

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Rising Star Studios

Subjects: Health and PE, Language Arts, Social Studies

Grades: 5, 6

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Health and PE

Grade: 5 - Adopted: 2020/IMPL 2020

STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Standards Pre-K-12:
TOPIC / INDICATOR	(1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health, including:
INDICATOR / PROFICIENCY LEVEL	1d.	Safety and violence prevention <u>Rising Star Studios</u> Obedience
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Self and social awareness
OBJECTIVE	1a.5.4	Demonstrate respectful ways to show empathy to others. <u>Rising Star Studios</u> Caring
OBJECTIVE	1a.5.5	Describe how to recognize and build on personal strengths. <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
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Relationships
OBJECTIVE	1a.5.7	Describe the value of others' talents and strengths. <u>Rising Star Studios</u> Commitment Consideration Discovering Talent
OBJECTIVE	1a.5.8	Describe the characteristics of healthy and unhealthy relationships among friends and with family members. <u>Rising Star Studios</u> Friendship
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Trusted adults
OBJECTIVE	1a.5.9	Explain how a trusted adult can support you or someone else with difficult emotions or situations. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Teasing, bullying, harassment, discrimination, and violence
OBJECTIVE	1a.5.13	Explain why it is wrong to tease or bully others based on personal characteristics such as body type, race, gender, sexuality, appearance, mannerisms, and the way one dresses or acts. <u>Rising Star Studios</u> Uniqueness
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework

TOPIC / INDICATOR		Standard 1c: Family Life and Human Sexuality (E2)
INDICATOR / PROFICIENCY LEVEL		Healthy relationships and consent
OBJECTIVE	1c.5.1	Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E2)
INDICATOR / PROFICIENCY LEVEL		Accessing trusted adults
OBJECTIVE	1d.5.5	Explain the importance of sharing all information with parents, guardians, or trusted adults. <u>Rising Star Studios</u> Trustworthiness Wisdom
OBJECTIVE	1d.5.6	Create a list of trusted people/community resources to notify or contact if assault or abuse occurs. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1f: Disease Prevention and Control (E2)
INDICATOR / PROFICIENCY LEVEL		Hygiene
OBJECTIVE	1f.5.2	Summarize the benefits of personal health care practices. <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 4: Interpersonal Communication
INDICATOR / PROFICIENCY LEVEL	4.E2.d	Demonstrate how to ask for assistance to enhance personal health. <u>Rising Star Studios</u> Independence
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 5: Decision-Making
INDICATOR / PROFICIENCY LEVEL	5.E2.b	Analyze when assistance is needed when making a health-related decision. <u>Rising Star Studios</u> Independence
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 7: Self-Management
INDICATOR / PROFICIENCY LEVEL	7.E2.a	Identify responsible personal health behaviors. <u>Rising Star Studios</u> Self-Control
INDICATOR /	7.E2.b	Demonstrate a variety of healthy practices and behaviors to maintain or improve

PROFICIENCY LEVEL		personal health. <u>Rising Star Studios</u> Self-Control
INDICATOR / PROFICIENCY LEVEL	7.E2.c	Demonstrate a variety of behaviors that avoid or reduce health risks. <u>Rising Star Studios</u> Self-Control
STRAND / TOPIC / STANDARD		Maryland Physical Education Content Standards PK-12:
TOPIC / INDICATOR		Students shall:
INDICATOR / PROFICIENCY LEVEL	(4)	Exhibit responsible personal and social behavior that respects self and others; <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
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Intermediate Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Personal Responsibility
OBJECTIVE	S4.G5.1b	Participates with responsible personal behavior in a variety of physical activities. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
OBJECTIVE	S4.G5.1c	Exhibits respect for self with appropriate behavior while engaging in physical activity. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
OBJECTIVE	S4.G5.1d	Applies and shows that skills will develop over time with appropriate practice. <u>Rising Star Studios</u> Commitment Discovering Talent
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Intermediate Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Working with Others
OBJECTIVE	S4.G5.4	Accepts, recognizes, and actively involves others in physical activities and group projects. <u>Rising Star Studios</u> Cooperation
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Intermediate Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Rules and Etiquette
OBJECTIVE	S4.G5.5	Critiques the etiquette involved in rules of various game activities. <u>Rising Star Studios</u> Courtesy Politeness

