

**Main Criteria:** Connecticut State Standards

**Secondary Criteria:** Rising Star Studios

**Subjects:** Health and PE, Language Arts, Social Studies

**Grades:** K, 1, 2

**Correlation Options:** Show Correlated

**Connecticut State Standards**

**Health and PE**

Grade: K - Adopted: 2006

DOMAIN / CONTENT STANDARD	CT.3.	Comprehensive School Health Education - Self-management of Healthy Behaviors: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
STATE FRAMEWORK	P.3.2.	Identify personal behaviors that are health-enhancing  <u>Rising Star Studios</u> Self-Control
STATE FRAMEWORK	P.3.3.	Identify personal health behaviors that need to be changed  <u>Rising Star Studios</u> Self-Control
STATE FRAMEWORK	P.3.4.	Demonstrate good hygiene practices to improve and maintain personal health  <u>Rising Star Studios</u> Cleanliness Hygiene
STATE FRAMEWORK	P.3.5.	Understand and follow rules and routines  <u>Rising Star Studios</u> Courtesy Self-Discipline Self-Reliance
DOMAIN / CONTENT STANDARD	CT.5.	Comprehensive School Health Education - Communication Skills: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
STATE FRAMEWORK	P.5.3.	Practice using words to identify emotions  <u>Rising Star Studios</u> Joyfulness
DOMAIN / CONTENT STANDARD	CT.7.	Comprehensive School Health Education - Goal-Setting: Students will use goal-setting skills to enhance health.
STATE FRAMEWORK	P.7.1.	Define a healthy goal  <u>Rising Star Studios</u> Confidence Determination Perseverance
DOMAIN / CONTENT STANDARD	CT.10.	Comprehensive Physical Education - Applying Concepts and Strategies: Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.
STATE FRAMEWORK	P.10.3.	Follow safety and age-appropriate classroom and playground rules and procedures  <u>Rising Star Studios</u> Fairness Obedience Self-Control
DOMAIN / CONTENT STANDARD	CT.13.	Comprehensive Physical Education - Responsible Behavior: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
STATE FRAMEWORK	P.13.1.	Demonstrate safe behavior for self and toward others by following established class rules, procedures and safe practices with teacher guidance and reinforcement

		<u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Control Self-Reliance
STATE FRAMEWORK	P.13.2.	Interact appropriately with peers and familiar adults (e.g., sharing, taking turns, following rules) with teacher guidance and reinforcement; stay on task for short periods with teacher supervision; listen quietly without interruption for short periods with teacher reinforcement; and exhibit self-control in group situations  <u>Rising Star Studios</u> Self-Control
STATE FRAMEWORK	P.13.3.	Demonstrate willingness to play with any child in the class; and recognize similarities and appreciate differences in people  <u>Rising Star Studios</u> Uniqueness
STATE FRAMEWORK	P.13.4.	Use age-appropriate conflict resolution strategies; seek help from adults or peers when conflict arises; and engage in developing solutions and work to resolve conflicts  <u>Rising Star Studios</u> Sportsmanship

### Connecticut State Standards

#### Health and PE

Grade: 1 - Adopted: 2006

DOMAIN / CONTENT STANDARD	CT.3.	Comprehensive School Health Education - Self-management of Healthy Behaviors: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
STATE FRAMEWORK	E.3.2.	List personal health needs  <u>Rising Star Studios</u> Self-Control
DOMAIN / CONTENT STANDARD	CT.5.	Comprehensive School Health Education - Communication Skills: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
STATE FRAMEWORK	E.5.3.	Describe emotions and how they can affect an individual's behavior  <u>Rising Star Studios</u> Joyfulness
STATE FRAMEWORK	E.5.5.	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability  <u>Rising Star Studios</u> Respect
DOMAIN / CONTENT STANDARD	CT.6.	Comprehensive School Health Education - Decision-Making Skills: Students will demonstrate the ability to use decision-making skills to enhance health.
STATE FRAMEWORK	E.6.2.	Explain when to ask for assistance in making health-related decisions  <u>Rising Star Studios</u> Independence
DOMAIN / CONTENT STANDARD	CT.7.	Comprehensive School Health Education - Goal-Setting: Students will use goal-setting skills to enhance health.
STATE FRAMEWORK	E.7.1.	Demonstrate the ability to apply the goal-setting process to enhance health  <u>Rising Star Studios</u> Confidence Determination Perseverance
DOMAIN /	CT.10.	Comprehensive Physical Education - Applying Concepts and Strategies:

