



NEVADA 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.doe.nv.gov/Standards_Instructional_Support/NV_Academic_Content_Standards/

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

CODE	STANDARD
HE.6.8.3	Analyze how personal goals impact the community and environment.
HE.4.8.1	Practice refusal and negotiation skills that 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.
RI.6.7	Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LESSON 2: "Speaking Up" p. 10

CODE	STANDARD
HE.1.8.3	Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence.
SS.G6.[6-8].7	Compare how cultural characteristics affect different points of view with regard to places and regions.
HE.8.8.1	Demonstrate ways to influence and support others to make positive health choices.
HE.1.8.12	Apply personal actions that contribute to the enhancement of the environment.
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.

LESSON 3: "The Fat Kid" p. 19

CODE	STANDARD
HE.1.8.3	Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence.
HE.4.8.5	Implement refusal and negotiation skills necessary to resolve conflict.
HE.4.8.1	Practice refusal and negotiation skills that avoid or reduce health risks.
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.8.8.1	Demonstrate ways to influence and support others to make positive health choices.
HE.8.8.2	Analyze how messages may influence community practices affecting the environment and consumer 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.8.8.1	Demonstrate ways to influence and support others to make positive health choices.
HE.1.8.3	Explain the interrelationships of emotional, intellectual, physical, and social health in 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
HE.1.8.3	Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence.
HE.8.8.1	Demonstrate ways to influence and support others to make positive health choices.
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.1.8.3	Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence.
HE.4.8.5	Implement refusal and negotiation skills necessary to resolve conflict.
SS.G6.[6-8].1	Describe physical and human features, i.e., cultural characteristics, of places and regions in Nevada, the United States, and the world.
HE.6.8.3	Analyze how personal goals impact the community and environment.
HE.6.8.1	Apply time management strategies and skills needed to attain a personal long-term health goal.
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.5.8.1	Defend healthy alternatives over unhealthy alternatives when making a decision.
HE.5.8.4	Apply a decision-making process to a significant health issue or problem.
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.8.8.2	Analyze how messages may influence community practices affecting the environment and consumer health.
HE.8.8.1	Demonstrate ways to influence and support others to make positive health 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	
CODE	STANDARD
HE.7.8.1	Explain the importance of assuming responsibility for personal health behaviors.
HE.6.8.1	Apply time management strategies and skills needed to attain a personal long-term health goal.
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.1.8.3	Explain the interrelationships of emotional, intellectual, physical, and social health in adolescence.
HE.7.8.1	Explain the importance of assuming responsibility for personal health behaviors.
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.8.8.1	Demonstrate ways to influence and support others to make positive health choices.
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
SS	Social Studies
RL	Reading Literature
SL	Speaking and Listening
W	Writing

Effective 2016