Maryland College and Career-Ready Standards

Language Arts

Grade: 5 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	5.RL1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	5.RL1.1.	Apply appropriate strategies before reading, viewing, or listening to a text: preview and survey the text; access prior knowledge about the text; formulate

		purpose-setting questions; make predictions. <u>Rising Star Studios</u> Discovering Talent
EXPECTATION	5.RL1.2.	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.5.4-6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize. <u>Rising Star Studios</u> Discovering Talent Helpfulness Initiative Perseverance
EXPECTATION	5.RL1.3.	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS SL.5.4-6; MD SLM 4 A2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text. <u>Rising Star Studios</u> Discovering Talent Helpfulness Initiative Perseverance
EXPECTATION	5.RL1.5.	Justify the selection of textual evidence when responding either orally or in writing to text-specific questions. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL1.7.	Participate actively and appropriately in discussions about literary text (See CCSS SL.5.1-3). <u>Rising Star Studios</u> Perseverance
EXPECTATION	5.RL1.8.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL1.9.	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions (See CCSS L.5.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	5.RL2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
EXPECTATION	5.RL2.2.	Analyze details about characters, setting, and plot in a literary text to infer a theme: Analyze the key details and events in a poem as they relate to the speaker's perspective about a topic or idea in the poem; Analyze the conflicts encountered by the characters in a literary text, including how characters respond to those conflicts; Analyze the development of the plot, including exposition, rising action, climax, falling action, denouement, as well as

		subplots; Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL2.3.	Participate actively and appropriately in discussions about literary text (See CCSS SL.5.1-3). <u>Rising Star Studios</u> Perseverance
EXPECTATION	5.RL2.4.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL2.5.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS 5 W.5.9; L.5.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	5.RL3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
EXPECTATION	5.RL3.1.	Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL3.2.	Analyze similarities and differences among different settings, focusing on how they affect the mood and the plot. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL3.3.	Analyze similarities and differences among different events, focusing on how they affect the characters, mood, and plot. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL3.4.	Participate actively and appropriately in discussions about literary text (See CCSS SL.5.1-3). <u>Rising Star Studios</u> Perseverance
EXPECTATION	5.RL3.5.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL3.6.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.5.9; L.5.6).

		<u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	5.RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
EXPECTATION	5.RL4.5.	Explain the difference between the denotation and the connotation of a specific word. <u>Rising Star Studios</u> Honesty
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	5.RL5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
EXPECTATION	5.RL5.1.	Apply academic and domain-specific vocabulary when writing or speaking about literary genres and their structure (e.g., chapter, scene, stanza) (See CCSS W.5.9; L.5.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL5.3.	Draw conclusions about the relationships between and among structural elements (e.g., foreshadowing, flashback, motifs carried over from one section of a text to another). <u>Rising Star Studios</u> Discovering Talent
EXPECTATION	5.RL5.4.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL5.5.	Participate actively and appropriately in discussions about literary text (See CCSS SL.5.1-3). <u>Rising Star Studios</u> Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	5.RL7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
EXPECTATION	5.RL7.1.	Demonstrate the behaviors of a strategic listener or viewer by applying before, during, and after strategies. <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
EXPECTATION	5.RL7.5.	Support inferences and conclusions with relevant textual evidence. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL7.6.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL7.7.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.5.9 ; L.5.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL7.8.	Participate actively and appropriately in discussions about literary text (See CCSS 4 SL.4.1-3). <u>Rising Star Studios</u> Perseverance

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	5.RL9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
EXPECTATION	5.RL9.1.	Apply skills from CCSS RL.5.1-7 to compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <u>Rising Star Studios</u> Helpfulness
EXPECTATION	5.RL9.2.	Support inferences about the relationship between text features with relevant textual evidence. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL9.3.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.5.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	5.RL9.4.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.5.9; L.5.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	5.RL10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
EXPECTATION	5.RL10.2.	Demonstrate understanding of assigned literary texts of steadily increasing complexity. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	5.RI1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	5.RI1.2.	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.5.4, 6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize. <u>Rising Star Studios</u> Confidence