CONTENT STANDARD		Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.
STATE FRAMEWORK	E.10.3.	Demonstrate knowledge of rules, safety practices improvements in self and others and procedures of specific activities  <u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Control Self-Reliance
DOMAIN / CONTENT STANDARD	CT.13.	Comprehensive Physical Education - Responsible Behavior: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
STATE FRAMEWORK	E.13.1.	Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings  <u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Control Self-Reliance
STATE FRAMEWORK	E.13.2.	Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks  <u>Rising Star Studios</u> Cooperation
STATE FRAMEWORK	E.13.4.	Develop skills needed for resolving conflicts peacefully  <u>Rising Star Studios</u> Sportsmanship
DOMAIN / CONTENT STANDARD	CT.14.	Comprehensive Physical Education - Benefits of Physical Activity: Students will choose physical activity for health, enjoyment, challenge, self expression and/or social interaction to sustain a physically active lifestyle.
STATE FRAMEWORK	E.14.4.	Experience personal challenges through physical activity  <u>Rising Star Studios</u> Self-Reliance

### Connecticut State Standards

#### Health and PE

Grade: 2 - Adopted: 2006

DOMAIN / CONTENT STANDARD	CT.3.	Comprehensive School Health Education - Self-management of Healthy Behaviors: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
STATE FRAMEWORK	E.3.2.	List personal health needs  <u>Rising Star Studios</u> Self-Control
DOMAIN / CONTENT STANDARD	CT.5.	Comprehensive School Health Education - Communication Skills: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
STATE FRAMEWORK	E.5.5.	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability  <u>Rising Star Studios</u> Respect
DOMAIN / CONTENT STANDARD	CT.6.	Comprehensive School Health Education - Decision-Making Skills: Students will demonstrate the ability to use decision-making skills to enhance health.
STATE	E.6.2.	Explain when to ask for assistance in making health-related decisions

FRAMEWORK		<u>Rising Star Studios</u> Independence
DOMAIN / CONTENT STANDARD	CT.7.	Comprehensive School Health Education - Goal-Setting: Students will use goal-setting skills to enhance health.
STATE FRAMEWORK	E.7.1.	Demonstrate the ability to apply the goal-setting process to enhance health <u>Rising Star Studios</u> Confidence Determination Perseverance
DOMAIN / CONTENT STANDARD	CT.10.	Comprehensive Physical Education - Applying Concepts and Strategies: Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.
STATE FRAMEWORK	E.10.3.	Demonstrate knowledge of rules, safety practices improvements in self and others and procedures of specific activities <u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Control Self-Reliance
DOMAIN / CONTENT STANDARD	CT.13.	Comprehensive Physical Education - Responsible Behavior: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
STATE FRAMEWORK	E.13.1.	Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and demonstrate etiquette and good sportsmanship in a variety of physical activity settings <u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Control Self-Reliance
STATE FRAMEWORK	E.13.2.	Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks <u>Rising Star Studios</u> Cooperation
STATE FRAMEWORK	E.13.3.	Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities <u>Rising Star Studios</u> Joyfulness
STATE FRAMEWORK	E.13.4.	Develop skills needed for resolving conflicts peacefully <u>Rising Star Studios</u> Sportsmanship
DOMAIN / CONTENT STANDARD	CT.14.	Comprehensive Physical Education - Benefits of Physical Activity: Students will choose physical activity for health, enjoyment, challenge, self expression and/or social interaction to sustain a physically active lifestyle.
STATE FRAMEWORK	E.14.4.	Experience personal challenges through physical activity <u>Rising Star Studios</u> Self-Reliance

