

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Rising Star Studios

Subjects: Health and PE, Language Arts, Social Studies

Grades: K, 1, 2

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Health and PE

Grade: K - 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 (E1)
INDICATOR / PROFICIENCY LEVEL		Self and social awareness
OBJECTIVE	1a.K.3	Demonstrate awareness of personal emotions and how they may be the same or different from others. <u>Rising Star Studios</u> Joyfulness
OBJECTIVE	1a.K.4	Recognize the feelings of another child and how to respond in a healthy way. <u>Rising Star Studios</u> Joyfulness
OBJECTIVE	1a.K.5	Identify 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 (E1)
INDICATOR / PROFICIENCY LEVEL		Relationships
OBJECTIVE	1a.K.6	Identify a variety of relationships. <u>Rising Star Studios</u> Friendship
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E1)
INDICATOR / PROFICIENCY LEVEL		Trusted adult
OBJECTIVE	1a.K.8	Identify the importance of talking with parents and other trusted adults about emotions. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E1)
INDICATOR / PROFICIENCY LEVEL		Physical safety
OBJECTIVE	1d.K.2	Identify proper safety for activities including biking, skateboarding, and riding in a car. <u>Rising Star Studios</u> Obedience
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E1)

INDICATOR / PROFICIENCY LEVEL		Trusted adults
OBJECTIVE	1d.K.8	Demonstrate the ability to seek help from trusted adults. <u>Rising Star Studios</u> Trustworthiness Wisdom
OBJECTIVE	1d.K.9	Practice talking to adults about personal safety and feelings. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1f: Disease Prevention and Control (E1)
INDICATOR / PROFICIENCY LEVEL		Disease prevention
OBJECTIVE	1f.K.2	Identify the steps for proper handwashing. <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1f: Disease Prevention and Control (E1)
INDICATOR / PROFICIENCY LEVEL		Hygiene
OBJECTIVE	1f.K.3	Identify personal health care practices. <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 3: Accessing Information
INDICATOR / PROFICIENCY LEVEL	3.E1.a	Identify trusted adults and professionals who can help promote health. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 4: Interpersonal Communication
INDICATOR / PROFICIENCY LEVEL	4.E1.d	Demonstrate ways to tell a trusted adult if one is threatened or harmed. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 5: Decision-Making
INDICATOR / PROFICIENCY LEVEL	5.E1.b	Differentiate between situations when a health-related decision can be made individually and when assistance is needed. <u>Rising Star Studios</u> Independence
STRAND / TOPIC / STANDARD		Maryland Physical Education Content Standards PK-12:
TOPIC / INDICATOR		Students shall:

INDICATOR / PROFICIENCY LEVEL	(4)	<p>Exhibit responsible personal and social behavior that respects self and others;</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 Wisdom</p>
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Personal Responsibility
OBJECTIVE	S4.GK.1 b	<p>Acknowledges responsibility for behavior when prompted.</p> <p><u>Rising Star Studios</u></p>

		Dependable Responsibility Self-Reliance
OBJECTIVE	S4.GK.1c	Recognizes that skills will develop with appropriate practice. <u>Rising Star Studios</u> Commitment Discovering Talent
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Working with Others
OBJECTIVE	S4.GK.4	Shares equipment and space with others. <u>Rising Star Studios</u> Sharing
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Rules and Etiquette
OBJECTIVE	S4.GK.5	Recognizes the established protocol for class activities. <u>Rising Star Studios</u> Fairness Obedience

Maryland College and Career-Ready Standards

Health and PE

Grade: 1 - 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 (E1)
INDICATOR / PROFICIENCY LEVEL		Self and social awareness
OBJECTIVE	1a.1.3	Identify a variety of own emotions and ways the body signals these emotions. <u>Rising Star Studios</u> Joyfulness
OBJECTIVE	1a.1.4	Identify how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E1)
INDICATOR /		Relationships

PROFICIENCY LEVEL		
OBJECTIVE	1a.1.6	Describe healthy ways to express affection, love, friendship, and concern. <u>Rising Star Studios</u> Joyfulness
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E1)
INDICATOR / PROFICIENCY LEVEL		Teasing, bullying, and harassment
OBJECTIVE	1a.1.7	Identify why it is hurtful to tease or bully others. <u>Rising Star Studios</u> Kindness Peacefulness
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E1)
INDICATOR / PROFICIENCY LEVEL		Trusted adult
OBJECTIVE	1a.1.8	Describe the importance of talking with trusted adults about emotions and concerns. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E1)
INDICATOR / PROFICIENCY LEVEL		Physical safety
OBJECTIVE	1d.1.1	Recognize and follow basic safety rules related to sharp objects, bodily fluids, playgrounds, water, and electricity. <u>Rising Star Studios</u> Obedience
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E1)
INDICATOR / PROFICIENCY LEVEL		Relationships
OBJECTIVE	1d.1.4	Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E1)
INDICATOR / PROFICIENCY LEVEL		Trusted adults
OBJECTIVE	1d.1.9	Identify and access adults who can help children. <u>Rising Star Studios</u> Trustworthiness Wisdom

