



# MASSACHUSETTS STANDARDS ALIGNMENT DOCUMENT

## *Chicken Soup for the Soul Hallway Heroes*

### GRADE 6

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source Link(s): <http://www.doe.mass.edu/frameworks/current.html>

#### LESSON 1: "Friends of the Heart" p. 218

CODE	STANDARD
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health
RL.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.

#### LESSON 2: "Fifty-Six Grandparents" p. 125

CODE	STANDARD
CH.SMEH.7.5	Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication
W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### LESSON 3: "Going to the Dogs" p. 20

CODE	STANDARD
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health
RL.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.

#### LESSON 4: "Help by the Bagful" p. 215

CODE	STANDARD
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health
SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### LESSON 5: "Nice Catch!" p. 207

CODE	STANDARD
CH.SMEH.5.5	Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

<b>CH.PCH.14.4</b>	Identify how individuals can be knowledgeable and active in the school and community to promote health
<b>W.8</b>	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.
<b>LESSON 6: "The Power of the Pen" p. 28</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CH.SMEH.6.7</b>	Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups
<b>CH.PCH.14.4</b>	Identify how individuals can be knowledgeable and active in the school and community to promote health
<b>W.8</b>	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.
<b>W.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>LESSON 7: "A Lesson in Ugly" p. 92</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CH.SMEH.7.7</b>	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
<b>CH.SMEH.7.7</b>	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
<b>CH.PCH.14.4</b>	Identify how individuals can be knowledgeable and active in the school and community to promote health
<b>W.8</b>	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.
<b>LESSON 8: "Care Bags" p. 316</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CH.SMEH.5.7</b>	Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning.
<b>CH.PCH.14.4</b>	Identify how individuals can be knowledgeable and active in the school and community to promote health
<b>W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>LESSON 9: "Secret Santa" p. 210</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CH.SMEH.7.7</b>	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships

	which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
<b>CH.PCH.14.4</b>	Identify how individuals can be knowledgeable and active in the school and community to promote health
<b>SL.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>LESSON 10: “Two Tickets to the Big Game” p. 24</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CH.SMEH.6.5</b>	Describe how the functions, purposes, and responsibilities of family members change with life events
<b>CH.PCH.14.4</b>	Identify how individuals can be knowledgeable and active in the school and community to promote health
<b>SL.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>LESSON 11: “The Joy of Giving” p. 362</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CH.PCH.14.4</b>	Identify how individuals can be knowledgeable and active in the school and community to promote health
<b>SL.4</b>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>SL.2</b>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<b>LESSON 12: “Goals and Dreams – A Winning Team” p. 301</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>CH.SMEH.7.7</b>	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
<b>CH.PCH.14.4</b>	Identify how individuals can be knowledgeable and active in the school and community to promote health
<b>W.3.d</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

<b>CODE</b>	
<b>CH</b>	Comprehensive Health
<b>PCH</b>	Personal and Community Health
<b>RL</b>	Reading Literature
<b>SL</b>	Speaking and Listening
<b>SMEH</b>	Social and Emotional Health
<b>W</b>	Writing

