealthy behaviors.
6-8.H.4.1.1	Apply effective verbal and nonverbal communication skills to enhance health.
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**

<b>CODE</b>	<b>STANDARD</b>
6-8.H.8.1.2	Demonstrate how to influence and support others to make positive health choices.
6-8.H.7.1.1	Explain the importance of assuming responsibility for personal health behaviors.
6-8.H.8.1.3	Examine how the perceptions of norms influence healthy and unhealthy behaviors.
6-8.H.2.1.4	Explain the influence of personal values and beliefs on individual health practices and behaviors.
6-8.H.7.1.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
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**

<b>CODE</b>	<b>STANDARD</b>
6-8.H.4.1.3	Demonstrate effective conflict management or resolution strategies.
6-8.H.1.1.2	Describe the interrelationships of emotional, intellectual, physical and social health in 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**

<b>CODE</b>	<b>STANDARD</b>
6-8.H.8.1.3	Work cooperatively to advocate for the health of individuals, families, schools and the community.
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**

<b>CODE</b>	<b>STANDARD</b>
6-8.H.8.1.3	Work cooperatively to advocate for the health of individuals, families, schools and the

	community.
6-8.H.2.1.1	Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.
6-8.H.6.1.3	Apply strategies and skills needed to attain a personal health goal.
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.)
<b>LESSON 11: "Life Rolls On" p. 276</b>	
<b>CODE</b>	<b>STANDARD</b>
6-8.H.1.1.2	Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.
6-8.H.4.1.1	Apply effective verbal and nonverbal communication skills to enhance health.
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.
<b>LESSON 12: "No Words" p. 210</b>	
<b>CODE</b>	<b>STANDARD</b>
6-8.H.8.1.3	Work cooperatively to advocate for the health of individuals, families, schools and the community.
6-8.H.2.1.1	Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>CODE</b>	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
H	Health

*Effective 2016.*