**Connecticut State Standards**

**Language Arts**

Grade: K - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.K.	Reading Standards for Literature
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STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
GRADE LEVEL EXPECTATION	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.R L.K.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.K.4.	Ask and answer questions about unknown words in a text.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
GRADE LEVEL EXPECTATION	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).  <u>Rising Star Studios</u> Initiative Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.R L.K.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.K.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  <u>Rising Star Studios</u> Helpfulness
DOMAIN / CONTENT STANDARD	CT.CC.R L.K.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.K.10.	Actively engage in group reading activities with purpose and understanding.  <u>Rising Star Studios</u> Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.RI .K.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.  <u>Rising Star Studios</u> Confidence Fairness
GRADE LEVEL EXPECTATION	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN /	CT.CC.RI	Reading Standards for Informational Text

CONTENT STANDARD	.K.	
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  <u>Rising Star Studios</u> Consideration Patriotism
DOMAIN / CONTENT STANDARD	CT.CC.R F.K.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.K.4.	Read emergent-reader texts with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.W. K.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).  <u>Rising Star Studios</u> Confidence Fairness Initiative
GRADE LEVEL EXPECTATION	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Trustworthiness
GRADE LEVEL EXPECTATION	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect

		Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W.K.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.K.7.</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  <u>Rising Star Studios</u> Citizenship Confidence Cooperation Generosity Selflessness
<b>GRADE LEVEL EXPECTATION</b>	<b>W.K.8.</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <u>Rising Star Studios</u> Caring Determination
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.K.1.</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>
<b>INDICATOR</b>	<b>SL.K.1(a)</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty

Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

INDICATOR

SL.K.1(b)

Continue a conversation through multiple exchanges.

Rising Star Studios

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility



		Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL.K.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.K.2.</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline

		<p>Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
<p>GRADE LEVEL  EXPECTATION</p>	<p>SL.K.3.</p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower</p>

		Wisdom
DOMAIN / CONTENT STANDARD	CT.CC.SL.K.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  <u>Rising Star Studios</u> Commitment Discovering Talent Fairness Integrity Joyfulness Self-Reliance Sharing Slow To Judge
GRADE LEVEL EXPECTATION	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.  <u>Rising Star Studios</u> Commitment Discovering Talent Fairness Integrity Joyfulness Self-Reliance Slow To Judge
GRADE LEVEL EXPECTATION	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.  <u>Rising Star Studios</u> Thankfulness
DOMAIN / CONTENT STANDARD	CT.CC.L.K.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence

		Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. K.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.K.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.K.2(a)</b>	<b>Capitalize the first word in a sentence and the pronoun I.</b>  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing

		Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
INDICATOR	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
DOMAIN / CONTENT STANDARD	CT.CC.L. K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
INDICATOR	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.L. K.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
INDICATOR	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).  <u>Rising Star Studios</u> Bravery

Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

<b>DOMAIN / CONTENT STANDARD</b>	CT.CC.L. K.	Language Standards
<b>STATE FRAMEWORK</b>		Vocabulary Acquisition and Use
<b>GRADE LEVEL EXPECTATION</b>	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

