



NORTH DAKOTA 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): <https://www.nd.gov/dpi/SchoolStaff/Standards/>

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

CODE	STANDARD
H.6.4.2	Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families and communities).
H.6.4	Demonstrate the ability to use communication skills to enhance health.
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
H.6.4	Demonstrate the ability to use communication skills to enhance health.
H.6.3.1	Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity).
H.6.7.1	Identify strategies (e.g., compromise, active listening, knowledge of facts and myths, assertiveness) to influence and support others in making 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.

LESSON 3: "The Fat Kid" p. 19

CODE	STANDARD
H.6.4.1	Describe social skills for building and maintaining positive relationships at school, work and home (e.g., positive communication, cooperation, respect).
H.6.4	Demonstrate the ability to use communication skills to enhance health.
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
H.6.4.1	Describe social skills for building and maintaining positive relationships at school, work and home (e.g., positive communication, cooperation, respect).
H.6.7	Demonstrate the ability to advocate for personal, 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 5: "Making My Day" p. 255

CODE	STANDARD
H.6.4.1	Describe social skills for building and maintaining positive relationships at school, work

	and home (e.g., positive communication, cooperation, respect).
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
H.6.4	Demonstrate the ability to use communication skills to enhance health.
H.6.4.1	Describe social skills for building and maintaining positive relationships at school, work and home (e.g., positive communication, cooperation, respect).
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
H.6.4	Demonstrate the ability to use communication skills to enhance health.
H.6.3.1	Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)
H.6.5.1	Develop goals to sustain or improve personal health practices.
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
H.6.5.2	Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others.
H.6.4	Demonstrate the ability to use communication skills to enhance health.
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
H.6.7	Demonstrate the ability to advocate for personal, family and community health.
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
H.6.4	Demonstrate the ability to use communication skills to enhance health.
H.6.5.1	Develop goals to sustain or improve personal health practices.

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
H.6.4	Demonstrate the ability to use communication skills to enhance health.
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
H.6.4	Demonstrate the ability to use communication skills to enhance health.
H.6.4.1	Describe social skills for building and maintaining positive relationships at school, work and home (e.g., positive communication, cooperation, respect).
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
H	Health

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