



ILLINOIS STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 7

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: "McDonald's" p. 186

CODE	STANDARD
2B.3a	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LESSON 2: "The Boldest Girl in Class" p. 22

CODE	STANDARD
SEL1A.3b	Apply strategies to manage stress and to motivate successful performance.
SEL3C.3b	Evaluate one's participation in efforts to address an identified need in one's local community.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

LESSON 3: "You Get What You Give" p. 28

CODE	STANDARD
2B.3a	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
SEL2B.3b	Analyze the effects of taking action to oppose bullying based on individual and group differences.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LESSON 4: "John" p. 92

CODE	STANDARD
SEL1C.3a	Set a short-term goal and make a plan for achieving it.
SEL1A.3b	Apply strategies to manage stress and to motivate successful performance.
SEL2C.3a	Analyze ways to establish positive relationships with others.
W.7.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.4	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.7.1-3.)

LESSON 5: "Taxi" p. 103

CODE	STANDARD
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2B.3a	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
SEL2B.3b	Analyze the effects of taking action to oppose bullying behaviors based on individual and group differences.
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.4	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.7.1-3.)

LESSON 6: "A Lifetime of Stuttering" p. 123

CODE	STANDARD
SEL1B.3a	Analyze how personal qualities influence choices and successes.
SEL3B.3a	Analyze how decision-making skills improve study habits and academic performance.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LESSON 7: "Under One Roof" p. 366

CODE	STANDARD
SEL3A.3a	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
SEL3C.3b	Evaluate one's participation in efforts to address an identified need in one's local community.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LESSON 8: "Understanding Jenny" p. 339

CODE	STANDARD
SEL2A.3b	Analyze how one's behavior may affect others.
W.7.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
W.7.4	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.7.1-3.)

LESSON 9: "Measuring Miracles by Leaps and Bounds" p. 188

CODE	STANDARD
SEL1C.3b	Analyze why one did or did not achieve a goal.
SEL2A.3b	Analyze how one's behavior may affect others.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LESSON 10: "The Truck" p. 195

CODE	STANDARD
SEL2B.3a	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LESSON 11: "The End of the Zombie Days" p. 62

CODE	STANDARD
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SEL1B.3a	Analyze how personal qualities influence choices and successes.
SEL2C.3a	Analyze ways to establish positive relationships with others.
W.7.4	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.7.1-3.)
LESSON 12: "Head-Butting the Wall" p. 71	
CODE	STANDARD
SEL1C.3b	Analyze why one achieved or did not achieve a goal.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CODE	
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

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