**Language Arts**

Grade: 1 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RL.1.1.</b>	Ask and answer questions about key details in a text.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
<b>GRADE LEVEL EXPECTATION</b>	<b>RL.1.2.</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
<b>GRADE LEVEL EXPECTATION</b>	<b>RL.1.3.</b>	Describe characters, settings, and major events in a story, using key details.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.R L.1.</b>	<b>Reading Standards for Literature</b>
<b>STATE FRAMEWORK</b>		<b>Integration of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RL.1.7.</b>	Use illustrations and details in a story to describe its characters, setting, or events.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
<b>GRADE LEVEL EXPECTATION</b>	<b>RL.1.9.</b>	Compare and contrast the adventures and experiences of characters in stories.  <u>Rising Star Studios</u> Helpfulness
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .1.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RI.1.1.</b>	Ask and answer questions about key details in a text.  <u>Rising Star Studios</u> Confidence Fairness
<b>GRADE LEVEL EXPECTATION</b>	<b>RI.1.2.</b>	Identify the main topic and retell key details of a text.  <u>Rising Star Studios</u> Confidence Fairness
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.RI .1.</b>	<b>Reading Standards for Informational Text</b>
<b>STATE FRAMEWORK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RI.1.6.</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  <u>Rising Star Studios</u> Confidence Consideration Fairness

		Patriotism
DOMAIN / CONTENT STANDARD	CT.CC.RI.1.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.  <u>Rising Star Studios</u> Confidence Consideration Fairness Patriotism
GRADE LEVEL EXPECTATION	RI.1.8.	Identify the reasons an author gives to support points in a text.  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN / CONTENT STANDARD	CT.CC.RI.1.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN / CONTENT STANDARD	CT.CC.RF.1.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4(a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
INDICATOR	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  <u>Rising Star Studios</u> Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  <u>Rising Star Studios</u> Punctuality
GRADE LEVEL EXPECTATION	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage



		<p>Courtesy  Enthusiasm  Fairness  Friendliness  Friendship  Goodness  Goodwill  Gratefulness  Heroic  Hygiene  Independence  Initiative  Peacefulness  Self-Acceptance  Self-Discipline  Selflessness  Trustworthiness  Uniqueness  Willpower</p>
GRADE LEVEL EXPECTATION	W.1.3.	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Rising Star Studios</u>  Bravery  Cleanliness  Confidence  Consideration  Courage  Dignity  Discovering Talent  Forgiveness  Generosity  Goodness  Gratefulness  Initiative  Integrity  Kindness  Loyalty  Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Reliance  Sharing  Slow To Judge  Thankfulness  Tolerance  Truthfulness  Uniqueness  Wisdom</p>
DOMAIN / CONTENT STANDARD	CT.CC.W.1.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.1.5.	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Confidence  Consideration  Cooperation  Courage  Courtesy</p>

		Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W.1.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.1.7.</b>	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).  <u>Rising Star Studios</u> Citizenship Confidence Cooperation Generosity Selflessness
<b>GRADE LEVEL EXPECTATION</b>	<b>W.1.8.</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <u>Rising Star Studios</u> Caring Determination
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.1.</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>INDICATOR</b>	<b>SL.1.1(a)</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  <u>Rising Star Studios</u>

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

INDICATOR

SL.1.1(b)

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Rising Star Studios

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency

		Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
INDICATOR	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness

		Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.2.</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty

Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

GRADE LEVEL  
EXPECTATION

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Rising Star Studios

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honest  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism

		Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL.1.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.4.</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  <u>Rising Star Studios</u> Commitment Discovering Talent Fairness Integrity Joyfulness Self-Reliance Sharing Slow To Judge Thankfulness
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.1.5.</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Hygiene Imaginative Independence Initiative

		Integrity Joyfulness Loyalty Patience Patriotism Peacefulness Perseverance Resourcefulness Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	CT.CC.L. 1.	Language Standards
<b>STATE FRAMEWORK</b>		Conventions of Standard English
<b>GRADE LEVEL EXPECTATION</b>	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.1.2(b)	Use end punctuation for sentences.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
<b>INDICATOR</b>	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  <u>Rising Star Studios</u> Bravery



