



UTAH 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.uen.org/core/>

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

CODE	STANDARD
HE.5.2.a	List situations that elicit strong emotions.
HE.3.2.a	Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.
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
HE.5.2.a	List situations that elicit strong emotions.
HE.1.1.a	Recognize the range of emotions, including extremes.
PE.2.1.a	Consider the feelings of all participants in managing conflict situations
HE.5.1.b	Identify sources of responsible help for self and others.
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
HE.5.2.a	List situations that elicit strong emotions.
HE.1.1.a	Recognize the range of emotions, including extremes.
HE.3.2.a	Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.
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
PE.2.2.b	Participate in a group/team to accomplish a set goal (e.g., identify key elements that help groups work effectively, perform assigned responsibilities, evaluate progress/success of group activity).
PE.2.2.c	Demonstrate support for others (e.g., willingly use skills to help others, provide constructive feedback for skill development, and encourage participation).
HE.1.2	Demonstrate the acceptance of self and others.
HE.1.3	Develop personal assets that help promote resiliency.
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
HE.1.2	Demonstrate the acceptance of self and others.

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
HE.1.2	Demonstrate the acceptance of self and others.
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
PE.2.2.c	Demonstrate support for others (e.g., willingly use skills to help others, provide constructive feedback for skill development, and encourage participation).
HE.1.2	Demonstrate the acceptance of self and others.
HE.1.3.1	Identify personal developmental assets
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
HE.1.3	Develop personal assets that help promote resiliency.
HE.3.2.a	Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.
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
PE.2.2.b	Participate in a group/team to accomplish a set goal (e.g., identify key elements that help groups work effectively, perform assigned responsibilities, evaluate progress/success of group activity).
PE.2.2.c	Demonstrate support for others (e.g., willingly use skills to help others, provide constructive feedback for skill development, and encourage participation).
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
HE.2.3	Assess the role of positive peer involvement in making healthy choices.
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.)
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LESSON 11: "Life Rolls On" p. 276

CODE	STANDARD
HE.5.2.a	List situations that elicit strong emotions.
HE.1.1	Develop strategies for appropriately and safely expressing emotions.
HE.1.1.a	Recognize the range of emotions, including extremes.
HE.3.2.a	Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.
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
PE.2.2.b	Participate in a group/team to accomplish a set goal (e.g., identify key elements that help groups work effectively, perform assigned responsibilities, evaluate progress/success of group activity).
PE.2.2.c	Demonstrate support for others (e.g., willingly use skills to help others, provide constructive feedback for skill development, and encourage participation).
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
HE	Health Education
PE	Physical Education

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