

**NORTH CAROLINA 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.dpi.state.nc.us/acre/standards/new-standards>**LESSON 1: "Small Girl Learns a Big Lesson" p. 16**

<b>CODE</b>	<b>STANDARD</b>
6.PCH.3.1	Differentiate between individual behaviors that can harm or help the environment.
6.ICR.1.2	Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.
CC.6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CC.6.SL.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.
CC.6W.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**

<b>CODE</b>	<b>STANDARD</b>
C&G.1.1	Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).
6.ICR.2.3	Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.
CC.6.RL.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**

<b>CODE</b>	<b>STANDARD</b>
6.ICR.1.2	Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.
6.ICR.1.3	Use strategies to communicate care, consideration, and respect for others.
CC.6.RL.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.
CC.6.W.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

<b>CODE</b>	<b>STANDARD</b>
6.PCH.3.2	Implement plans to work collaboratively to improve the environment.

CC.6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>LESSON 5: "Making My Day" p. 255</b>	
<b>CODE</b>	<b>STANDARD</b>
6.ICR.1.1	Classify behaviors as either productive or counterproductive to group functioning.
6.MEH.2.1	Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.
CC.6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CC.6.W.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>
6.MEH.1.1	Implement a structured decision making model to enhance health behaviors.
CC.6.RL.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>
6.ICR.2.6	Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.
CC.6.RL.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.
CC.6.W.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>
6.ICR.2.3	Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.
6.ICR.1.3	Use strategies to communicate care, consideration, and respect for others.
CC.6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CC.6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.
CC.6.W.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>

6.MEH.1.2	Execute a goal setting plan to enhance health behaviors.
6.PCH.3.2	Implement plans to work collaboratively to improve the environment.
CC.6.W.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.
CC.6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CC.6.W.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
6.ICR.1.1	Classify behaviors as either productive or counterproductive to group functioning.
6.ICR.2.6	Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.
CC.6.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CC.6.W.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
6.ICR.2.5	Summarize strategies for predicting and avoiding conflict.
6.MEH.2.2	Differentiate between positive and negative stress management strategies.
CC.6.RL.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
6.ICR.1.2	Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.
CC.6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CODE	
ICR	Interpersonal Communication and Relationships
MEH	Mental and Emotional Health

PCH	Personal and Consumer Health
RF	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
L	Language
C&G	Civics and Government
C	Clarifying Objectives
CX	Contextual Relevancy
C*	Communication

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