		<p>Cleanliness  Confidence  Consideration  Courage  Courtesy  Dependable  Dignity  Discovering Talent  Forgiveness  Friendship  Generosity  Goodness  Gratefulness  Heroic  Initiative  Integrity  Kindness  Loyalty  Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness</p>
INDICATOR	L.1.2(e)	<p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p><u>Rising Star Studios</u>  Bravery  Cleanliness  Confidence  Consideration  Courage  Courtesy  Dependable  Dignity  Discovering Talent  Forgiveness  Friendship  Generosity  Goodness  Gratefulness  Heroic  Initiative  Integrity  Kindness  Loyalty  Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Thankfulness  Tolerance</p>

		Trustworthiness Truthfulness Uniqueness
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5(c)	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower</p>

		Wisdom
DOMAIN / CONTENT STANDARD	CT.CC.L. 1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

### Connecticut State Standards

#### Language Arts

Grade: 2 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <u>Rising Star Studios</u> Helpfulness
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
GRADE LEVEL EXPECTATION	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  <u>Rising Star Studios</u> Helpfulness
DOMAIN / CONTENT STANDARD	CT.CC.R L.2.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.RI .2.	Reading Standards for Informational Text
STATE		Key Ideas and Details

FRAMEWORK		
GRADE LEVEL EXPECTATION	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN / CONTENT STANDARD	CT.CC.RI.2.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.2.5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  <u>Rising Star Studios</u> Confidence
DOMAIN / CONTENT STANDARD	CT.CC.RI.2.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.2.8.	Describe how reasons support specific points the author makes in a text.  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN / CONTENT STANDARD	CT.CC.RI.2.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN / CONTENT STANDARD	CT.CC.RF.2.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4 (a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
INDICATOR	RF.2.4 (b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  <u>Rising Star Studios</u> Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.W.2.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

		<u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
GRADE LEVEL EXPECTATION	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
DOMAIN / CONTENT STANDARD	CT.CC.W. 2.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Cooperation Courage Courtesy Dignity

		<p>Discovering Talent</p> <p>Forgiveness</p> <p>Friendship</p> <p>Generosity</p> <p>Goodness</p> <p>Gratefulness</p> <p>Heroic</p> <p>Initiative</p> <p>Integrity</p> <p>Kindness</p> <p>Loyalty</p> <p>Obedience</p> <p>Patience</p> <p>Promptness</p> <p>Punctuality</p> <p>Ready</p> <p>Resourcefulness</p> <p>Respect</p> <p>Responsibility</p> <p>Restraint</p> <p>Self-Acceptance</p> <p>Self-Control</p> <p>Self-Discipline</p> <p>Self-Reliance</p> <p>Selflessness</p> <p>Sharing</p> <p>Tolerance</p> <p>Trustworthiness</p> <p>Truthfulness</p> <p>Uniqueness</p> <p>Wisdom</p>
DOMAIN / CONTENT STANDARD	CT.CC.W.2.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.2.7.	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><u>Rising Star Studios</u></p> <p>Citizenship</p> <p>Confidence</p> <p>Cooperation</p> <p>Generosity</p> <p>Selflessness</p>
GRADE LEVEL EXPECTATION	W.2.8.	<p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Rising Star Studios</u></p> <p>Caring</p> <p>Determination</p>
DOMAIN / CONTENT STANDARD	CT.CC.SL.2.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.2.1(a)	<p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Rising Star Studios</u></p> <p>Bravery</p> <p>Caring</p> <p>Citizenship</p> <p>Cleanliness</p> <p>Commitment</p> <p>Confidence</p> <p>Consideration</p> <p>Cooperation</p> <p>Courage</p> <p>Courtesy</p> <p>Decency</p>

Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
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 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
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 Obedience  
 Patience  
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 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

INDICATOR

SL.2.1(b)

Build on others' talk in conversations by linking their comments to the remarks of others.

Rising Star Studios

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness

Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
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 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

INDICATOR

SL.2.1(c)

Ask for clarification and further explanation as needed about the topics and texts under discussion.