OBJECTIVE	1d.1.10	Explain the importance of sharing all information with parents/guardians/trusted adults. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1f: Disease Prevention and Control (E1)
INDICATOR / PROFICIENCY LEVEL		Hygiene
OBJECTIVE	1f.1.2	Identify why hygiene is important to health. <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 3: Accessing Information
INDICATOR / PROFICIENCY LEVEL	3.E1.a	Identify trusted adults and professionals who can help promote health. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 4: Interpersonal Communication
INDICATOR / PROFICIENCY LEVEL	4.E1.d	Demonstrate ways to tell a trusted adult if one is threatened or harmed. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 5: Decision-Making
INDICATOR / PROFICIENCY LEVEL	5.E1.b	Differentiate between situations when a health-related decision can be made individually and when assistance is needed. <u>Rising Star Studios</u> Independence
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
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STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Personal Responsibility
OBJECTIVE	S4.G1.1a	Accepts personal responsibility by using equipment and space appropriately. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
OBJECTIVE	S4.G1.1b	Follows the rules and parameters of the learning environment. <u>Rising Star Studios</u> Fairness Obedience
OBJECTIVE	S4.G1.1c	Recognizes that skills will develop with appropriate practice and use of the correct cues. <u>Rising Star Studios</u> Commitment Discovering Talent
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR /		Working with Others

PROFICIENCY LEVEL		
OBJECTIVE	S4.G1.4	Works independently with others in a variety of class environments. <u>Rising Star Studios</u> Cooperation
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Rules and Etiquette
OBJECTIVE	S4.G1.5	Exhibits the established protocols for class activities. <u>Rising Star Studios</u> Fairness Obedience
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Safety
OBJECTIVE	S4.G1.6b	Follows teacher directions for safe participation without reminders. <u>Rising Star Studios</u> Fairness Obedience

Maryland College and Career-Ready Standards

Health and PE

Grade: 2 - 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 (E1)
INDICATOR / PROFICIENCY LEVEL		Self and social awareness
OBJECTIVE	1a.2.2	Describe a variety of personal emotions and the ways the body signals these emotions. <u>Rising Star Studios</u> Joyfulness
OBJECTIVE	1a.2.3	Describe how others may be feeling based on verbal and nonverbal cues and respond in a healthy way. <u>Rising Star Studios</u> Joyfulness
OBJECTIVE	1a.2.4	Recognize personal strengths in the context of different roles or relationships. <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 (E1)
INDICATOR / PROFICIENCY LEVEL		Teasing, bullying, and harassment
OBJECTIVE	1a.2.6	<p>Explain why it is hurtful to tease or bully others and what to do if someone is bullied.</p> <p><u>Rising Star Studios</u> Kindness Peacefulness</p>
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E1)

INDICATOR / PROFICIENCY LEVEL		Trusted adult
OBJECTIVE	1a.2.7	Explain the importance of talking with trusted adults about emotions and concerns. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E1)
INDICATOR / PROFICIENCY LEVEL		Physical safety
OBJECTIVE	1d.2.2	Describe how to safely ride a bike, a skateboard, a scooter, and inline skates. <u>Rising Star Studios</u> Obedience
OBJECTIVE	1d.2.7	Describe actions that help one to stay safe around familiar people. <u>Rising Star Studios</u> Obedience
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E1)
INDICATOR / PROFICIENCY LEVEL		Relationships
OBJECTIVE	1d.2.8	Identify words and actions that appropriately express affection/positive feelings toward trusted adults and other important people. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E1)
INDICATOR / PROFICIENCY LEVEL		Trusted adults
OBJECTIVE	1d.2.13	Explain the importance of sharing all information with parents, guardians, or trusted adults. <u>Rising Star Studios</u> Trustworthiness Wisdom
OBJECTIVE	1d.2.14	Practice telling trusted adults about feelings. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1f: Disease Prevention and Control (E1)
INDICATOR / PROFICIENCY LEVEL		Hygiene
OBJECTIVE	1f.2.3	Explain why hygiene is important to health. <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / TOPIC		Maryland Comprehensive Health Education Framework

/ STANDARD		
TOPIC / INDICATOR		Standard 3: Accessing Information
INDICATOR / PROFICIENCY LEVEL	3.E1.a	Identify trusted adults and professionals who can help promote health. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 4: Interpersonal Communication
INDICATOR / PROFICIENCY LEVEL	4.E1.d	Demonstrate ways to tell a trusted adult if one is threatened or harmed. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 5: Decision-Making
INDICATOR / PROFICIENCY LEVEL	5.E1.b	Differentiate between situations when a health-related decision can be made individually and when assistance is needed. <u>Rising Star Studios</u> Independence
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
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STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Personal Responsibility
OBJECTIVE	S4.G2.1a	Practices skills with minimal teacher prompting. <u>Rising Star Studios</u> Commitment Discovering Talent
OBJECTIVE	S4.G2.1b	Accepts responsibility for class protocols with behavior and performance actions. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
OBJECTIVE	S4.G2.1c	Recognizes that skills will develop over time with appropriate practice and use of the correct cues. <u>Rising Star Studios</u> Commitment Discovering Talent

STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Working with Others
OBJECTIVE	S4.G2.4	Works independently with others in partner environments. <u>Rising Star Studios</u> Cooperation

STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Primary Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Rules and Etiquette
OBJECTIVE	S4.G2.5	Recognizes the role of rules and etiquette in teacher-designed physical activities. <u>Rising Star Studios</u> Fairness