		Fairness
EXPECTATION	5.RI.1.3.	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS 5 SL.5.4, 6; MD SLM 4-5 4 A.2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	5.RI.1.5.	Justify the selection of textual evidence when responding either orally or in writing to text-specific questions. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	5.RI.1.8.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.5.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
EXPECTATION	5.RI.2.2.	Paraphrase key details or information. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	5.RI.2.3.	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text (See CCSS RL.5.2; W.5.9; SL.5.4, 6). <u>Rising Star Studios</u> Confidence
EXPECTATION	5.RI.2.4.	Connect key details or information, including those found in text features, and explain how they develop one or more main ideas. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	5.RI.2.6.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.5.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	5.RI.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on

		specific information in the text.
EXPECTATION	5.RI3.1.	Connect and explain types of relationships (See CCSS RL.3.2). <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	5.RI3.2.	Apply content knowledge to determine relationships in an informational text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	5.RI3.3.	Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	5.RI3.4.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.5.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
EXPECTATION	5.RI3.6.	See also MD SLM 4-5 4.0, as needed. <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	5.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION	5.RI4.6.	Explain the difference between the denotation and the connotation of a specific word. <u>Rising Star Studios</u> Honesty
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	5.RI5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
EXPECTATION	5.RI5.4.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.5.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.

OBJECTIVE	5.RI6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
EXPECTATION	5.RI6.2.	Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic. <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	5.RI7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
EXPECTATION	5.RI7.3.	See CCSS W.5.7-9 in the CCSC Framework for further application. <u>Rising Star Studios</u> Determination
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	5.RI8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
EXPECTATION	5.RI8.2.	Connect specific pieces of evidence to the corresponding point supported by the evidence. <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	5.RI9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
EXPECTATION	5.RI9.1.	Synthesize the main points and key details in several texts on the same topic (See CCSS W.5.9b; SL.5.4-6). <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	5.RI9.2.	Draw evidence from informational text to support analysis, reflection, and research. (CCSS W.5.9.) <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	5.RI10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

EXPECTATION	5.RI10.2.	Demonstrate understanding of assigned informational texts of steadily increasing complexity. <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	5.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	5.RF4.a.	Read on-level text with purpose and understanding.
EXPECTATION	5.RF4.a.4.	Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response). <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	5.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	5.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	5.RF4.c.2.	Use context clues, sentence structure, and visual clues to guide self-correction. <u>Rising Star Studios</u> Consideration Patriotism
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	5.W1-a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
EXPECTATION	5.W1-a.1.	Apply the prewriting and planning stages of the writing process, including: formulating an opinion; generating support that includes facts and details (See MD SLM 4-5 2A1, as needed); paraphrasing when taking notes from sources (See MD SLM 2-3 4A); grouping support logically by categories or ideas; linking the support to the writing purpose (See CCSS W.5.4, W.5.5, W.5.6). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy 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

EXPECTATION

5.W1-a.2.

Draft an introduction that: orients the reader to the topic or text; states the point of view or opinion; addresses audience needs and the writing purpose; anticipates an organizational structure (e.g., several paragraphs, as appropriate) (See CCSS W.5.4, W.5.6).

Rising Star Studios

Bravery
 Caring
 Citizenship
 Cleanliness
 Confidence
 Consideration
 Courage
 Courtesy
 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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	5.W1-b.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide logically ordered reasons that are supported by facts and details.
EXPECTATION	5.W1-b.1.	Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. <u>Rising Star Studios</u> Punctuality
EXPECTATION	5.W1-b.3.	Draft the body to argue an opinion or point of view through effective organization of support (See CCSS W.5.4, W.5.6): Establish the focus of each paragraph with a topic sentence; Organize paragraphs effectively (e.g., list, cause/effect, order of importance); Ensure subject-verb and pronoun-antecedent agreement (CCSS L.5.1f); Correctly use frequently confused words (CCSS L.5.1g); Use correlative conjunctions (e.g., either/or, neither/nor) (CCSS L.5.1e). <u>Rising Star Studios</u> Friendship Trustworthiness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	5.W1-c.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
EXPECTATION	5.W1-c.1.	Apply an understanding of the relationship between opinion and reasons. <u>Rising Star Studios</u> Punctuality
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	5.W1-d.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide a concluding statement or section related to the opinion presented.
EXPECTATION	5.W1-d.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, 5, 6; MD SLM 4-5 5A1). <u>Rising Star Studios</u> Restraint
STRAND / TOPIC	MD.W.	Standards for Writing (W)

/ STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	5.W2-a.1.	Apply the prewriting stage of the writing process: gather information on a topic – synthesize information from within and across sources (See MD SLM 4-5 2A1, as needed); paraphrase when taking notes from sources; formulate a controlling idea or thesis; organize information by paragraphs or sections with topic sentences or controlling ideas; select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary (See CCSS W.5.4, W.5.5, W.5.6, W.5.7). <u>Rising Star Studios</u> Friendship Trustworthiness
EXPECTATION	5.W2-a.2.	Draft an introduction that: orients the reader to the topic; establishes a controlling idea or thesis; follows a logical organizational structure by paragraphs or sections; incorporates formatting, text features and/or multimedia effectively; handles copyrighted material appropriately (See CCSS W.5.4, W.5.6; MD SLM 4-5, 3C2). <u>Rising Star Studios</u> Friendship Trustworthiness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W2-b.1.	Organize a hierarchy of information from reasons supported by facts, details, quotations, etc. <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
EXPECTATION	5.W2-b.2.	Draft the body by applying a logical organizational pattern of reasons supported by facts and details (See CCSS W.5.4, W.5.6): Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order); Ensure subject-verb and pronoun-

		<p>antecedent agreement (CCSS L.5.1f); Use correlative conjunctions (e.g., either/or, neither/nor) (CCSS 5 L1.e); Correctly use frequently confused words (CCSS L.5.1g).</p> <p><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</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-c.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION	5.W2-c.1.	<p>Categorize information in a variety of different ways to accomplish different purposes.</p> <p><u>Rising Star Studios</u> Friendship Trustworthiness</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W2-d.1.	<p>(See CCSS L.5.3a, L.5.6)</p> <p><u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	5.W2-e.	Write informative/explanatory texts to examine a topic and convey ideas and

		information clearly – Provide a concluding statement or section related to the information or explanation presented.
EXPECTATION	5.W2-e.2.	<p>Apply the revision and editing stages of the writing process (See CCSS W.5.5, W.5.6) – Revise to: ensure a clear statement of the topic and clearly conveyed and organized ideas and information, choose words and phrases for effect and to convey ideas precisely (See CCSS L.5.3a; CCSS L.5.3a), expand, combine, and reduce sentences for meaning, interest, and style (See CCSS L.5.3a); Edit to correct errors in: sentence fragments and run-ons (See CCSS L.5.1f), use of a comma to set off an introductory element (See CCSS L.5.2b), shifts in verb tense (See CCSS L.5.1d), spelling of grade-appropriate words, consulting references as needed (See CCSS L.5.2e).</p> <p><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</p>
EXPECTATION	5.W2-e.3.	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, 5, 6; MD SLM 4-5 5A1).</p> <p><u>Rising Star Studios</u> Restraint</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	5.W3-a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W3-a.1.	<p>Apply the prewriting stage of the writing process: select and narrow an event or situation; identify the narrator and/or the characters; explain the problem; organize a plausible sequence of events (See CCSS W.5.4, W.5.5, W.5.6).</p> <p><u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Gratefulness Integrity Kindness Loyalty Obedience Patience</p>

		Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
EXPECTATION	5.W3-a.2.	Draft an introduction that: establishes the narrator and/or the characters; orients the reader to the setting; explains the situation or problem; anticipates a logical sequence of events (See CCSS W.5.4, W.5.6). <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	5.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.
EXPECTATION	5.W3-b.1.	Draft the body using a plausible sequence of events and effective descriptions of characters, setting, and events (See CCSS W.5.4, W.5.6): Apply knowledge of narrative elements (e.g., point of view, characters, conflict, plot, setting, rising action, climax, falling action, resolution) (See CCSS RL.5.3, RL.5.5, RL.5.6); Form and use the perfect verb tenses (See CCSS L.5.1b); Use verb tenses to convey various times, sequences, states, and conditions (CCSS L.5.1c); Use punctuation to separate items in a series (CCSS L.5.2a). <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Cooperation 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 Tolerance Trustworthiness Truthfulness Uniqueness Wisdom
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	5.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W3-d.1.	(See CCSS RL.5.4) <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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	5.W3-e.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that follows from the narrated experiences or events.
EXPECTATION	5.W3-e.1.	Draft a plausible conclusion that follows naturally from the sequence of events in the narrative (See CCSS .5.W4, W.5.6). <u>Rising Star Studios</u> Bravery Confidence Forgiveness