Rising Star Studios

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness



		Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.2.2.</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism

		<p>Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
<p><b>GRADE LEVEL EXPECTATION</b></p>	<p><b>SL.2.3.</b></p>	<p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint</p>

		Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.2.4.</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  <u>Rising Star Studios</u> Sharing
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L.2.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.2.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.2.2(d)</b>	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness

DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3(a)	Compare formal and informal uses of English.  <u>Rising Star Studios</u> Friendship
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance

		Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
DOMAIN / CONTENT STANDARD	CT.CC.L. 2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).  <u>Rising Star Studios</u> Commitment Discovering Talent Fairness Helpfulness Initiative Integrity Joyfulness Perseverance Self-Reliance Slow To Judge

### Connecticut State Standards

#### Social Studies

Grade: K - Adopted: 2015

DOMAIN / CONTENT STANDARD	CT.SS.K.	SOCIAL STUDIES: ME AND MY COMMUNITY
STATE FRAMEWORK	K.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Kindergarten, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Me, My Family, and My Community. The focus in Kindergarten is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Kindergarten should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Participation and Deliberation
INDICATOR	CIV K.4.	Apply civic virtues when participating in school settings.  <u>Rising Star Studios</u> Citizenship Patriotism
INDICATOR	CIV K.5.	Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity

		<p>Discovering Talent</p> <p>Enthusiasm</p> <p>Fairness</p> <p>Forgiveness</p> <p>Friendliness</p> <p>Friendship</p> <p>Generosity</p> <p>Goodness</p> <p>Goodwill</p> <p>Gratefulness</p> <p>Helpfulness</p> <p>Heroic</p> <p>Honesty</p> <p>Hygiene</p> <p>Imaginative</p> <p>Independence</p> <p>Initiative</p> <p>Integrity</p> <p>Joyfulness</p> <p>Kindness</p> <p>Loyalty</p> <p>Obedience</p> <p>Patience</p> <p>Patriotism</p> <p>Peacefulness</p> <p>Perseverance</p> <p>Politeness</p> <p>Promptness</p> <p>Punctuality</p> <p>Ready</p> <p>Resourcefulness</p> <p>Respect</p> <p>Responsibility</p> <p>Restraint</p> <p>Self-Acceptance</p> <p>Self-Control</p> <p>Self-Discipline</p> <p>Self-Reliance</p> <p>Selflessness</p> <p>Sharing</p> <p>Slow To Judge</p> <p>Sportsmanship</p> <p>Thankfulness</p> <p>Tolerance</p> <p>Trustworthiness</p> <p>Truthfulness</p> <p>Uniqueness</p> <p>Willpower</p> <p>Wisdom</p>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.K.</b>	<b>SOCIAL STUDIES: ME AND MY COMMUNITY</b>
<b>STATE FRAMEWORK</b>	<b>K.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Kindergarten, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Me, My Family, and My Community. The focus in Kindergarten is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Kindergarten should lead to deep and enduring understanding (C3, p. 29).</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>CIVICS</b>
<b>INDICATOR</b>		<b>Processes, Rules, and Laws</b>
<b>INDICATOR</b>	<b>CIV K.6.</b>	<p>Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p><u>Rising Star Studios</u></p> <p>Fairness</p> <p>Obedience</p>
<b>INDICATOR</b>	<b>CIV K.7.</b>	<p>Explain how people can work together to make decision in the classroom.</p> <p><u>Rising Star Studios</u></p> <p>Bravery</p> <p>Caring</p> <p>Cooperation</p>

		Courage Courtesy Dependable Determination Dignity Discovering Talent Forgiveness Friendliness Friendship Generosity Helpfulness Honesty Imaginative Initiative Loyalty Patience Patriotism Perseverance Punctuality Ready Respect Restraint Self-Acceptance Sharing Sportsmanship Uniqueness Willpower
INDICATOR	CIV K.8.	Identify and explain how rules function in public.  <u>Rising Star Studios</u> Fairness Obedience

