



# TEXAS 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://tea.texas.gov/index2.aspx?id=6148>

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

| CODE        | STANDARD   |
|-------------|--|
| 113.18.15.B | Define multicultural society and consider both the positive and negative qualities of multiculturalism.  |
| 115.22.10.A | Demonstrate ways to communicate empathy to others and have consideration for others.   |
| 110.18.6    | Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding.  |
| 110.18.28   | Work productively with others in teams. Continue to apply earlier standards with greater complexity. Participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. |
| 110.18.15   | Write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.   |

#### LESSON 2: "Speaking Up" p. 10

| CODE        | STANDARD  |
|-------------|---|
| 115.22.10.G | Demonstrate strategies for showing respect for individual differences such as race, physical appearance and socio-economic status.                    |
| 113.18.15.D | Analyze the experiences and evaluate the contributions of diverse groups to multicultural societies.  |
| 110.18.6    | Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding. |

#### LESSON 3: "The Fat Kid" p. 19

| CODE        | STANDARD  |
|-------------|---|
| 115.22.6.A  | Identify factors that affect an individual's physical, emotional and social health, such as school climate and safety measures.                       |
| 115.22.10.A | Demonstrate ways to communicate empathy to others and have consideration for others.  |
| 110.118.6   | Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding. |

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

| CODE       | STANDARD  |
|------------|---|
| 116.22.7.B | Handle conflicts that arise with others without confrontation.  |
| 115.22.7.E | Describe methods for communicating important issues with parents and peers.   |
| 110.18.6   | Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support understanding. |

#### LESSON 5: "Making My Day" p. 255

| CODE       | STANDARD   |
|------------|--|
| 115.22.7.C | Practice conflict resolution/mediation skills.   |
| 1100.18.17 | Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purpose. |

**LESSON 6: "Angel" p. 343**

| <b>CODE</b> | <b>STANDARD</b>   |
|-------------|---|
| 116.22.7.A  | Participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations. |
| 115.22.7.B  | Explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior.           |
| 110.18.6C   | Describe different forms of point-of-view, including first- and third-person.   |

**LESSON 7: "Thirty Cents Worth" p. 107**

| <b>CODE</b> | <b>STANDARD</b>   |
|-------------|---|
| 115.22.7.A  | Differentiate between positive and negative relationships that can affect individual health such as clubs, gangs or families.                           |
| 110.18.3A   | Infer the implicit theme of a work of fiction, distinguishing theme from the topic.   |
| 110.18.23   | Determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. |

**LESSON 8: "Nameless Faces" p. 111**

| <b>CODE</b> | <b>STANDARD</b>   |
|-------------|---|
| 115.22.11.B | Demonstrate the use of refusal skills in unsafe situations.   |
| 115.22.7.C  | Practice conflict resolution/mediation skills.  |
| 110.18.6C   | Describe different forms of point-of-view, including first- and third-person.   |
| 110.18.18   | Write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives. |

**LESSON 9: "The Dress" p. 183**

| <b>CODE</b> | <b>STANDARD</b>   |
|-------------|---|
| 115.22.12.B | Identify strategies for prevention and intervention of all forms of bullying such as emotional, physical, social and sexual.                            |
| 110.18.23   | Determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. |
| 110.18.17   | Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.                 |

**LESSON 10: "Follow Your Dream" p. 130**

| <b>CODE</b> | <b>STANDARD</b>   |
|-------------|---|
| 115.22.11.A | Explain the impact of peer pressure on decision making.   |
| 110.18.17   | Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. |

**LESSON 11: "Life Rolls On" p. 276**

| <b>CODE</b> | <b>STANDARD</b>  |
|-------------|--|
| 115.22.10.C | Practice methods for self-control.   |
| 110.18.13   | Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Continue to apply earlier standards with greater depth in increasingly more complex texts. |

**LESSON 12: "No Words" p. 210**

| <b>CODE</b> | <b>STANDARD</b>   |
|-------------|---|
| 115.22.10.G | Demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status. |
| 110.18.6    | Understand, make inferences and draw conclusions about the structure and elements   |

|  |   |
|--|---|
|  | of fiction and provide evidence from text to support understanding. |
|--|---|

| <b>CODE</b> |                                |
|-------------|--------------------------------|
| 115.22      | Health Education, Grade 6      |
| 116.22      | Physical Education, Grade 6    |
| 110.18      | English Language Arts, Grade 6 |
| 113.18      | Social Studies                 |

*Effective 2016.*