		<p>Goodness Resourcefulness Restraint Sharing</p>
EXPECTATION	5.W3-e.2.	<p>Apply the revision and editing stages of the writing process to the narrative piece (See CCSS W.5.4, W.5.6) – Revise to: ensure that the narrative demonstrates full development, logical organization and effective use of language, choose words and phrases to convey ideas precisely (CCSS L.5.3a), expand, combine, and reduce sentences for meaning, interest, and style (See CCSS L.5.3a); Edit to correct errors in: transitional words and phrases (See CCSS W.5.3c), subject-verb and pronoun-antecedent agreement (See CCSS L.5.1f), inappropriate fragments and run-ons (See CCSS L.5.1f), frequently confused words (See CCSS L.5.1g), spelling of grade-appropriate words, consulting references as needed (See CCSS L.5.2d).</p> <p><u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Gratefulness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness</p>
EXPECTATION	5.W3-e.3.	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.5.6; CCSS SL.5.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 5 3B1, 4B1).</p> <p><u>Rising Star Studios</u> Restraint</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W4.CCR.	Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
OBJECTIVE	5.W4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION	5.W4.1.	<p>See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 4, and 5 of CCSC Framework for specific application.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent</p>

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

STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	5.W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
EXPECTATION	5.W6.1.	See CCSS W.5.1, W.5.2, W.5.3, W.5.7; SL.5.1, 5 of CCSC Framework for specific application. <u>Rising Star Studios</u> Confidence
EXPECTATION	5.W6.4.	Use technology to enhance learning. (MD TL 5 3A1, 3B1, 3C1) <u>Rising Star Studios</u> Confidence
EXPECTATION	5.W6.7.	Use technology to locate, evaluate, and gather information and/or data. (MD TL 5 5A1) <u>Rising Star Studios</u> Confidence
EXPECTATION	5.W6.9.	Use technology to develop strategies to solve problems and make informed decisions. (MD TL 5 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 5 4B1, 5A1, 5A2) <u>Rising Star Studios</u> Confidence Imaginative Resourcefulness
STRAND / TOPIC	MD.W.	Standards for Writing (W)

STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	5.W7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
EXPECTATION	5.W7.1.	Follow an inquiry process. (MD SLM 4-5 1A1; MD TL 5 6A, 6B) <u>Rising Star Studios</u> Caring Confidence Determination
EXPECTATION	5.W7.2.	Define a problem, formulating questions, and refining a problem and/or question. (MD SLM 4-5 1B1, 1B2, 1B3) <u>Rising Star Studios</u> Imaginative Resourcefulness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	5.W9-a.	Draw evidence from literary or informational texts to support analysis, reflection, and research – Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	5.W9-b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
EXPECTATION	5.W9-b.1.	Write in response to grade-level print, nonprint, and digital literary or informational text(s). <u>Rising Star Studios</u> Confidence Courtesy Fairness Friendship Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W10.CCR.	Anchor Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
OBJECTIVE	5.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
EXPECTATION	5.W10.1.	Adjust the writing process as appropriate for different writing tasks, purposes,

and audiences and time frames.

Rising Star Studios

- Bravery
- Caring
- Citizenship
- Cleanliness
- Confidence
- Consideration
- Courage
- Courtesy
- 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

STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	5.SL1-a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL1-a.1.	Identify appropriate questions about a topic or an assigned information need (See MD SLM 4-5 1B1). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence

		<p> 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>
EXPECTATION	5.SL1-a.2.	<p> Collect information using a variety of multi-media resources, e.g., books, interviews, and technology (See MD TL 5 5A1.f as needed). </p> <p> <u>Rising Star Studios</u> Confidence Determination Fairness Friendliness Friendship Patriotism Sportsmanship Wisdom </p>
EXPECTATION	5.SL1-a.4.	<p> Access prior knowledge and experiences to extend the topic. </p> <p> <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment </p>

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

EXPECTATION

5.SL1-
a.5.

Use relevant information to engage in 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

STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	5.SL1-b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly – Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL1-b.1.	Collaborate with peers to create rules to ensure respectful group discussions. <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

EXPECTATION

5.SL1-
b.2.

Identify and define roles for participants in discussions.

