



INDIANA STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 6

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source Link(s): <http://www.doe.in.gov/standards>

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

CODE	STANDARD
HE6.1.2	Identify the interrelationships of emotional and social health in adolescence.
G.III.1.1	Articulate socially appropriate emotional reactions of self and others in various settings.
6.RL.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
6.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
6.W.3.3	Write narrative compositions in a variety of forms that engage and orient the reader by developing an exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>), organize an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters, use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events, provide an ending that follows from the narrated experiences or events.

LESSON 2: "Speaking Up" p. 10

CODE	STANDARD
HE6.1.2	Identify the interrelationships of emotional and social health in adolescence.
HE6.2.2	Identify the influence of culture on health beliefs and practices.
HE6.4.3	Choose effective conflict management strategies.
G.III.1.1	Articulate socially appropriate emotional reactions of self and others in various settings.
G.III.1.4	Demonstrate respect of diversity.
G.III.1.5	Demonstrate support to those who are bullied, unaccepted, or experiencing stress, which may include making a report.
6.RL.2.3	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.

LESSON 3: "The Fat Kid" p. 19

CODE	STANDARD
G.III.1.1	Articulate socially appropriate emotional reactions of self and others in various settings.
G.III.1.3	Explain the importance of respectful behavior towards self and others in relation to academic, career, and life goals.

HE6.1.2	Identify the interrelationships of emotional and social health in adolescence.
6.RL.2.3	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
6.RV.1	Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

CODE	STANDARD
G.III.1.3	Explain the importance of respectful behavior towards self and others in relation to academic, career, and life goals.
G.III.2.4	Identify ways to participate in school or community service activities.
6.RL.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

LESSON 5: "Making My Day" p. 255

CODE	STANDARD
HE6.1.2	Identify the interrelationships of emotional and social health in adolescence.
G.III.1.1	Articulate socially appropriate emotional reactions of self and others in various settings.
6.W.3.2	Write informative compositions in a variety of forms that introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification, develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts, use appropriate transitions to clarify the relationships among ideas and concepts, include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension, choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy, establish and maintain a style appropriate to purpose and audience, provide a concluding statement or section that follows from the information or explanation presented.
6.W.4	Apply the writing process to plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults, use technology to interact and collaborate with others to generate, produce, and publish writing.

LESSON 6: "Angel" p. 343

CODE	STANDARD
HE6.2.2	Identify the influence of culture on health beliefs and practices.
G.III.1.1	Articulate socially appropriate emotional reactions of self and others in various settings.
6.RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

LESSON 7: "Thirty Cents Worth" p. 107

CODE	STANDARD
HE6.2.2	Identify the influence of culture on health beliefs and practices
6.RL.2.2	Determine how a theme or central idea of a work of literature is conveyed through

	particular details; provide a detailed, objective summary of the text.
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study, formulate a research question (e.g., <i>In what ways did Madame Walker influence Indiana society?</i>), gather relevant information from multiple sources, and annotate sources, assess the credibility of each source, quote or paraphrase the information and conclusions of others, avoid plagiarism and provide basic bibliographic information for sources, present information, choosing from a variety of formats.

LESSON 8: "Nameless Faces" p. 111

CODE	STANDARD
HE.6-8.W-T.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.
6.W.3.1	Write arguments in a variety of forms that introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect, use an organizational structure to group related ideas that support the argument, support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text, establish and maintain a consistent style and tone appropriate to purpose and audience, use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons, provide a concluding statement or section that follows from the argument presented.

LESSON 9: "The Dress" p. 183

CODE	STANDARD
G.III.2.4	Identify ways to participate in school or community service activities.
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study, formulate a research question (e.g., <i>In what ways did Madame Walker influence Indiana society?</i>), gather relevant information from multiple sources, and annotate sources, assess the credibility of each source, quote or paraphrase the information and conclusions of others, avoid plagiarism and provide basic bibliographic information for sources, present information, choosing from a variety of formats.
6.W.3.2	Write informative compositions in a variety of forms that introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification, develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts, use appropriate transitions to clarify the relationships among ideas and concepts, include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension, choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy, establish and maintain a style appropriate to purpose and audience, provide a concluding statement or section that follows from the information or explanation presented.

6.W.4	Apply the writing process to plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults, use technology to interact and collaborate with others to generate, produce, and publish writing.
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LESSON 10: "Follow Your Dream" p. 130

CODE	STANDARD
G.III.2.4	Identify ways to participate in school or community service activities.
G.III.1.3	Explain the importance of respectful behavior towards self and others in relation to academic, career, and life goals.
G.III.2.2	Identify a goal and plan for it.
6.W.3.2	Write informative compositions in a variety of forms that introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification, develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts, use appropriate transitions to clarify the relationships among ideas and concepts, include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension, choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy, establish and maintain a style appropriate to purpose and audience, provide a concluding statement or section that follows from the information or explanation presented.
6.W.4	Apply the writing process to Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults, use technology to interact and collaborate with others to generate, produce, and publish writing.

LESSON 11: "Life Rolls On" p. 276

CODE	STANDARD
G.III.1.1	Articulate socially appropriate emotional reactions of self and others in various settings.
6.RL.4.1	Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.

LESSON 12: "No Words" p. 210

CODE	STANDARD
G.III.1.4	Demonstrate respect of diversity.
6.RL.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

CODE	
RL	Reading Literature
RN	Reading Nonfiction
W	Writing

SL	Speaking and Listening
L	Language
RV	Reading Vocabulary
SS	Social Studies
K-2	Kindergarten-2 nd Grade
G	Guidance
A	Arts
HE	Health

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