



# OHIO STANDARDS ALIGNMENT DOCUMENT

## *Chicken Soup for the Soul Hallway Heroes*

### GRADE 8

All stories come from *Chicken Soup for the Soul: Create Your Best Future*

Source Link(s): <http://education.ohio.gov/Topics/Ohios-Learning-Standards/Ohios-Learning-Standards>

#### LESSON 1: "Celebrate Life" p. 272

| CODE     | STANDARD   |
|----------|--|
| PE.4.B.3 | Resolve conflict with sensitivity to the rights and feelings of others.  |
| PE.4.A.1 | Work cooperatively with peers of differing skill to promote a safe school environment.   |
| SL.8.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.   |
| SL.8.1a  | Come to discussions prepared, having read or researched the relevant material, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| RL.8.1   | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  |

#### LESSON 2: "It's a Great Day to Be Alive" p. 47

| CODE     | STANDARD   |
|----------|--|
| PE.5.B.2 | Discuss the challenging aspects of participating in a selected physical activity.  |
| PE.4.B.4 | Accept and respect decisions made by the designated official.  |
| RL.8.3   | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| W.8.1    | Write arguments to support claims with clear reasons and relevant evidence.  |
| W.8.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.               |

#### LESSON 3: "Defining Myself" p. 148

| CODE     | STANDARD   |
|----------|--|
| PE.4.A.2 | Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity settings.   |
| PE.4.B.2 | Demonstrate and encourage respect for individual similarities and differences through positive interaction.  |
| SL.8.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.8.1b  | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.   |
| W.8.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |

**LESSON 4: "Switching Roles" p. 114**

| <b>CODE</b> | <b>STANDARD</b>  |
|-------------|--|
| PE.4.A.3    | Make choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teachers.   |
| RL.8.2      | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.            |
| SL.8.1      | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. |

**LESSON 5: "A Place to Call Home" p. 176**

| <b>CODE</b> | <b>STANDARD</b>  |
|-------------|--|
| PE.4.B.2    | Demonstrate and encourage respect for individual similarities and differences through positive interaction.  |
| PE.4.A.2    | Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.  |
| SL.8.1      | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.8.1c     | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.   |
| RL.8.1      | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  |

**LESSON 6: "The Stranger Within" p. 87**

| <b>CODE</b> | <b>STANDARD</b>   |
|-------------|---|
| PE.4.A.3    | Make choices to demonstrate self-direction and effort in individual, small and large group activities without prompts or constant supervision from the teacher.   |
| W.8.7       | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| W.8.4       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |

**LESSON 7: "The Smile" p. 309**

| <b>CODE</b> | <b>STANDARD</b>   |
|-------------|---|
| PE.5.B.3    | Discuss the challenging aspects of participating in a selected physical activity.   |
| W.8.8       | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation |

**LESSON 8: "The Walk that Changed Our Lives" p. 225****"Feeling Full" p. 234**

| <b>CODE</b> | <b>STANDARD</b> |
|-------------|-----------------|
|-------------|-----------------|

|   |  |
|---|--|
| PE.4.A.3  | Make choices to demonstrate self-direction and effort in small and large group activities without prompts or constant supervision from the teacher.  |
| RL.8.3  | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.   |
| <b>LESSON 9: "Finding a Vision" p. 145</b>                      |  |
| <b>CODE</b>   | <b>STANDARD</b>  |
| PE.4.A.2  | Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.  |
| SL.8.1b   | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.   |
| <b>LESSON 10: "Changing the World—One Clip at a Time" p. 25</b> |  |
| <b>CODE</b>   | <b>STANDARD</b>  |
| PE.5.B.1  | Discuss the reasons for participating in a selected physical activity.   |
| PE.55.B.2   | Discuss the challenging aspects of participating in a selected physical activity.  |
| RL.8.1  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  |
| SL.8.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.8.1b   | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.   |
| <b>LESSON 11: "A Mom's Blessing" p. 167</b>                     |  |
| <b>CODE</b>   | <b>STANDARD</b>  |
| PE.4.B.1  | Provide support or positive suggestions to facilitate group progress or success.   |
| PE.4.A.1  | Work cooperatively with peers of differing skill to promote a safe school environment.   |
| RL.8.2  | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and the plot; provide an objective summary of the text.        |
| W.8.2   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |
| W.8.4   | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| SL.8.1b   | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.   |
| <b>LESSON 12: "My Epiphany" p. 378</b>                          |  |
| <b>CODE</b>   | <b>STANDARD</b>  |
| PE.4.B.3  | Resolve conflict with sensitivity to the rights and feelings of others.  |
| PE.4.B.2  | Demonstrate and encourage respect for individual similarities and differences through positive interaction.  |
| PE.4.A.2  | Recognize causes and demonstrate possible solutions to issues related to a safe school environment and physical activity setting.  |

|         |   |
|---------|---|
| W.8.2   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| SL.8.1b | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.                    |

| CODE |                            |
|------|----------------------------|
| G    | Government                 |
| GE   | Geography                  |
| RL   | Reading Literature         |
| RI   | Reading Informational Text |
| W    | Writing                    |
| SL   | Speaking and Listening     |
| L    | Health                     |
| PR   | Producing/Performing       |
| PE   | Physical Education         |

*Effective 2016.*