



INDIANA STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 7

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: "McDonald's" p. 186

CODE	STANDARD
G.III.1.5	Demonstrate support to those who are bullied, unaccepted, or experiencing stress, which may include making a report.
G.III.1.1	Articulate socially appropriate emotional reactions of self and others in various settings.
7.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.

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

CODE	STANDARD
G.III.1.1	Articulates socially appropriate emotional reactions of self and others in various settings
G.III.2.4	Identify ways to participate in school or community service activities.
7.W.3.3	Write narrative compositions in a variety of forms that engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, organize an event sequence (e.g., <i>conflict</i> , <i>climax</i> , <i>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 capture the action and convey experiences and events, provide an ending that follows from and reflects on the narrated experiences or events.

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

CODE	STANDARD
HE7.2.2	Discuss the influence of culture on health behaviors.
G.III.2.3	Demonstrate appropriate peer helping skills.
G.III.3.3	Identifies resources when help is needed.
G.III.3.4	Identify peer conflict resolution skills.
7.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.
7.SL.2.4	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.
7.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.

LESSON 4: "John" p. 92

CODE	STANDARD
G.III.2.2	Identify a goal and plan for it.

HE7.7.3	Describe behaviors to avoid or reduce health risks to self and others.
G.III.3.5	Utilize interpersonal skills to work well with others.
7.W.3.3	Write narrative compositions in a variety of forms that engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, 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 capture the action and convey experiences and events, provide an ending that follows from and reflects on the narrated experiences or events.
7.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. Formulate a research question. Gather relevant information from multiple sources, using search terms effectively, and annotate sources. Assess the credibility and accuracy of each source. Quote or paraphrase the information and conclusions of others. Avoid plagiarism and follow a standard format for citation. Present information, choosing from a variety of formats.
7.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

LESSON 5: "Taxi" p. 103

CODE	STANDARD
G.III.1.4	Demonstrate respect of diversity.
G.III.2.3	Demonstrate appropriate peer helping skills.
7.W.3.1	Write arguments in a variety of forms that introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures, support claim(s) with logical reasoning and relevant evidence, using accurate, 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 effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence, provide a concluding statement or section that follows from and supports the argument presented.
7.W.3.3	Write narrative compositions in a variety of forms that engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, 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 capture the action and convey experiences and events, provide an ending that follows from and reflects on the narrated experiences or events.
7.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

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

CODE	STANDARD
G.III.2.5	Utilize personal reflection skills to inform future choices.
7.RL.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

LESSON 7: "Under One Roof" p. 366

CODE	STANDARD
G.III.3.5	Utilize interpersonal skills to work well with others.
G.III.2.4	Identify ways to participate in school or community service activities.
7.SL.2.3	Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LESSON 8: "Understanding Jenny" p. 339

CODE	STANDARD
G.III.3.5	Utilize interpersonal skills to work well with others.
G.III.2.5	Utilize personal reflection skills to inform future choices.
G.III.2.3	Demonstrate appropriate peer helping skills.
7.W.3.3	Write narrative compositions in a variety of forms that engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters, organize an event sequence (e.g., <i>conflict</i> , <i>climax</i> , <i>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 capture the action and convey experiences and events, provide an ending that follows from and reflects on the narrated experiences or events.
7.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

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

CODE	STANDARD
G.III.2.2	Identify a goal and plan for it.
G.III.3.5	Utilize interpersonal skills to work well with others.
7.RL.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

LESSON 10: "The Truck" p. 195

CODE	STANDARD
HE7.2.2	Discuss the influence of culture on health behaviors.
G.III.1.5	Demonstrate support to those who are bullied, unaccepted, or experiencing stress, which may include making a report.
7.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.

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

CODE	STANDARD
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G.III.2.5	Utilize personal reflection skills to inform future choices.
G.III.3.5	Utilize interpersonal skills to work well with others.
7.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
LESSON 12: "Head-Butting the Wall" p. 71	
CODE	STANDARD
G.III.2.5	Utilize personal reflection skills to inform future choices.
7.SL.2.3	Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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

Effective 2016.