Maryland College and Career-Ready Standards

Language Arts

Grade: K - 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	K.RL1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION	K.RL1.1.	With prompting and support, apply appropriate strategies before reading, viewing, or listening to a text: use prior knowledge and experiences to make connections to the text; make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar topic; set a purpose for reading and identify type of text. <u>Rising Star Studios</u> Discovering Talent
EXPECTATION	K.RL1.2.	With prompting and support, apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: recall and discuss what is understood; identify and question what did not make sense; make, confirm, or adjust predictions; look back through the text for connections between topics, events, characters, and actions in stories to specific life experiences. <u>Rising Star Studios</u> Discovering Talent Perseverance
EXPECTATION	K.RL1.3.	With prompting and support, demonstrate understanding after reading, viewing, or listening to a text: retell and discuss the text; engage in conversation to understand the text; determine the main idea of a text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.RL1.4.	With prompting and support, participate actively and appropriately in discussions about literary text (See CCSS SL.K.1, 2, 3). <u>Rising Star Studios</u> Perseverance
EXPECTATION	K.RL1.5.	With prompting and support, respond to questions about text by speaking, dramatizing, or writing, including the use of technology (See CCSS SL.K.5; CCSS W.K.6; MD SLM K-1 5A1.a). <u>Rising Star Studios</u> 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	K.RL2.	With prompting and support, retell familiar stories, including key details.
EXPECTATION	K.RL2.2.	With prompting and support, identify the elements of a story (e.g., characters, setting, problem, and solution). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.RL2.3.	With prompting and support, identify key details in literary text. <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	K.RL3.	With prompting and support, identify characters, settings, and major events in a story.
EXPECTATION	K.RL3.1.	With prompting and support, understand the terms: character, setting, major events. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.RL3.2.	With prompting and support, identify characters, setting, and major events in a story through use of dramatization, puppets, discussion, developmentally appropriate writing, drawing, etc. <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
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	K.RL4.	Ask and answer questions about unknown words in a text.
EXPECTATION	K.RL4.1.	With prompting and support, use text and illustrations to identify meaning of unknown words. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.RL4.4.	Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS L.K.5c) <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.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	K.RL5.	Recognize common types of texts (e.g., storybooks, poems).
EXPECTATION	K.RL5.2.	With prompting and support, compare different versions of the same story, rhyme, or traditional tale. <u>Rising Star Studios</u> Helpfulness
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	K.RL9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
EXPECTATION	K.RL9.1.	With prompting and support, explore/discuss story elements, including character(s) and events. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.RL9.2.	With prompting and support, discuss what characters do and say in a familiar story. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.RL9.3.	With prompting and support, recognize that characters have unique adventures and experiences. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.RL9.4.	With prompting and support, compare characters, including their experiences and actions. <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	K.RL10.	Actively engage in group reading activities with purpose and understanding.
EXPECTATION	K.RL10.1	With prompting and support, develop comprehension skills by listening to a variety of appropriate increasingly complex literary texts (self-selected and assigned) representing diverse cultures, perspectives, ethnicities, and time

		<p>periods (fiction and non-fiction) from a wide variety of genres (e.g. stories, poems, nursery rhymes, realistic fiction, fairy tales and fantasy, etc.).</p> <p><u>Rising Star Studios</u> Perseverance</p>
EXPECTATION	K.RL10.2	<p>With prompting and support, use a variety of strategies to determine and clarify the meaning of unknown and multiple meaning words and phrases.</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION	K.RL10.3	<p>With prompting and support, apply before, during and after reading strategies for a variety of literary texts.</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION	K.RL10.4	<p>With prompting and support, participate in collaborative conversations with peers about grade-level complex text (See CCSS SL.K.1).</p> <p><u>Rising Star Studios</u> Perseverance</p>
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	K.RI1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION	K.RI1.1.	<p>With prompting and support, apply appropriate strategies before reading, viewing, or listening to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): access prior knowledge and hands on experiences (augmented by those provided in class); examine the title, cover, illustrations/photographs/text; make predictions or ask questions; set a purpose for reading and identify type of text.</p> <p><u>Rising Star Studios</u> Consideration Patriotism</p>
EXPECTATION	K.RI1.3.	<p>With prompting and support, demonstrate understanding orally or in developmentally appropriate writing after reading, viewing, or listening to a text: engage in conversations to retell details in the text (See CCSS SL.K.1); describe what is directly stated in the text; confirm predictions using details from the text; identify what did not make sense; make connections.</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</p>

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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	K.RI2.	With prompting and support, identify the main topic and retell key details of a text.
EXPECTATION	K.RI2.2.	With prompting and support, use text and graphic features as sources to identify the main topic. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	K.RI2.3.	With prompting and support, determine the key details from the text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	K.RI2.4.	With prompting and support, connect the key details to determine the main topic of a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	K.RI2.5.	With prompting and support, retell the main topic and key details. <u>Rising Star Studios</u> Confidence Fairness

EXPECTATION	K.RI.2.7.	Demonstrate command of the conventions of standard English when speaking and writing (See CCSS L.K.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	K.RI3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
EXPECTATION	K.RI3.3.	With prompting and support, retell two events, ideas, or pieces of information, or identify two individuals in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	K.RI3.5.	With prompting and support, explain how someone might use the text. <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	K.RI4.	With prompting and support, ask and answer questions about unknown words in a text.
EXPECTATION	K.RI4.3.	With prompting and support, use text, illustrations, graphic aides (e.g. print features, size of print, illustrations/photographs, drawings, maps, graphs and diagrams) to identify meaning of unknown words. <u>Rising Star Studios</u> Consideration Patriotism
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	K.RI7.	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).
EXPECTATION	K.RI7.1.	With prompting and support, describe the illustrations in a text. <u>Rising Star Studios</u> Consideration Patriotism
EXPECTATION	K.RI7.2.	With prompting and support, identify commonalities between text and illustrations/photographs or text features; explain how they support each other. <u>Rising Star Studios</u> Consideration Patriotism
EXPECTATION	K.RI7.3.	With prompting and support, explain how illustrations/photographs contribute to understanding of the text.

