



MICHIGAN 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://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

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

CODE	STANDARD
HE.I.7.9	Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.
HE.SS	Demonstrate effective interpersonal communication and other social skills which enhance 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
HE.SS	Demonstrate effective interpersonal communication and other social skills which enhance health.
HE.I.7.9	Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.
HE.SS.4.8	Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution.
HE.SS.4.9	Demonstrate the ability to use the steps of conflict resolution.
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
HE.SS	Demonstrate effective interpersonal communication and other social skills which enhance health.
HE.A	Demonstrate advocacy skills for enhanced 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
HE.DM.4.6	Describe the decision making and problem solving steps.
HE.DM.4.7	Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.
HE.SS	Demonstrate effective interpersonal communication and other social skills which enhance health.

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
HE.A	Demonstrate advocacy skills for enhanced personal, family, and community health.
HE.SS	Demonstrate effective interpersonal communication and other social skills which enhance 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	
CODE	STANDARD
HE.SS	Demonstrate effective interpersonal communication and other social skills which enhance health.
HE.A	Demonstrate advocacy skills for enhanced personal, family, and community health.
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
HE.SS.4.11	Demonstrate the ability to use assertive communication skills appropriately.
HE.I.7.9	Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.
HE.SS	Demonstrate effective interpersonal communication and other social skills which enhance 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	
CODE	STANDARD
HE.DM.4.7	Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.
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
HE.A	Demonstrate advocacy skills for enhanced personal, family, and community health.
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
HE.DM.4.6	Describe the decision making and problem solving steps.
HE.DM.4.7	Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.
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
HE.SS	Demonstrate effective interpersonal communication and other social skills which enhance health.
HE.HB.4.4	Demonstrate the ability to use practical strategies to manage strong 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
HE.I.7.9	Evaluate a variety of external influences (e.g., media, parents, culture, peers, and society) and internal influences (e.g., values, curiosity, interests, desires, and fears) and their potential to impact relationships and behavior.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CODE	
HE	Health Education
SS	Social Skills
CC	Core Concepts
HB	Health Behaviors
DM	Decision Making
I	Influences
A	Advocacy
C	Civics and Government
G	Geography
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
L	Language
RV	Reading Vocabulary

ART.VA	Art, Visual Arts
P	Public Discourse, Decision Making, and Citizen Involvement