### Connecticut State Standards

#### Social Studies

Grade: 1 - Adopted: 2015

DOMAIN / CONTENT STANDARD	CT.SS.1.	<b>SOCIAL STUDIES: SOCIETY AND OURSELVES</b>
STATE FRAMEWORK	1.2.	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS</b> - In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Participation and Deliberation
INDICATOR	CIV 1.4.	Apply civic virtues when participating in school settings.  <u>Rising Star Studios</u> Citizenship Patriotism
INDICATOR	CIV 1.5.	Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity

		<p>Discovering Talent</p> <p>Enthusiasm</p> <p>Fairness</p> <p>Forgiveness</p> <p>Friendliness</p> <p>Friendship</p> <p>Generosity</p> <p>Goodness</p> <p>Goodwill</p> <p>Gratefulness</p> <p>Helpfulness</p> <p>Heroic</p> <p>Honesty</p> <p>Hygiene</p> <p>Imaginative</p> <p>Independence</p> <p>Initiative</p> <p>Integrity</p> <p>Joyfulness</p> <p>Kindness</p> <p>Loyalty</p> <p>Obedience</p> <p>Patience</p> <p>Patriotism</p> <p>Peacefulness</p> <p>Perseverance</p> <p>Politeness</p> <p>Promptness</p> <p>Punctuality</p> <p>Ready</p> <p>Resourcefulness</p> <p>Respect</p> <p>Responsibility</p> <p>Restraint</p> <p>Self-Acceptance</p> <p>Self-Control</p> <p>Self-Discipline</p> <p>Self-Reliance</p> <p>Selflessness</p> <p>Sharing</p> <p>Slow To Judge</p> <p>Sportsmanship</p> <p>Thankfulness</p> <p>Tolerance</p> <p>Trustworthiness</p> <p>Truthfulness</p> <p>Uniqueness</p> <p>Willpower</p> <p>Wisdom</p>
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.SS.1.</b>	<b>SOCIAL STUDIES: SOCIETY AND OURSELVES</b>
<b>STATE FRAMEWORK</b>	<b>1.2.</b>	<b>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS -</b> In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).
<b>GRADE LEVEL EXPECTATION</b>		<b>CIVICS</b>
<b>INDICATOR</b>		<b>Processes, Rules, and Laws</b>
<b>INDICATOR</b>	<b>CIV 1.6.</b>	<p>Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p><u>Rising Star Studios</u></p> <p>Fairness</p> <p>Obedience</p>
<b>INDICATOR</b>	<b>CIV 1.7.</b>	<p>Explain how people can work together to make decisions in the classroom.</p> <p><u>Rising Star Studios</u></p> <p>Bravery</p> <p>Caring</p> <p>Cooperation</p>



		Courage Courtesy Dependable Determination Dignity Discovering Talent Forgiveness Friendliness Friendship Generosity Helpfulness Honesty Imaginative Initiative Loyalty Patience Patriotism Perseverance Punctuality Ready Respect Restraint Self-Acceptance Sharing Sportsmanship Uniqueness Willpower
INDICATOR	CIV 1.8.	Identify and explain how rules function in public.  <u>Rising Star Studios</u> Fairness Obedience
DOMAIN / CONTENT STANDARD	CT.SS.1.	SOCIAL STUDIES: SOCIETY AND OURSELVES
STATE FRAMEWORK	1.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 1, the focus is on the disciplinary concepts and skills students need to understand and apply as they study their place in the world around them. The focus in first grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 1 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		ECONOMICS
INDICATOR		Exchange and Markets
INDICATOR	ECO 1.3.	Describe the goods and services that people in the local community produce and those that are produced in other communities.  <u>Rising Star Studios</u> Confidence
DOMAIN / CONTENT STANDARD	CT.SS.1.	SOCIAL STUDIES: SOCIETY AND OURSELVES
STATE FRAMEWORK	1.3.	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE - Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims (C3, p. 53-55). It is expected that students in Social Studies: Society and Ourselves (Grade 1) will individually and with others:
GRADE LEVEL EXPECTATION	INQ K-2.6.	Gather relevant information from one or two sources while using the origin and structure to guide the selection.  <u>Rising Star Studios</u> Confidence Determination Willpower
GRADE LEVEL EXPECTATION	INQ K-2.7.	Evaluate a source by distinguishing between facts and opinion.  <u>Rising Star Studios</u> Slow To Judge

