



# WYOMING 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://edu.wyoming.gov/educators/standards/>

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

CODE	STANDARD
HE.6.3	Demonstrate the ability to use interpersonal skills to enhance health and reduce or avoid health risks.
HE.6.4.1	Demonstrate an understanding of behaviors that improve or maintain personal 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
HE.6.4.1	Demonstrate an understanding of behaviors that improve or maintain personal health.
HE.6.4.8	Explain how individual, social and cultural differences may increase vulnerability to bullying and identify ways to address it.
HE.6.4.2	Demonstrate an understanding of behaviors to avoid or reduce health risks.
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.6.4.1	Demonstrate an understanding of behaviors that improve or maintain personal health.
HE.6.3.2	Analyze communication techniques used to enhance health or reduce/avoid health risks (e.g., example specific to cultural differences, how to ask of help to enhance personal health or reduce risks).
HE.6.3	Demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.
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
HE.6.3	Demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.
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.6.3	Demonstrate the ability to use interpersonal communication skills to enhance health

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	and reduce or avoid health risks.
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.)
<b>LESSON 6: "Angel" p. 343</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.6.2.3	Explain the steps of the decision-making process to enhance health or reduce health risk.
HE.6.3	Demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.
<b>LESSON 7: "Thirty Cents Worth" p. 107</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.6.4.1	Demonstrate an understanding of behaviors that improve or maintain personal health.
HE.6.2	Use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.
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.
<b>LESSON 8: "Nameless Faces" p. 111</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.6.2.4	Analyze potential short-term impact of each alternative on self and others when making a health related decision.
HE.6.2	Use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.
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.
<b>LESSON 9: "The Dress" p. 183</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.6.4.1	Demonstrate an understanding of behaviors that improve or maintain personal 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.)
<b>LESSON 10: "Follow Your Dream" p. 130</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.6.3	Demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.

HE.6.2	Use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.
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
HE.6.3	Demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.
HE.6.4.1	Demonstrate an understanding of behaviors that improve or maintain personal 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
HE.6.2	Use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.
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

*Effective 2016.*