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

		<p>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>
<p>EXPECTATION</p>	<p>5.SL1- b.3.</p>	<p>Serve in different roles in discussions.</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</p>

		<p> 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>EXPECTATION</p>	<p>5.SL1-b.5.</p>	<p>Contribute to a learning community. (MD SLM 4-5 5 A2.a)</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 </p>

		Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	5.SL1-c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
EXPECTATION	5.SL1-c.1.	Ask appropriate questions about the topic. <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
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	5.SL1-d.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
EXPECTATION	5.SL1-d.1.	Listen to identify topic and key ideas of speakers. <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
EXPECTATION	5.SL1-d.2.	Use personal experiences, prior knowledge of the topic, and the information presented to draw conclusions about a topic. <u>Rising Star Studios</u> Decency Determination Enthusiasm Wisdom
EXPECTATION	5.SL1-d.3.	Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. <u>Rising Star Studios</u> Thankfulness
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	5.SL2.	Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
EXPECTATION	5.SL2.1.	Identify the main idea and supporting details in text or information presented in diverse media formats, including visually, quantitatively, and orally. <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
EXPECTATION	5.SL2.2.	Summarize text using main idea and key supporting details. <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
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	5.SL3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
EXPECTATION	5.SL3.1.	Demonstrate active listening. <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
EXPECTATION	5.SL3.3.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS 5 RI2) <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
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	5.SL4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
EXPECTATION	5.SL4.1.	Select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic (See MD SLM 4-5 2 B1.d). <u>Rising Star Studios</u> Confidence
EXPECTATION	5.SL4.2.	Interpret information to create new understandings and knowledge related to the topic (See MD SLM 4-5 4). <u>Rising Star Studios</u> Decency Determination Enthusiasm Wisdom
EXPECTATION	5.SL4.5.	Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. <u>Rising Star Studios</u> Thankfulness
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	5.SL5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
EXPECTATION	5.SL5.1.	With guidance, create, organize, and display information in a variety of formats, including the use of technology (See MD SLM 4-5 5 A1.a). <u>Rising Star Studios</u> Confidence
EXPECTATION	5.SL5.2.	Share information in an appropriate format for written, oral, sound, and/or visual presentations. <u>Rising Star Studios</u> Citizenship Cooperation Friendship Generosity
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	5.SL6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
EXPECTATION	5.SL6.4.	Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.

		<u>Rising Star Studios</u> Thankfulness
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	5.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION	5.L2-e.1.	<p>Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly.</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 Trustworthiness Truthfulness Uniqueness</p>
EXPECTATION	5.L2-e.2.	<p>Use knowledge of word structure and word origins to spell grade-appropriate words.</p> <p><u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative</p>

		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
EXPECTATION	5.L2-e.3.	Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet). <u>Rising Star Studios</u> Confidence
EXPECTATION	5.L2-e.4.	Use word processing prompts when appropriate to correct spelling of grade-appropriate words. <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
EXPECTATION	5.L2-e.5.	Analyze writing models for correct spelling. <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
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	5.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
EXPECTATION	5.L3-b.1.	Listen to, read, and discuss a variety of texts representing diverse cultures, perspectives, ethnicities, and time periods. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	5.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	5.L4-a.3.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	5.L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
EXPECTATION	5.L6.2.	<p>Participate in collaborative conversations with diverse peers about grade 5 topics and text, building on other's ideas and expressing their own clearly (See CCSS SL.5.1).</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</p>

Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

Maryland College and Career-Ready Standards
 Social Studies

Grade: 5 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
INDICATOR / PROFICIENCY LEVEL		Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective. <u>Rising Star Studios</u> Tolerance Uniqueness
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	6.0.	Skills and Processes
INDICATOR / PROFICIENCY LEVEL		Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. <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
STRAND / TOPIC / STANDARD		Unit 3: U.S. The Challenges of American Economic, Political, and Civic Life (1900 - today)
TOPIC / INDICATOR		Unit Enduring Understanding: Americans continue to contest, uphold, and redefine freedom, citizenship, and rights. Unit Question: What does it mean to be living and learning in the “the land of the free?”
INDICATOR / PROFICIENCY LEVEL		Individuals as Tools for Change: How have members of my community supported and expanded freedom for its members?
OBJECTIVE		Students will analyze local community leaders by:
EXPECTATION		describing ways that people have benefitted from and been challenged by working together including through government, work-places, voluntary organizations, and families. <u>Rising Star Studios</u> Cooperation