



# MISSISSIPPI 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.mde.k12.ms.us/ESE>

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

CODE	STANDARD
CH.6.4.2	Examine how to handle difficult interpersonal situations through effective communication.
CH.6.7	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
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
CH.6.7	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
CH.6.2	Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
CH.6.4.2	Examine how to handle difficult interpersonal situations through effective communication.
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
CH.6.7	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Ch.6.8	Understand the importance of demonstrating the ability to advocate for 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
CH.6.7	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Ch.6.8	Understand the importance of demonstrating the ability to advocate for 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.

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

<b>CODE</b>	<b>STANDARD</b>
CH.6.7	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
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>
CH.6.5	Demonstrate the ability to use decision-making skills to enhance health.
CH.6.7	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
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>
CH.6.7	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
CH.6.2	Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Ch.6.8	Understand the importance of demonstrating the ability to advocate for 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>
CH.6.5	Demonstrate the ability to use decision-making skills to enhance 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>
CH.6.8.3	Employ the ability to encourage and support others in making healthy choices.
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**

<b>CODE</b>	<b>STANDARD</b>
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CH.6.7	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
CH.6.6	Demonstrate the ability to use goal-setting skills to 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 11: "Life Rolls On" p. 276**

CODE	STANDARD
CH.6.7	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Ch.6.8	Understand the importance of demonstrating the ability to advocate for personal, family, and community health.
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
CH.6.8	Understand the importance of demonstrating the ability to advocate for 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.

CODE	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
CH	Contemporary Health

*Effective 2016.*