



# KENTUCKY 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):

[http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards\\_Final-9%2011%2015.pdf](http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards_Final-9%2011%2015.pdf)

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

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
HPE.PW.SMEH.3	Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal-setting, refusal skills, decision making and time management) for addressing these problems.
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
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
HPE.PW.FCH.1	Analyze how personal health choices, individual well-being and use of health services can be influenced by: family traditions/values, technology and media messages, cultural beliefs, physical, social and emotional environments, information from peers.
HPE.PW.SMEH.1.c	Recommend effective strategies for responding to stress, conflict, peer pressure and bullying.
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
HPE.PW.SMEH.3	Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal-setting, refusal skills, decision making and time management) for addressing these problems.
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
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
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HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
HPE.PW.SMEH.1.d	Interpret how individuals impact the effective functioning of groups.
HPE.PW.FCH.1	Analyze how personal health choices, individual well-being and use of health services can be influenced by: family traditions/values, technology and media messages, cultural beliefs, physical, social and emotional environments, information from peers.
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**

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
HPE.PW.GD.1	Apply strategies and skills needed to obtain personal health goals during adolescent and identify the physical, social and emotional changes (e.g. growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.
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**

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
HPE.PW.GD.1	Apply strategies and skills needed to obtain personal health goals during adolescent and identify the physical, social and emotional changes (e.g. growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.
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**

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
HPE.PW.SMEH.1.d	Interpret how individuals impact the effective functioning of groups.
HPE.PW.GD.1	Apply strategies and skills needed to obtain personal health goals during adolescence and identify the physical, social and emotional changes (e.g. growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.
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**

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).

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**

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
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.)

**LESSON 10: "Follow Your Dream" p. 130**

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
HPE.PW.SMEH.2	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
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 11: "Life Rolls On" p. 276**

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship).
HPE.PW.SMEH.1.a	Use appropriate means to express needs, wants and feelings.
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.

**LESSON 12: "No Words" p. 210**

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship)
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
HPE	Health and Physical Education
FCH	Family and Community Health
PW	Personal Wellness
GD	Growth and Development
SMEH	Social, Mental and Emotional Health

*Effective 2016.*