		<u>Rising Star Studios</u> Consideration Patriotism
EXPECTATION	K.RI7.4.	With prompting and support, cross-check understanding from details provided by the illustrator/photographer compared to information provided by the author. <u>Rising Star Studios</u> Consideration Patriotism
EXPECTATION	K.RI7.5.	With prompting and support, participate in discussions about the information derived from details in the illustrations/photographs in an informational text. <u>Rising Star Studios</u> Consideration Patriotism
EXPECTATION	K.RI7.6.	With prompting and support, participate in discussions about how these details contribute to the understanding of informational text. <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	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	K.RI8.	With prompting and support, identify the reasons an author gives to support points in a text.
EXPECTATION	K.RI8.1.	With prompting and support, recall details from a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	K.RI8.2.	With prompting and support, identify a key point(s) in the text such as specific details. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	K.RI8.3.	With prompting and support, identify specific details that support the point(s). <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	K.RI8.4.	With prompting and support, answer questions about details and how they support the point(s) in a text. <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	K.RI9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
EXPECTATION	K.RI9.2.	With prompting and support, identify the topic of a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	K.RI9.4.	With prompting and support, describe people, places, things, and events with

		relevant details, expressing ideas clearly (See CCSS SL.K.4). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.RI9.6.	With prompting and support, ask and answer questions about key details in a text read aloud or presented orally or through other media. (CCSS SL.K.2) <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	K.RF1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	K.RF1.b.1.	With prompting and support, engage in a variety of literacy experiences (e.g., shared reading and writing, Interactive Read Alouds, language experience stories, etc.) using a wide selection of texts (e.g., a variety of structures and/or genres representing a wide variety of cultures). <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	K.RF1.c.	Understand that words are separated by spaces in print.
EXPECTATION	K.RF1.c.1.	With prompting and support, engage in a wide variety of literacy experiences involving writing that focuses on spaces in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.). <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

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STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Print Concepts
INDICATOR / PROFICIENCY LEVEL	K.RF1.	Demonstrate understanding of the organization and basic features of print.
OBJECTIVE	K.RF1.d.	Recognize and name all upper and lowercase letters of the alphabet.
EXPECTATION	K.RF1.d. 2.	<p>With prompting and support, engage in a wide variety of literacy experiences involving writing that focuses on upper and lower case letters in print (e.g., Interactive Read Alouds, shared reading and writing, language experience stories, small group instruction, etc.).</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</p>

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STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	K.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	K.RF3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	K.RF3.a. 2.	<p>With prompting and support, use pictures or symbols to cue sound of the consonant letters.</p> <p><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</p>

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STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	K.RF4.	Read emergent-reader texts with purpose and understanding.
OBJECTIVE	K.RF4.4.	With prompting and support, recite nursery rhymes, poems, and finger plays from a wide variety of genres with expression. <u>Rising Star Studios</u> Enthusiasm
OBJECTIVE	K.RF4.6.	With prompting and support, recognize that the pictures help to explain the text. <u>Rising Star Studios</u> Consideration Patriotism
OBJECTIVE	K.RF4.8.	With prompting and support, use the first letter sound and the picture to determine the meaning of an unknown word. <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	K.W1-a.	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...) – Introduce the topic or name the book they are writing about.
EXPECTATION	K.W1-a.1.	With modeling and support, apply the prewriting and planning stages of the writing process: identify the topic or book; establish or build upon a personal schema of a topic or book via attending to a learning experience (e.g., reading of text or hands on experience) to gain knowledge about a topic or story; develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment

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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	K.W1-b.	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...) – State an opinion on a topic or book.
EXPECTATION	K.W1-b.1.	With prompting and support, form an opinion and express a preference. <u>Rising Star Studios</u> Punctuality
EXPECTATION	K.W1-b.2.	With prompting and support, express an opinion orally or using drawing, dictation, or writing to respond to a prompt (See CCSS SL.K.1). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage

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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	K.W2-a.	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 – Name a topic.
EXPECTATION	K.W2-a.1.	With prompting and support, apply the prewriting stages of the writing process: identify the topic or book; establish or build upon a personal schema of a topic by attending to a learning experience (e.g. reading of text or hands on experience) to gain knowledge about a topic or text; develop and represent a simple sentence that states the topic or names the book through discussion, drawing, dictation or developmentally appropriate writing. <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
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	K.W2-b.	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 – Supply some facts about the topic.
EXPECTATION	K.W2-b.1.	<p>With prompting and support, identify facts and opinions within a specific source. (MD SLM K-1 3A2.a)</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	K.W2-b.2.	<p>With prompting and support, gather and communicate information related to the topic/text (See CCSS W.K.7, CCSS W.K.8, and MD SLM K-1 2A1.a).</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	K.W2-b.3.	<p>With prompting and support, participate in shared research on a topic (See CCSS W.K.7).</p> <p><u>Rising Star Studios</u> Confidence Selflessness</p>
EXPECTATION	K.W2-b.4.	<p>With prompting and support, express orally or via developmentally appropriate writing several sentences using the facts that are all related to the topic: Use frequently occurring nouns and verbs (CCSS L.K.1b); Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i>. (CCSS L.K.1c)</p> <p><u>Rising Star Studios</u> Bravery Caring</p>

