



MISSOURI 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://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

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

| CODE | STANDARD |
|-----------|--|
| ME1B6a | Identify various health needs during adolescence (e.g., mental, emotional, social and physical hygiene). |
| FS2C6b | Model healthy communication skills through exchange of information, questions and ideas while recognizing the perspective of others. |
| 6.RL.1.A | Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 6.SL.1.C | Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple through reflection and paraphrasing. |
| 6.W.2.A.a | Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details. |

LESSON 2: "Speaking Up" p. 10

| CODE | STANDARD |
|----------|--|
| FS2C6b | Model healthy communication skills through exchange of information, questions and ideas while recognizing the perspective of others. |
| FS2A6b | Evaluate ideas and perspectives regarding the influence that family, friends and culture have on health choices and behaviors during adolescence. |
| ME4A6 | Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter. |
| 6.RL.1.A | Draw conclusions, infer and analyze by citing 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 |
|-----------|--|
| ME1B6a | Identify various health needs during adolescence (e.g., mental, emotional, social and physical hygiene). |
| FS2C6b | Model healthy communication skills through exchange of information, questions and ideas while recognizing the perspective of others. |
| 6.RL.2.D | Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| 6.W.3.A.b | Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete. |

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

| CODE | STANDARD |
|----------|--|
| FS2C6b | Model healthy communication skills through exchange of information, questions and ideas while recognizing the perspective of others. |
| ME3C6a | Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g. recycling effort, pollution centers). |
| 6.RL.1.A | Draw conclusions, infer and analyze by citing textual evidence to support analysis of |

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| | what the text says explicitly as well as inferences drawn from the text. |
| LESSON 5: "Making My Day" p. 255 | |
| CODE | STANDARD |
| FS2C6b | Model healthy communication skills through exchange of information, questions and ideas while recognizing the perspective of others. |
| 6.W.2.A.b | Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details. |
| LESSON 6: "Angel" p. 343 | |
| CODE | STANDARD |
| ME4A6 | Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter. |
| FS2C6b | Model healthy communication skills through exchange of information, questions and ideas while recognizing the perspective of others. |
| 6.RI.2.B | Explain how an author's point of view or purpose is conveyed in a text. |
| LESSON 7: "Thirty Cents Worth" p. 107 | |
| CODE | STANDARD |
| FS2C6b | Model healthy communication skills through exchange of information, questions and ideas while recognizing the perspective of others. |
| FS2A6b | Evaluate ideas and perspectives regarding the influence that family, friends and culture have on health choices and behaviors during adolescence. |
| ME4C6 | Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities). |
| 6.RL.1.D | Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text. |
| 6.W.1.A | Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. |
| LESSON 8: "Nameless Faces" p. 111 | |
| CODE | STANDARD |
| ME4A6 | Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter. |
| 6.W.1.A | 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. |
| 6.RI.2.B | Explain how an author's point of view or purpose is conveyed in a text. |
| 6.W.2.A.c | Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence. |
| LESSON 9: "The Dress" p. 183 | |
| CODE | STANDARD |
| ME3C6a | Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g. recycling effort, pollution centers). |
| 6.W.3.A.e | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. |
| 6.W.2.A.b | Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details. |
| LESSON 10: "Follow Your Dream" p. 130 | |

| CODE | STANDARD |
|-----------|--|
| ME3C6a | Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g. recycling effort, pollution centers). |
| ME4A6 | Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter. |
| 6.W.2.A.b | Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details. |

LESSON 11: "Life Rolls On" p. 276

| CODE | STANDARD |
|----------|--|
| ME1B6a | Identify various health needs during adolescence (e.g., mental, emotional, social and physical hygiene). |
| FS2C6b | Model healthy communication skills through exchange of information, questions and ideas while recognizing the perspective of others. |
| 6.RL.3.A | 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 same text, noting how a performance impacts personal interpretation. |

LESSON 12: "No Words" p. 210

| CODE | STANDARD |
|----------|--|
| ME3C6a | Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g. recycling effort, pollution centers). |
| 6.RL.1.A | Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

| CODE | |
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| RL | Reading Literature |
| SL | Speaking and Listening |
| W | Writing |
| FS | Health: Functions and Interrelationships of Systems |
| ME | Health: Health Maintenance and Enhancement |

Effective 2016.