**Connecticut State Standards**

**Social Studies**

Grade: 2 - Adopted: 2015

DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.1.	DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY - Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions (C3, p. 23-25). It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:
GRADE LEVEL EXPECTATION	INQ K-2.1.	Explain why the compelling question is important to the student.  <u>Rising Star Studios</u> Confidence Determination Willpower
GRADE LEVEL EXPECTATION	INQ K-2.2.	Identify disciplinary ideas associated with a compelling question.  <u>Rising Star Studios</u> Confidence Determination Willpower
GRADE LEVEL EXPECTATION	INQ K-2.3.	Identify facts and concepts associated with a supporting question.  <u>Rising Star Studios</u> Confidence Determination Willpower
GRADE LEVEL EXPECTATION	INQ K-2.4.	Make connections between supporting questions and compelling questions.  <u>Rising Star Studios</u> Confidence Determination Willpower
DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		HISTORY
INDICATOR		Perspectives
INDICATOR	HIST 2.5.	Compare different accounts of the same historical event.  <u>Rising Star Studios</u> Bravery Gratefulness Patriotism
DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Participation and Deliberation

INDICATOR	CIV 2.2.	<p>Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.</p> <p><u>Rising Star Studios</u></p> <p>Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in

		Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Processes, Rules, and Laws
INDICATOR	CIV 2.5.	<p>Explain how people can work together to make decisions in the classroom.</p> <p><u>Rising Star Studios</u>            Bravery            Caring            Cooperation            Courage            Courtesy            Dependable            Determination            Dignity            Discovering Talent            Forgiveness            Friendliness            Friendship            Generosity            Helpfulness            Honesty            Imaginative            Initiative            Loyalty            Patience            Patriotism            Perseverance            Punctuality            Ready            Respect            Restraint            Self-Acceptance            Sharing            Sportsmanship            Uniqueness            Willpower</p>
INDICATOR	CIV 2.6.	<p>Identify and explain how rules function in public (classroom and school) settings.</p> <p><u>Rising Star Studios</u>            Fairness            Obedience</p>
DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 2, the focus is on the disciplinary concepts and skills students need to understand how people make a difference in society and how, and why, we remember the past. The focus in second grade is supported through an interdisciplinary approach that includes history, civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 2 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		ECONOMICS
INDICATOR		Exchange and Markets
INDICATOR	ECO 2.3.	<p>Describe the goods and services that people in the local community produce and those that are produced in other communities.</p> <p><u>Rising Star Studios</u>            Confidence</p>
DOMAIN / CONTENT STANDARD	CT.SS.2.	SOCIAL STUDIES: MAKING A DIFFERENCE
STATE FRAMEWORK	2.3.	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE - Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims (C3, p.53-55). It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:
GRADE LEVEL EXPECTATION	INQ K-2.6.	Gather relevant information from one or two sources while using the origin and structure to guide the selection.

		<u>Rising Star Studios</u> Confidence Determination Willpower
GRADE LEVEL EXPECTATION	INQ K-2.7.	Evaluate a source by distinguishing between facts and opinion.  <u>Rising Star Studios</u> Slow To Judge
DOMAIN / CONTENT STANDARD	CT.SS.2.	<b>SOCIAL STUDIES: MAKING A DIFFERENCE</b>
STATE FRAMEWORK	2.4.	<b>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</b> - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:
GRADE LEVEL EXPECTATION	INQ K-2.10.	Construct an argument with reasons.  <u>Rising Star Studios</u> Confidence Determination Willpower