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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	K.W3-a.	Use combination of drawing, dictating, or 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 – Recount a single event or several loosely linked events.
EXPECTATION	K.W3-a.1.	With prompting and support, apply the prewriting stage of the writing process: identify a single event or several loosely linked events (See CCSS RL.K.3); understand the purpose of story structure (e.g., beginning, middle, and end); express through drawing, dictating, and/or legible writing an opening sentence that sets up the story. <u>Rising Star Studios</u> Self-Reliance
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	K.W3-b.	Use combination of drawing, dictating, or 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 – Include some details regarding what happened.
EXPECTATION	K.W3-b.1.	With prompting and support, experience narrative text to use as model to generate personal narratives. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready

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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	K.W3-c.	Use combination of drawing, dictating, or 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 – Tell about the events in the order in which they occurred.
EXPECTATION	K.W3-c.1.	With prompting and support, demonstrate an understanding of the purpose and importance of story structure (Beginning, Middle, End). <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Forgiveness Goodness Initiative Integrity Kindness Loyalty Obedience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance 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	K.W3-d.	Use combination of drawing, dictating, or 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 – Provide a reaction.
EXPECTATION	K.W3-d.2.	Dictate, draw, or developmentally appropriately write response to text such as response logs and journals. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency

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STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	K.W5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
EXPECTATION	K.W5.2.	With prompting and support, follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion) (See CCSS SL.K.1a). <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

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EXPECTATION

K.W5.3.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.K.2).

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Bravery
 Caring
 Citizenship
 Cleanliness
 Commitment
 Confidence
 Consideration
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 Courage
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 Discovering Talent
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 Uniqueness
 Willpower
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EXPECTATION

K.W5.5.

With prompting and support, use effective details, words, and figurative language in the student's own composing: use descriptive words to expand and improve student's own writing.

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Bravery
 Caring
 Citizenship
 Cleanliness
 Confidence
 Consideration
 Cooperation
 Courage
 Courtesy
 Dignity
 Discovering Talent
 Enthusiasm
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		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	K.W6.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing including collaboration with peers.
EXPECTATION	K.W6.2.	With guidance, select print, online, and multimedia sources. (MD SLM K-1 2B1.d) <u>Rising Star Studios</u> Confidence
EXPECTATION	K.W6.5.	With prompting and support, contribute to a shared writing experience. <u>Rising Star Studios</u> Citizenship Cooperation Generosity
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
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	K.W7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
EXPECTATION	K.W7.2.	With guidance and support from adults, formulate and refine questions to meet an information need. (MD SLM 1B3) <u>Rising Star Studios</u> Determination
EXPECTATION	K.W7.3.	With guidance, explore and identify human, print, online, and multimedia resources. (MD SLM PK-1 21.a) <u>Rising Star Studios</u> Confidence
EXPECTATION	K.W7.4.	With guidance, use technology tools to find data/information within a specific source. (MD SLM PK-1 3A1.c) <u>Rising Star Studios</u> Confidence
EXPECTATION	K.W7.6.	With prompting and support, contribute to a learning community (See MD SLM PK-1 5A1.d). <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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	K.W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
EXPECTATION	K.W8.1.	With guidance and support from adults, use prior knowledge to formulate questions to meet an information need (See MD SLM PK-1 2B.d). <u>Rising Star Studios</u> Determination
EXPECTATION	K.W8.2.	With guidance, select print, online, and multimedia sources. (MD SLM PK-1 2B.d) <u>Rising Star Studios</u> Confidence
EXPECTATION	K.W8.6.	With prompting and support, compose text using revising and editing strategies of effective writers and speakers: prepare writing for display by writing and editing using rules, such as capital letters and periods. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative

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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	K.SL1-a.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups – Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	K.SL1-a.1.	With prompting and support, participate in a variety of group activities (e.g., morning meeting, center time). <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

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 Willpower
 Wisdom

EXPECTATION

K.SL1-
a.2.

With prompting and support, create/understand basic rules for group discussions (e.g., raise hand to talk, take turns, listen quietly, respond appropriately, etc.).

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Bravery
 Caring
 Citizenship
 Cleanliness
 Commitment
 Confidence
 Consideration
 Cooperation
 Courage
 Courtesy
 Decency
 Dependable
 Determination
 Dignity
 Discovering Talent
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		<p>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>K.SL1-a.3.</p>	<p>With prompting and support, develop knowledge/understanding of consequences of not following the rules.</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</p>

		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	K.SL1-b.	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups – Continue a conversation through multiple exchanges.
EXPECTATION	K.SL1-b.1.	Participate in conversations with adults and peers. <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

		<p>Truthfulness Uniqueness Willpower Wisdom</p>
EXPECTATION	K.SL1-b.2.	<p>Demonstrate active listening strategies.</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 Wisdom</p>
EXPECTATION	K.SL1-b.3.	<p>With prompting and support, stay on topic through multiple exchanges.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness</p>

Commitment
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 Courtesy
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 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

EXPECTATION

K.SL1-
b.4.

With prompting and support, add appropriate ideas to support or extend a conversation.

Rising Star Studios
 Bravery
 Caring
 Citizenship
 Cleanliness
 Commitment
 Confidence
 Consideration
 Cooperation
 Courage
 Courtesy
 Decency
 Dependable
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 Dignity
 Discovering Talent

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 Slow To Judge
 Sportsmanship
 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

EXPECTATION

K.SL1-
b.5.

With prompting and support, ask and answer questions to clarify understanding.

