



# SOUTH CAROLINA STANDARDS ALIGNMENT DOCUMENT

## *Chicken Soup for the Soul Hallway Heroes*

### GRADE 1

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

Source Link(s): <http://ed.sc.gov/agency/ccr/Standards-Learning/>

#### LESSON 1: "Call Me" p. 48

CODE	STANDARD
HE.M-1.1.1	Identify good character traits (for example, honesty, respect for self, respect for others, dependability).
HE.P-1.5.1	Identify ways to make decisions that enhance health.
RL.MC.5.1	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
IQ.1.1	Translate "wonderings" into questions that lead to group conversations, explorations, and investigations.
IQ.2.1	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

#### LESSON 2: "Adventure from a Stolen Apple" p. 309

CODE	STANDARD
HE.M-1.1.1	Identify good character traits (for example, honesty, respect for self, respect for others, dependability).
SS.1-4.1	Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.
RL.MC.8.1.b	Read or listen closely to: b. compare and contrast characters' experiences to those of the reader.
RL.MC.5.2	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
RI.MC.6.1	Retell the central idea and key details to summarize a text heard, read, or viewed.
RI.MC.5.1	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
RL.MC.8.1.a	Read or listen closely to: a. describe characters' actions and feelings.

#### LESSON 3: "Mickey's Goal" p. 322

CODE	STANDARD
HE.I-1.7.2	Identify safety rules at school (including "never push a peer while waiting to get a drink of water," "keep your personal belongings in a secure place," and "get help from a trustworthy adult if a peer is injured").
HE.M-1.7.1	Describe appropriate ways to express personal feelings.
RL.MC.8.1.c	Read or listen closely to: c. describe setting.
RL.MC.6.1	Describe the relationship between the illustrations and the characters, setting, or events.
RI.MC.7.1	Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.

#### LESSON 4: "A Different Sister" p. 86

CODE	STANDARD
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<b>SS.1-3.1</b>	Describe the fundamental principles of American democracy, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.
<b>HE.M-1.1.3</b>	Identify ways that individuals are special.
<b>RL.MC.7.1</b>	Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
<b>RL.MC.8.1.a</b>	Read or listen closely to: a. describe characters' actions and feelings
<b>RI.MC.6.1</b>	Retell the central idea and key details to summarize a text heard, read, or viewed.
<b>RI.MC.5.1</b>	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
<b>LESSON 5: "My Dad Made the Difference" p. 112</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS.1-4.2</b>	Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.
<b>C.MC.1.2</b>	Practice the skills of taking turns, listening to others, and speaking clearly.
<b>RI.MC.5.1</b>	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
<b>RL.MC.6.1</b>	Describe the relationship between the illustrations and the characters, setting, or events.
<b>C.MC.1.4</b>	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
<b>RL.MC.5.2</b>	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
<b>LESSON 6: "A Healing Haircut" p. 226</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.P-1.5.1</b>	Identify ways to make decisions that enhance health.
<b>SS.1-4.1</b>	Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.
<b>RL.MC.8.1.e</b>	Read or listen closely to describe: e. describe cause and effect relationship.
<b>RL.MC.7.2</b>	Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.
<b>RL.MC.8.1.a</b>	Read or listen closely to: a. describe characters' actions and feelings
<b>LESSON 7: "Seeing, Really Seeing" p. 251</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.M-1.1.3</b>	Identify ways that individuals are special.
<b>VA.1-3.2</b>	Select and use subject matter, symbols, and ideas to communicate meaning through his or her artworks.
<b>RL.MC.6.1</b>	Describe the relationship between the illustrations and the characters, setting, or events.
<b>RI.MC.5.2</b>	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
<b>RL.MC.8.1.b</b>	Read or listen closely to: b. compare and contrast characters' experiences to those of the reader.

<b>RL.MC.6.1</b>	Describe the relationship between the illustrations and the characters, setting, or events.
<b>LESSON 8: "Adam's Apples" p. 99</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS.1-4.2</b>	Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.
<b>HE.M-1.7.1</b>	Describe appropriate ways to express personal feelings.
<b>HE.M-1.1.3</b>	Identify ways that individuals are special.
<b>RL.MC.5.2</b>	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
<b>IQ.2.1</b>	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
<b>LESSON 9: "Friends of the Heart" p. 218</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.M-1.7.2</b>	Discuss ways to be a good friend.
<b>SS.1-4.2</b>	Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.
<b>C.MC.1.2</b>	Practice the skills of taking turns, listening to others, and speaking clearly.
<b>RL.MC.8.1.c</b>	Read or listen closely to: c. describe setting.
<b>RI.MC.6.1</b>	Retell the central idea and key details to summarize a text heard, read, or viewed.
<b>RL.MC.8.1.e</b>	Read or listen closely to describe: e. describe cause and effect relationship.
<b>RI.MC.5.2</b>	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
<b>LESSON 10: "Oops, I Messed Up" p. 275</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.I-1.4.3</b>	Discuss ways to get along with others and avoid conflict at home and school.
<b>HE.M-1.1.1</b>	Identify good character traits (for example, honesty, respect for self, respect for others, dependability).
<b>HE.P-1.5.1</b>	Identify ways to make decisions that enhance health.
<b>RL.MC.6.1</b>	Describe the relationship between the illustrations and the characters, setting, or events.
<b>RI.LCS.9.1</b>	Ask and answer questions about known and unknown words in a text.
<b>RI.MC.6.1</b>	Retell the central idea and key details to summarize a text heard, read, or viewed.
<b>RI.MC.5.1</b>	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
<b>RL.MC.8.1.d</b>	Read or listen closely to: d. identify the plot including problem and solution.
<b>LESSON 11: "Walking with Grandpa" p. 289</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>SS.1-4.1</b>	Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication.
<b>HE.I-1.1.2</b>	Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.
<b>HE.M-1.2.1</b>	List ways that family and friends influence mental, emotional, and social health.

<b>RL.MC.8.1.e</b>	Read or listen closely to describe: e. describe cause and effect relationship.
<b>IQ.2.1</b>	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
<b>RL.MC.5.2</b>	Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.
<b>LESSON 12: "Compassion for a Bully" p. 169</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.M-1.7.1</b>	Describe appropriate ways to express personal feelings.
<b>C.MC.1.4</b>	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
<b>RI.MC.5.1</b>	Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
<b>RI.MC.6.1</b>	Retell the central idea and key details to summarize a text heard, read, or viewed.
<b>IQ.2.1</b>	Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
<b>RI.MC.6.1</b>	Retell the central idea and key details to summarize a text heard, read, or viewed.
<b>T1-1.2</b>	Create and demonstrate story elements (for example, characters, setting, plot) for classroom dramatizations.

<b>CODE</b>	
<b>I</b>	Inquiry-Based Literacy
<b>RL</b>	Reading – Literary Text
<b>RI</b>	Reading – Informational Text
<b>W</b>	Writing
<b>C</b>	Communication
<b>PR</b>	Principles of Reading
<b>MC</b>	Meaning and Context
<b>HE</b>	Health
<b>D</b>	Alcohol, Tobacco, and Other Drugs
<b>G</b>	Growth, Development, and Sexual Health and Responsibility
<b>I</b>	Injury Prevention and Safety
<b>M</b>	Mental, Emotional, and Social Health
<b>PE</b>	Physical Education
<b>SS</b>	Social Studies
<b>D</b>	Dance
<b>MA</b>	Media Arts
<b>MG</b>	General Music (Music, General)
<b>T</b>	Theatre
<b>VA</b>	Visual Arts
<b>IQ</b>	Inquiry-based Literature Standards