



# VERMONT 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://education.vermont.gov/documents/framework.pdf>

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

CODE	STANDARD
3.3	Demonstrate respect for themselves and others.
3.5.cc	Demonstrate the ability to utilize resources from the home, school, and community that provide valid health information.
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.

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

CODE	STANDARD
3.7.d	Recognize others' points of view, and assess their decisions from others' perspectives.
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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: "Going to the Dogs" p. 20

CODE	STANDARD
4.2.a	Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.
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.

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

CODE	STANDARD
4.2.a	Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.
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.6.7	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
3.7.b	Evaluate the consequences of decisions.
4.2.a	Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.
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.

#### LESSON 6: "The Power of the Pen" p. 28

CODE	STANDARD
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<b>3.5.cc</b>	Demonstrate the ability to utilize resources from the home, school, and community that provide valid health information.
<b>4.2.a</b>	Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.
<b>W.6.8</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.6.7</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>3.11</b>	Interact respectfully with others, including those with whom they have differences.
<b>4.4</b>	Demonstrate understanding of the concept of prejudice, and of its effects on various groups.
<b>4.2.a</b>	Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.
<b>W.6.8</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>3.4</b>	Identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.
<b>4.2.a</b>	Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.
<b>W.6.3</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>3.11</b>	Interact respectfully with others, including those with whom they have differences.
<b>4.2.a</b>	Work cooperatively and respectfully with people of various groups to set community goals and solve common problems.
<b>SL.6.4</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>3.1</b>	Assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.
<b>3.16.a</b>	Make and carry out a plan for current and continued education and training to address individual and/or career goals.
<b>4.1.a</b>	Plan, implement, and reflect on activities that respond to community needs.
<b>SL.6.4</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>4.1.a</b>	Plan, implement, and reflect on activities that respond to community needs.
<b>SL.6.4</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.6.2</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>3.6.dd</b>	Begin to assume personal responsibility by setting goals for a physically active lifestyle.
<b>3.1</b>	Assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.
<b>W.6.3.d</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

<b>CODE</b>	
<b>RL</b>	Reading Literature
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>3</b>	Personal Development Standards
<b>4</b>	Civic/Social Responsibility Standards