Rising Star Studios

Bravery
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 Citizenship
 Cleanliness
 Commitment
 Confidence
 Consideration
 Cooperation
 Courage
 Courtesy
 Decency
 Dependable
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 Discovering Talent
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 Selflessness
 Sharing
 Slow To Judge
 Sportsmanship
 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

EXPECTATION

K.SL1-
b.6.

Contribute to a learning community. (SLM.PK-1 5A2.a)

Rising Star Studios

Bravery
 Caring
 Citizenship
 Cleanliness
 Commitment
 Confidence
 Consideration
 Cooperation
 Courage
 Courtesy
 Decency
 Dependable
 Determination
 Dignity
 Discovering Talent
 Enthusiasm
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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	K.SL2.	Confirm understanding of 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.
EXPECTATION	K.SL2.1.	With prompting and support, answer questions (who, what, where, what). <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
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 Punctuality
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 Slow To Judge
 Sportsmanship
 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

EXPECTATION

K.SL2.2.

With prompting and support, ask questions to clarify meaning.

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Bravery
 Caring
 Citizenship
 Cleanliness
 Commitment
 Confidence
 Consideration
 Cooperation
 Courage
 Courtesy
 Decency
 Dependable
 Determination
 Dignity
 Discovering Talent
 Enthusiasm
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		<p>Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
<p>EXPECTATION</p>	<p>K.SL2.3.</p>	<p>With prompting and support, keep questions on task/topic.</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
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	K.SL3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
EXPECTATION	K.SL3.1.	<p>With prompting and support, connect prior knowledge to new learning.</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 Wisdom</p>

EXPECTATION	K.SL3.2.	<p>With prompting and support, demonstrate ability to formulate question targeted to specific need (See CCSS RI.K.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 Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
EXPECTATION	K.SL3.4.	<p>With guidance, generate appropriate questions to meet the information need. (MD SLM PK-1 3B1.a)</p> <p><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
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 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	K.SL4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
EXPECTATION	K.SL4.1.	With prompting and support, connect to personal/prior knowledge. <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	K.SL4.3.	With prompting and support, add relevant descriptive details to a familiar topic. <u>Rising Star Studios</u> Commitment Discovering Talent Fairness Integrity Joyfulness Self-Reliance Slow To Judge
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	K.SL5.	Add drawings or visual displays to descriptions as desired to provide additional detail.

EXPECTATION	K.SL5.2.	With prompting and support, use available technology appropriately. <u>Rising Star Studios</u> Confidence
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1-d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Understand and use question words (interrogatives) (e.g., who, what where, when, why, how).
EXPECTATION	K.L1-d.1.	With prompting and support, participate in oral language activities that foster questioning skills. <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.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L1.CCR.	Anchor Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
OBJECTIVE	K.L1-f.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking – Produce and expand complete sentences in shared language activities.
EXPECTATION	K.L1-f.1.	With prompting and support, using standard English, effectively communicate ideas in complete sentences in conversation, to respond to questions orally, and in developmentally appropriate writing. <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

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EXPECTATION	K.L1-f.3.	With prompting and support, use and expand complete sentences in conversation, in response to questions and during language experience activities. <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.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	K.L2-b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Recognize and name end punctuation.
EXPECTATION	K.L2-b.2.	<p>With prompting and support, practice and apply skill in writing.</p> <p><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</p>
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	K.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
EXPECTATION	K.L2-d.2.	With prompting and support, apply conventional spelling for grade appropriate words in writing.

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Bravery
Cleanliness
Confidence
Consideration
Courage
Courtesy
Dependable
Dignity
Discovering Talent
Forgiveness
Friendship
Generosity
Goodness
Gratefulness
Heroic
Initiative
Integrity
Kindness
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Obedience
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Responsibility
Restraint
Self-Acceptance
Self-Control
Self-Discipline
Self-Reliance
Selflessness
Sharing
Thankfulness
Tolerance
Trustworthiness
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EXPECTATION

K.L2-d.3.

With prompting and support, use letters to represent phonemes in words.

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Bravery
Cleanliness
Confidence
Consideration
Courage
Courtesy
Dependable
Dignity
Discovering Talent
Forgiveness
Friendship
Generosity
Goodness
Gratefulness
Heroic
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Self-Control
Self-Discipline
Self-Reliance
Selflessness
Sharing
Thankfulness

		Tolerance Trustworthiness Truthfulness Uniqueness
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	K.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content – Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a verb and learning the verb to duck).
EXPECTATION	K.L4-a.1.	With prompting and support, access prior knowledge and experiences to determine the meaning of words and phrases. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.L4-a.2.	With prompting and support, discuss words and word meanings as they are encountered in texts, instruction and conversations. <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	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5-c.	With guidance and support from adults, explore word relationships and nuances in word meanings – Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	K.L5-c.1.	With prompting and support, access prior knowledge and experiences to identify connections between words and their application to real life. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	K.L5-c.2.	With prompting and support, develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository) reflecting a wide range of cultures). <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	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	K.L5-d.	With guidance and support from adults, explore word relationships and nuances in word meanings – Distinguish shades of meaning among verbs describing the same general action (e.g., walk, strut, prance) by acting out meanings.
EXPECTATION	K.L5-d.1.	With direct instruction and prompting, discuss and act out a variety of verbs that mean the same basic concept. <u>Rising Star Studios</u>

