



INDIANA STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 8

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: "Celebrate Life" p. 272

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.
8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.
8.SL.2.2	. Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
8.RL.2.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LESSON 2: "It's a Great Day to Be Alive" p. 47

CODE	STANDARD
G.III.3.3	Identify resources when help is needed.
G.III.1.3	Explain the importance of respectful behavior towards self and others in relation to academic, career, and life goals.
8.RL.2.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
8.W.3.1	Write arguments in a variety of forms that introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically, support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text, use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence, establish and maintain a consistent style and tone appropriate to purpose and audience, provide a concluding statement or section that follows from and supports the argument presented.

LESSON 3: "Defining Myself" p. 148

CODE	STANDARD
G.III.3.4	Identify peer conflict resolution skills.
8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.
8.SL.2.3	Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.

LESSON 4: "Switching Roles" p. 114

CODE	STANDARD
8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on

LESSON 5: "A Place to Call Home" p. 176

CODE	STANDARD
G.III.2.4	Identify ways to participate in school or community service activities.
8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.
8.SL.2.4	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
8.RL.2.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LESSON 6: "The Stranger Within" p. 87

CODE	STANDARD
G.III.2.5	Utilize personal reflection skills to inform future choices.
8.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.

LESSON 7: "The Smile" p. 309

CODE	STANDARD
G.III.2.5	Utilize personal reflection skills to inform future choices.
8.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.

**LESSON 8: "The Walk that Changed Our Lives" p. 225
"Feeling Full" p. 234**

CODE	STANDARD
G.III.2.5	Utilize personal reflection skills to inform future choices.
G.III.3.6	Demonstrate self-advocacy skills, such as refusal skills with peer pressure.
8.RL.2.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

LESSON 9: "Finding a Vision" p. 145

CODE	STANDARD
G.III.2.5	Utilize personal reflection skills to inform future choices.
8.SL.2.3	Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.

LESSON 10: "Changing the World—One Clip at a Time" p. 25

CODE	STANDARD
G.III.1.2	Identify internal and external strengths and personal qualities.
G.III.3.3	Identify resources when help is needed.
8.RL.2.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on

8.SL.2.3	Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.
LESSON 11: "A Mom's Blessing" p. 167	
CODE	STANDARD
G.III.1.1	Articulates socially appropriate emotional reactions of self and others in various settings.
G.III.2.2	Identifies a goal and plans for it.
8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
8.W.3.2	Write informative compositions in a variety of forms that introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension, develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts, use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts, 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 the purpose and audience, provide a concluding statement or section that follows from and supports the information or explanation presented.
8.SL.2.3	Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.
LESSON 12: "My Epiphany" p. 378	
CODE	STANDARD
G.III.1.1	Articulate socially appropriate emotional reactions of self and others in various settings.
G.III.1.4	Display respect of diversity.
G.III.3.3	Identify resources when help is needed.
G.III.3.4	Identify peer conflict resolution skills.
8.W.3.2	Write informative compositions in a variety of forms that introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension, develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts, use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts, 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 the purpose and audience, provide a concluding statement or section that follows from and supports the information or explanation presented.
8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.
8.SL.2.3	Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.

CODE	
RL	Reading Literature
RW	Writing

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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