



# NEW JERSEY 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.state.nj.us/education/cccs/>

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

CODE	STANDARD
2.1.6.D	Identify unsafe situations and choose appropriate ways to reduce or eliminate risks contributing to the safety of self and others.
2.2.6.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
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
2.2.6	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
2.1.6.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.1.6.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
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
2.2.6.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
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
2.1.6.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
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>
2.2.6.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
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>
2.1.6.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
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>
2.2.6.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
2.1.6.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
2.2.6.C	Personal core ethical values impact the behavior of oneself and others.
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>
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
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>
2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
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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2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
2.2.4.B.4	Develop a health goal and track progress.
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
2.2.6.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
SEL2C.3a	Analyze ways to establish positive relationships with others.
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
2.1.6.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
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
2.1	Wellness (Comprehensive Health and Physical Education)
2.2	Integrated Skills (Comprehensive Health and Physical Education)

*Effective 2016.*