		Cleanliness Helpfulness Hygiene 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	K.L6.	Use words and phrases acquired through conversation, reading and being read to, and responding to text.
EXPECTATION	K.L6.2.	<p>With prompting and support: participate in collaborative conversations with diverse peers about Kindergarten topics and text read aloud, written, or presented in other multimedia formats. (CCSS SL.K.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</p>

Thankfulness
Tolerance
Trustworthiness
Truthfulness
Uniqueness
Willpower
Wisdom

Maryland College and Career-Ready Standards

Language Arts

Grade: 1 - 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	1.RL1.	Ask and answer questions about key details in a text.
EXPECTATION	1.RL1.1.	Apply appropriate strategies before reading, viewing, or listening to a text: use prior knowledge and experiences to make connections to the text; make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic; set a purpose for reading and identify type of text. <u>Rising Star Studios</u> Discovering Talent
EXPECTATION	1.RL1.2.	Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: recall and discuss what is understood; identify and question what did not make sense; reread difficult parts and use own words to restate; make, confirm, or adjust predictions. <u>Rising Star Studios</u> Discovering Talent Perseverance
EXPECTATION	1.RL1.3.	Demonstrate understanding after reading, viewing, or listening to a text: retell and discuss the text; engage in conversation to understand the text; determine the main idea of a text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.RL1.4.	Participate actively and appropriately in discussions about literary text (See CCSS SL.1.1, 2, 3). <u>Rising Star Studios</u> Perseverance
EXPECTATION	1.RL1.6.	Respond to questions about text by speaking, dramatizing, or writing, including the use of technology (See CCSS SL.1.5; CCSS W.1.6; MD SLM K-1 5A1.a). <u>Rising Star Studios</u> 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	1.RL2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
EXPECTATION	1.RL2.2.	Identify the elements of a story (e.g., characters, setting, problem, and solution). <u>Rising Star Studios</u> Helpfulness

		Initiative Perseverance
EXPECTATION	1.RL2.3.	Identify key details in literary text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.RL2.4.	Analyze key details to determine the central message or lesson in literary text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.RL2.6.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) <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	1.RL3.	Describe characters, settings, and major events in a story, using key details.
EXPECTATION	1.RL3.1.	Identify the elements in a story, including characters and the setting. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.RL3.2.	Identify key details in a story. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.RL3.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) <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	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
EXPECTATION	1.RL4.3.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS L.1.5c) <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.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	1.RL7.	Use illustrations and details in a story to describe its characters, setting, or events.
EXPECTATION	1.RL7.2.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (See CCSS SL.1.4). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.RL7.3.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (See CCSS SL.1.5). <u>Rising Star Studios</u> Bravery

Caring
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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	1.RL9.	Compare and contrast the adventures and experiences of characters in stories.
EXPECTATION	1.RL9.1.	Identify characters and events in stories. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.RL9.2.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (See CCSS SL.1.4). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.RL9.3.	Identify likenesses and differences between characters and events in stories. <u>Rising Star Studios</u>

		Helpfulness
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	1.RL10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
EXPECTATION	1.RL10.2.	With prompting and support, read and comprehend text of steadily increasing complexity. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.RL10.3.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS SL.1.1) <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.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	1.RI1.	Ask and answer questions about key details in a text.
EXPECTATION	1.RI1.1.	Apply appropriate strategies before reading, viewing, or listening to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): access prior knowledge and experiences; examine the title, cover, illustrations/photographs/text; make predictions or ask questions; set a purpose for reading and identify type of text. <u>Rising Star Studios</u> Consideration Patriotism
EXPECTATION	1.RI1.3.	Demonstrate understanding orally or in writing after reading, viewing, or listening to a text: engage in conversations to retell details in the text (See CCSS SL.1.1); describe what is directly stated in the text; confirm predictions using details from the text; identify what did not make sense; make connections. <u>Rising Star Studios</u> Commitment Confidence Discovering Talent Fairness Integrity Joyfulness Self-Reliance Slow To Judge
EXPECTATION	1.RI1.4.	Distinguish between key details and irrelevant information in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI1.8.	Demonstrate command of the conventions of standard English when speaking and writing (See CCSS L.1.1, 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	1.RI2.	Identify the main topic and retell key details of a text.
EXPECTATION	1.RI2.1.	Determine the key details from the text. <u>Rising Star Studios</u> Confidence Fairness

EXPECTATION	1.RI2.2.	Connect the key details to determine the main topic of a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI2.3.	Retell the main topic and key details. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI2.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS 1 SL4) <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
EXPECTATION	1.RI2.5.	Demonstrate command of the conventions of standard English when speaking and writing (See CCSS L.1.1, 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	1.RI3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
EXPECTATION	1.RI3.1.	Retell two events, ideas, or pieces of information, or identify two individuals in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI3.3.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS 1 SL4) <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
EXPECTATION	1.RI3.5.	Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 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	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	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
EXPECTATION	1.RI4.4.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS SL.1.2)

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

EXPECTATION	1.RI.4.6.	Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 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	1.RI6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
EXPECTATION	1.RI6.1.	<p>Describe the pictures and other illustrations in a text and explain how they contribute to the meaning.</p> <p><u>Rising Star Studios</u> Consideration Patriotism</p>
EXPECTATION	1.RI6.2.	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.1.3).</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</p>

		Willpower Wisdom
EXPECTATION	1.RI6.3.	Identify the source of important details from the text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI6.4.	Compare and contrast information provided by pictures or other illustrations and the words in a text. <u>Rising Star Studios</u> Consideration Patriotism
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	1.RI7.	Use the illustrations and details in a text to describe its key ideas.
EXPECTATION	1.RI7.1.	Identify the relationship between text and illustrations; explain how they support each other. <u>Rising Star Studios</u> Consideration Patriotism
EXPECTATION	1.RI7.2.	Distinguish between key details and supporting details in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI7.3.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS SL.1.4) <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
EXPECTATION	1.RI7.5.	Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		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	1.RI8.	Identify the reasons an author gives to support points in a text.
EXPECTATION	1.RI8.1.	Recall details from a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI8.2.	Distinguish between key ideas and supporting details in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI8.3.	Identify details that support a specific point in a text.

