



# IOWA STANDARDS ALIGNMENT DOCUMENT

## *Chicken Soup for the Soul Hallway Heroes*

### GRADE 6

All stories come from *Chicken Soup for the Soul: Create Your Best Future*

Source Link(s): <https://www.educateiowa.gov/pk-12/standards-curriculum>

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

CODE	STANDARD
21.6-8.ES.3	Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.
21.6-8.HL.1	Obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues building on others' ideas and expressing their own clearly.
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

#### LESSON 2: "Speaking Up" p. 10

CODE	STANDARD
21.6-8.HL.1	Obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.
21.6-8.HL.3	Demonstrate critical literacy/thinking skills related to personal, family and community wellness.
21.6-8.ES.3	Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### LESSON 3: "The Fat Kid" p. 19

CODE	STANDARD
21.3-5.ES.4	Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.
21.6-8.HL.1	Obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

CODE	STANDARD
21.6-8.ES.1	Communicate and work productively with others, considering different perspectives, and cultural views to increase quality of work.
21.6-8.HL.2	Utilize interactive literacy and social skills to establish personal, family and community health goals.
21.6-8.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**LESSON 5: "Making My Day" p. 255**

<b>CODE</b>	<b>STANDARD</b>
21.6-8.HL.1	Obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4	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.6.1-3.)

**LESSON 6: "Angel" p. 343**

<b>CODE</b>	<b>STANDARD</b>
21.6-8.HL.1	Obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.
21.6-8.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

**LESSON 7: "Thirty Cents Worth" p. 107**

<b>CODE</b>	<b>STANDARD</b>
21.6-8.ES.3	Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.
21.6-8.HL.3	Demonstrate critical literacy/thinking skills related to personal, family and community wellness.
21.6-8.HL.1	Obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**LESSON 8: "Nameless Faces" p. 111**

<b>CODE</b>	<b>STANDARD</b>
21.6-8.HL.1	Obtain, interpret, understand and use basic health concepts to enhance personal, family and community health.
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.

**LESSON 9: "The Dress" p. 183**

<b>CODE</b>	<b>STANDARD</b>
21.6-8.HL.2	Utilize interactive literacy and social skills to establish personal, family and community health goals.
21.6-8.HL.5	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4	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.6.1-3.)
<b>LESSON 10: "Follow Your Dream" p. 130</b>	
CODE	STANDARD
21.6-8.ES.1	Communicate and work productively with others, considering different perspectives, and cultural views to increase quality of work.
21.3-5.ES.4	Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4	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.6.1-3.)
<b>LESSON 11: "Life Rolls On" p. 276</b>	
CODE	STANDARD
21.3-5.HL.1	Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.
21.6-8.HL.2	Utilize interactive literacy and social skills to establish personal, family and community health goals.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
<b>LESSON 12: "No Words" p. 210</b>	
CODE	STANDARD
21.6-8.ES.1	Communicate and work productively with others, considering different perspectives, and cultural views to increase quality of work.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CODE	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
21	21 <sup>st</sup> Century
ES	Employment Skills
HL	Health Literacy

*Effective 2016.*