



# MARYLAND 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://mdk12.msde.maryland.gov/assessments/vsc/index.html>

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

CODE	STANDARD
HE.C.1	Analyze components to promote personal well-being.
HE.B.1	Establish how emotions influence behavior.
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.B.1	Establish how emotions influence behavior.
HE.D.1.b	Analyze how decisions are influenced by external conditions including culture and the media.
HE.F.1.c	Apply coping skills to manage real-life situations.
HE.E.1.a	Develop strategies to incorporate positive character traits.
HE.A.1.c	Demonstrate ways to communicate respect for diversity, including mental and physical disabilities, culture, and race/ethnicity.
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.B.1	Establish how emotions influence behavior.
HE.A.1	Recognize and apply effective communication skills.
HE.B.1	Establish how emotions influence behavior.
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.D.1.a	Predict how decisions regarding behavior have consequences 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 5: "Making My Day" p. 255

CODE	STANDARD
HE.E.1.a	Develop strategies to incorporate positive character traits.
HE.C.1	Analyze components to promote personal well-being.
HE.B.1	Establish how emotions influence behavior.
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**

<b>CODE</b>	<b>STANDARD</b>
HE.D.1.b	Analyze how decisions are influenced by external conditions including culture and the media.
HE.E.1.a	Develop strategies to incorporate positive character traits.
HE.C.1	Analyze components to promote personal well-being.
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**

<b>CODE</b>	<b>STANDARD</b>
HE.C.1	Analyze components to promote personal well-being.
HE.A.1.c	Demonstrate ways to communicate respect for diversity, including mental and physical disabilities, culture, and race/ethnicity.
HE.E.1.a	Develop strategies to incorporate positive character traits.
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**

<b>CODE</b>	<b>STANDARD</b>
HE.A.1	Recognize and apply effective communication skills.
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**

<b>CODE</b>	<b>STANDARD</b>
HE.E.1.a	Develop strategies to incorporate positive character traits.
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**

<b>CODE</b>	<b>STANDARD</b>
HE.E.1.a	Develop strategies to incorporate positive character traits.
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**

<b>CODE</b>	<b>STANDARD</b>
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HE.E.1.a	Develop strategies to incorporate positive character traits.
HE.1.B.1	Synthesize positive ways to manage emotions.
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.
<b>LESSON 12: "No Words" p. 210</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.A.1.c	Demonstrate ways to communicate respect for diversity, including mental and physical disabilities, culture, and race/ethnicity.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>CODE</b>	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
HE	Health Education

*Effective 2016.*