



WASHINGTON 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://www.k12.wa.us/CurriculumInstruct/LearningStandards.aspx>

LESSON 1: "Celebrate Life" p. 272

| CODE | STANDARD |
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| H4.W5.8 | Demonstrate communication skills to enhance health and avoid or reduce health risks. |
| H5.W6.8 | Demonstrate a decision-making model to make a personal health-enhancing choice. |
| H8.So5.8 | Advocate for a bully-free school and community 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 |
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| H6.W7.8 | Describe various short- and long-term goals that can be used to enhance health. |
| H4.W5.8 | Demonstrate communication skills to enhance health and avoid or reduce health risks. |
| 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 |
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| H4.W5.8 | Demonstrate communication skills to enhance health and avoid or reduce health risks. |
| H8.So5.8 | Advocate for a bully-free school and community 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.8.1b | 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

| CODE | STANDARD |
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| H5.W6.8 | Demonstrate a decision-making model to make a personal health-enhancing choice. |
| 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

| CODE | STANDARD |
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| H4.W5.8 | Demonstrate communication skills to enhance health and avoid or reduce health risks. |
| H8.So5.8 | Advocate for a bully-free school and community 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.8.1c | 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

| CODE | STANDARD |
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| H5.W6.8 | Demonstrate a decision-making model to make a personal health-enhancing choice. |
| 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

| CODE | STANDARD |
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| H5.W6.8 | Demonstrate a decision-making model to make a personal health-enhancing choice. |
| PE4.4.8 | Use cooperative skills and strategies that promote team or group dynamics. |
| H4.W5.8 | Demonstrate communication skills to enhance health and avoid or reduce health risks. |
| 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**

| CODE | STANDARD |
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| H6.W7.8 | Describe various short- and long-term goals that can be used to enhance health. |
| 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. |

LESSON 9: "Finding a Vision" p. 145

| CODE | STANDARD |
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| H5.W6.8 | Demonstrate a decision-making model to make a personal health-enhancing choice. |
| H4.W5.8 | Demonstrate communication skills to enhance health and avoid or reduce health risks. |
| SL.8.1b | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed. |

LESSON 10: "Changing the World—One Clip at a Time" p. 25

| CODE | STANDARD |
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| H7.So1.8 | Demonstrate ability to make choices that positively impact self-esteem. |
| H6.W7.8 | Describe various short- and long-term goals that can be used to enhance health. |
| 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 |

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| | 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. |
| H6.W7.8 | Describe various short- and long-term goals that can be used to enhance health. |
| LESSON 11: "A Mom's Blessing" p. 167 | |
| CODE | STANDARD |
| H4.W5.8 | Demonstrate communication skills to enhance health and avoid or reduce health risks. |
| PE4.4.8 | Use cooperative skills and strategies that promote team or group dynamics. |
| 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. |
| LESSON 12: "My Epiphany" p. 378 | |
| CODE | STANDARD |
| H4.W5.8 | Demonstrate communication skills to enhance health and avoid or reduce health risks. |
| H2.So4.8 | Compare and contrast the influence of family, culture, and media on how emotions are expressed. |
| PE4.4.8 | Use cooperative skills and strategies that promote team or group dynamics. |
| H8.So5.8 | Advocate for a bully-free school and community environment. |
| 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.8.1 | 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. |

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| CODE | |
| RL | Reading Literature |
| SL | Speaking and Listening |
| W | Writing |
| H | Health |
| W | Wellness |
| PE | Physical Education |
| Sa | Safety |
| So | Social Emotional Health |