



NEW MEXICO 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.ped.state.nm.us/standards/index.html>

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

| CODE | STANDARD |
|--------------|--|
| PE.5.2.5-8.1 | Identify a bullying situation and respond appropriately. |
| HE.5.3.5-6.3 | Describe and demonstrate how to respond appropriately to other people's needs, wants and feelings. |
| 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.5.3.5-6.3 | Describe and demonstrate how to respond appropriately to other people's needs, wants and feelings. |
| HE.4.5-8 | Analyze the influence of culture, media, technology and other factors on health. |
| PE.5.2.5-8.1 | Identify a bullying situation and respond appropriately. |
| 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.5.3.5-6.2 | Describe and demonstrate how to express feelings in a positive way. |
| HE.5.3.5-6.3 | Describe and demonstrate how to respond appropriately to other people's needs, wants and feelings. |
| 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 |
|--------------|--|
| PE.6.2.5-8.2 | Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities. |
| 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.5.1.5-8 | Demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships. |
| 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.4.1.5-8 | Describe the influence of cultural beliefs on health behaviors and the use of health services. |
| HE.5.1.5-8 | Demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing 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 | |
| CODE | STANDARD |
| HE.7.5.5-6.1 | Identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being. |
| HE.4.5-8 | Analyze the influence of culture, media, technology and other factors on health. |
| HE.6.6.5-8 | Develop a plan that addresses personal strengths, needs and health risks. |
| 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.6.3.5-8 | Predict how decisions regarding health behaviors have consequences for self and others. |
| HE.5.2.5-6.1 | Recognize cultural diversity and its influence on verbal and non-verbal communication. |
| 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 |
| PE.6.2.5-8.2 | Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities. |
| HE.7.5.5-6.1 | Role play how to work cooperatively when advocating for healthy individuals, families and schools in areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being. |
| 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.6.5-8 | Demonstrate the ability to use goal-setting and decision-making 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 |
| HE.5.3.5-6.3 | Describe and demonstrate how to respond appropriately to other people's needs, wants and feelings. |
| HE.5.3.5-6.2 | Describe and demonstrate how to express feelings in a positive way. |
| 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 |
| PE.6.2.5-8.2 | Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities. |
| HE.7.5.5-6.1 | Role play how to work cooperatively when advocating for healthy individuals, families and schools in areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being. |
| 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 |
| HE | Health Education |
| PE | Physical Education |

Effective 2016.