



# NEW YORK 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.p12.nysed.gov/ciai/cores.html#HPEFCS>

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

CODE	STANDARD
1.1.B	Apply prevention and risk reduction strategies to adolescent health problems.
1.1.D	Analyze the multiple influences which affect health decisions and behaviors.
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
3.1.C	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.
3.1.E	Recognize the need to be an advocate for 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 3: "The Fat Kid" p. 19

CODE	STANDARD
1.1.D	Analyze the multiple influences which affect health decisions and behaviors.
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.
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#### LESSON 4: "One at a Time" p. 163

CODE	STANDARD
2.1.C	Understand the need for personal involvement in improving the environment.
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
2.1.B	Demonstrate personal and social skills which enhance personal health and safety.

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.)
<b>LESSON 6: "Angel" p. 343</b>	
<b>CODE</b>	<b>STANDARD</b>
1.1.D	Analyze the multiple influences which affect health decisions and behaviors.
2.1.D	Demonstrate personal and social skills which enhance personal health and safety.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
<b>LESSON 7: "Thirty Cents Worth" p. 107</b>	
<b>CODE</b>	<b>STANDARD</b>
3.1.E	Recognize the need to be an advocate for 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.
<b>LESSON 8: "Nameless Faces" p. 111</b>	
<b>CODE</b>	<b>STANDARD</b>
1.1.B	Apply prevention and risk reduction strategies to adolescent health problems.
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.
<b>LESSON 9: "The Dress" p. 183</b>	
<b>CODE</b>	<b>STANDARD</b>
2.1.C	Understand the need for personal involvement in improving the environment.
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.)
<b>LESSON 10: "Follow Your Dream" p. 130</b>	
<b>CODE</b>	<b>STANDARD</b>
1.1.C	Demonstrate the necessary knowledge and skills to promote healthy adolescent development.

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.)
<b>LESSON 11: "Life Rolls On" p. 276</b>	
<b>CODE</b>	<b>STANDARD</b>
1.1.D	Analyze the multiple influences which affect health decisions and behaviors.
2.1.B	Demonstrate personal and social skills which enhance personal health and safety.
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.
<b>LESSON 12: "No Words" p. 210</b>	
<b>CODE</b>	<b>STANDARD</b>
3.1.C	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>CODE</b>	
1.1	Health, Personal Health, and Fitness
2.1	Health, A Safe and Healthy Environment
3.1	Health, Resource Management
1.2, 2.2, 3.2	Physical Education
1.3	Family and Consumer Services
CC	Core Concepts
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
L	Language
C	Civic Participation
SS	Social Studies

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