



# ILLINOIS 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.isbe.state.il.us/ils/Default.htm>

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

CODE	STANDARD
SEL2A.3b	Analyze how one's behavior may affect others.
SEL2A.3a	Predict others' feelings and perspectives in a variety of situations.
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
SEL2A.3a	Predict others' feelings and perspectives in a variety of situations.
HE24.A.3b	Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).
HE24.A.3c	Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.
SEL2B.3b	Analyze the effects of taking action to oppose bullying based on individual and group differences.
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
SEL2A.3a	Predict others' feelings and perspectives in a variety of situations.
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
SEL2C.3a	Analyze ways to establish positive relationships with others.
SEL1B.3b	Analyze how making use of school and community supports and opportunities can contribute to school and life success.
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
SEL2C.3a	Analyze ways to establish positive relationships with others.
SEL2A.3a	Predict others' feelings and perspectives in a variety of situations.
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 6: "Angel" p. 343</b>	
<b>CODE</b>	<b>STANDARD</b>
SEL2C.3a	Analyze ways to establish positive relationships with others.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
<b>LESSON 7: "Thirty Cents Worth" p. 107</b>	
<b>CODE</b>	<b>STANDARD</b>
SEL3A.3a	Evaluate how honesty, respect, fairness and compassion enable one to take the needs of others into account when making decisions.
SEL2A.3b	Analyze how one's behavior may affect 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.
<b>LESSON 8: "Nameless Faces" p. 111</b>	
<b>CODE</b>	<b>STANDARD</b>
SEL2D.3a	Evaluate strategies for preventing and resolving interpersonal problems.
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.
<b>LESSON 9: "The Dress" p. 183</b>	
<b>CODE</b>	<b>STANDARD</b>
HE22.B.3a	Describe how the individual influences the health and well-being of the workplace and community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).
SEL3C.3a	Evaluate one's participation in efforts to address an identified school need.
SEL3C.3b	Evaluate one's participation in efforts to address an identified need in one's local 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.)
<b>LESSON 10: "Follow Your Dream" p. 130</b>	
<b>CODE</b>	<b>STANDARD</b>
SEL2C.3b	Demonstrate cooperation and teamwork to promote group effectiveness.
SEL1C.3a	Set a short-term goal and make a plan for achieving it.
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**

<b>CODE</b>	<b>STANDARD</b>
SEL2C.3a	Analyze ways to establish positive relationships with others.
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**

<b>CODE</b>	<b>STANDARD</b>
SEL2A.3b	Analyze how one's behavior may affect others.
SEL2C.3b	Demonstrate cooperation and teamwork to promote group effectiveness.
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>	
SEL	Social-Emotional Learning
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
L	Language
RV	Reading Vocabulary
SS	Social Science

*Effective 2016.*