



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.HE.gov/standards>

LESSON 1: "Friends of the Heart" p. 218

CODE	STANDARD
HE.6.8.2	Show how to support others to make positive health choices.
HE.6.8.3	Plan with others to advocate for healthy individuals.
HE.6.1.6	Identify how health care can promote health.
HE.6.1.7	Identify the benefits of practicing healthy behaviors.
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.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 2: "Fifty-Six Grandparents" p. 125

CODE	STANDARD
HE.6.7.2	Indicate healthy behaviors that will maintain or improve the health of self and others.
HE.6.5.5	Describe the potential short-term impact of each choice on self and others.
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none">• Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).• 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.RN.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

LESSON 3: "Going to the Dogs" p. 20

CODE	STANDARD
HE.6.8.3	Plan with others to advocate for healthy individuals.
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.
HE.6.2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

LESSON 4: "Help by the Bagful" p. 215

CODE	STANDARD
HE.6.8.3	Plan with others to advocate for healthy individuals.
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.
HE.6.4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none">• Formulate a research question (e.g., In what ways did Madame Walker influence

	Indiana society?). <ul style="list-style-type: none"> • 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.
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LESSON 5: "Nice Catch!" p. 207

CODE	STANDARD
HE.6.5.5	Describe the potential short-term impact of each choice on self and others.
HE.6.8.3	Plan with others to advocate for healthy individuals.
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> • Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). • 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 6: "The Power of the Pen" p. 28

CODE	STANDARD
HE.6.7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
HE.6.1.6	Identify how health care can promote health.
HE.6.8.3	Plan with others to advocate for healthy individuals.
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> • Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). • 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.
HE.6.5	Students will demonstrate the ability to use decision-making skills to enhance health.

LESSON 7: "A Lesson in Ugly" p. 92

CODE	STANDARD
HE.6.8.3	Plan with others to advocate for healthy individuals.
HE.6.7.2	Indicate healthy behaviors that will maintain or improve the health of self and others.
HE.6.5.6	Distinguish healthy options over unhealthy options when making a decision.
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. <ul style="list-style-type: none"> • Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). • 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	<p>Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • 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., headings), graphics (e.g., charts, tables), 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.
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6.W.3.1	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • 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.
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LESSON 8: "Care Bags" p. 316

CODE	STANDARD
HE.6.4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
HE.6.8.3	Plan with others to advocate for healthy individuals.
6.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Organize an event sequence (e.g., conflict, climax, resolution) 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 9: "Secret Santa" p. 210

CODE	STANDARD
HE.6.8.2	Show how to support others to make positive health choices.
HE.6.8.3	Plan with others to advocate for healthy individuals.
6.SL.4.1	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

	<ul style="list-style-type: none"> • Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). • 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."
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LESSON 10: "Two Tickets to the Big Game" p. 24

CODE	STANDARD
HE.6.6	Students will demonstrate the ability to use goal-setting skills to enhance health.
HE.6.7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
6.SL.4.1	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.W.5	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). • 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.
HE.6.8.3	Plan with others to advocate for healthy individuals.

LESSON 11: "The Joy of Giving" p. 362

CODE	STANDARD
HE.6.8.3	Plan with others to advocate for healthy individuals.
6.SL.4.1	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6.W.5	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). • 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.SL.3.1	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
6.SL.3.2	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LESSON 12: "Goals and Dreams – A Winning Team" p. 301

CODE	STANDARD
HE.6.5	Students will demonstrate the ability to use decision-making skills to enhance health.
HE.6.7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid

	or reduce health risks.
HE.6.6	Students will demonstrate the ability to use goal-setting skills to enhance health.
HE.6.8	Students will demonstrate the ability to advocate for personal, family and community health.
6.W.3.3	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • Organize an event sequence (e.g., conflict, climax, resolution) 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.

CODE	
RL	Reading Literature
RN	Reading Nonfiction
W	Writing
SL	Speaking and Listening
HE	Health

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