



# DELAWARE 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://www.doe.k12.de.us/domain/200>

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

CODE	STANDARD
HE.1.7	Describe the benefits of and barriers to practicing a healthy behavior.
HE.1.2	Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence.
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.1.2	Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence.
HE.1.3	Analyze how the environment impacts personal health.
HE.1.4	Describe how family history can impact personal health.
HE.2.2	Describe the influence of culture on health belief and practices.
HE.4.3	Model effective conflict management or resolution strategies.
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.1.2	Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence.
HE.4.1	Apply effective verbal and nonverbal communication skills to enhance health.
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.4.1	Apply effective verbal and nonverbal communication skills to enhance health.
HE.6.2	Develop a goal to adopt, maintain or improve a personal health practice.
HE.6.3	Apply strategies and skills needed to attain the personal health goal.
HE.6.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
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**

<b>CODE</b>	<b>STANDARD</b>
HE.4.1	Apply effective verbal and nonverbal communication skills to enhance health.
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.2.6	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
HE.4	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
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.1.3	Analyze how the environment impacts personal health.
HE.1.4	Describe how family history can impact personal health.
HE.2.2	Describe the influence of culture on health belief and practices.
HE.6.1	Assess personal health practices.
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.5.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
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.

**LESSON 9: "The Dress" p. 183**

<b>CODE</b>	<b>STANDARD</b>
HE.6.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
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>
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HE.2.3	Describe how peers influence healthy and unhealthy behaviors.
HE.6.2	Develop a goal to adopt, maintain, or improve a personal health practice.
HE.6.3	Apply strategies and skills needed to attain the personal health goal.
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.1.1	Analyze the relationship between healthy behaviors and personal health.
HE.1.2	Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence.
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.4.1	Apply effective verbal and nonverbal communication skills to enhance health.
HE.6.3	Apply strategies and skills needed to attain the personal health goal.
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

*Effective 2016.*