		<u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI8.4.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.1.2). <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	1.RI8.5.	Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness

		Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		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	1.RI9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
EXPECTATION	1.RI9.2.	Identify the topic of a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI9.5.	Ask and answer questions about key details in a text read aloud or presented orally or through other media (See CCSS SL.1.2). <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	1.RI9.6.	Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.1.1, 2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		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	1.RI10.	With prompting and support, read informational texts appropriately complex for grade 1.
EXPECTATION	1.RI10.2.	With prompting and support, read and comprehend text of steadily increasing complexity. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	1.RI10.3.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS SL.1.1) <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.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	1.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	1.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	1.RF4.c.4.	Use context cues 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	1.W1-a.	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 – Introduce the topic or name the book they are writing about and state an opinion.
EXPECTATION	1.W1-a.1.	Apply the prewriting and planning stages of the writing process: identify the topic or book; establish or build upon a personal schema of a topic or book; gather information on a specific topic (See MD SLM PK-1 2A1); use common characteristics/attributes to begin to understand relationships; form an opinion based on prior knowledge and information provided. <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	1.W1-b.	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 – Supply a reason that supports the opinion.
EXPECTATION	1.W1-b.1.	Identify facts and opinions. <u>Rising Star Studios</u> Punctuality

EXPECTATION	1.W1-b.3.	<p>Draft a simple sentence or sentences to express an opinion and reason: Use common, proper, and possessive nouns (CCSS L.1.1b); Use personal, possessive, and indefinite pronouns (e.g., I, me, my) (CCSS L.1.1d); Use frequently occurring conjunctions (e.g., and, but, or, so, because) (CCSS L.1.1g); Use end punctuation for sentences (CCSS L.1.2b); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e).</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>
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	1.W1-c.	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 – Provide some sense of closure.
EXPECTATION	1.W1-c.5.	<p>Rehearse oral performance of a written product with appropriate fluency.</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	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	1.W2-b.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Supply some facts about the topic.
EXPECTATION	1.W2-b.3.	Participate in shared research on a topic (See CCSS W.1.7).

		<u>Rising Star Studios</u> Confidence Selflessness
EXPECTATION	1.W2-b.4.	Write several sentences using the facts that are all related to the topic: Produce complete simple and compound sentences (CCSS L.1.1f); Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (CCSS L.1.2d). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Cooperation Courage Courtesy Dependable 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 Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower
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	1.W2-c.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and prove some sense of closure – Provide some sense of closure.
EXPECTATION	1.W2-c.2.	Apply the revising and editing stages of the writing process (See CCSS W.1.5): Revise to ensure a topic sentence and facts related to the topic; Expand complete simple sentences (CCSS L.1.1j); Edit to correct errors in capitalization, punctuation, and spelling (See CCSS L.1.2).

		<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	1.W2-c.5.	Rehearse oral performance of a written product with appropriate fluency. <u>Rising Star Studios</u> Restraint
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	1.W3-a.	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 – Recount two or more appropriately sequenced events.
EXPECTATION	1.W3-a.1.	Apply the prewriting stage of the writing process: identify elements of a narrative; identify two or more events, characters, and settings (See CCSS RL.1.3); tell about a series of events in a logical sequence (See CCSS RL.1. 2, CCSS SL.1.4). <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
STRAND / TOPIC	MD.W.	Standards for Writing (W)

/ STANDARD		
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	1.W3-b.	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 – Include some details regarding what happened.
EXPECTATION	1.W3-b.1.	Apply knowledge of story structure: Produce complete simple sentences (CCSS L.1.1j); Use verbs to convey a sense of past, present, and future (CCSS L.1.1e); Use frequently occurring adjectives (CCSS L.1.1f); Use determiners (e.g., articles demonstratives) (CCSS L.1.1h); Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (CCSS L.1.2e). <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.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	1.W3-d.	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 – Provide some sense of closure.
EXPECTATION	1.W3-d.1.	Draft a concluding sentence that brings resolution to the story. <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness

		Resourcefulness Restraint Sharing
EXPECTATION	1.W3-d.2.	Apply the revising and editing stages of the writing process (See CCSS W.1.5): Revise to ensure that elements of a narrative are present and events are sequenced; Edit to correct errors in capitalization, punctuation, and spelling (See CCSS L.1.2). <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		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	1.W5.	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.
EXPECTATION	1.W5.2.	Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion) (See CCSS SL.1.1a). <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

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 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
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EXPECTATION

1.W5.3.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.1.2).

Rising Star Studios

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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	1.W6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
EXPECTATION	1.W6.2.	With guidance, select print, online, and multimedia sources. (MD SLM PK-1 2B1.d) <u>Rising Star Studios</u> Confidence
EXPECTATION	1.W6.5.	Contribute to a learning community. (MD SLM PK-1 5A1.d) <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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
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	1.W7.	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).
EXPECTATION	1.W7.2.	Formulate and refine questions to meet an information need. <u>Rising Star Studios</u> Determination
EXPECTATION	1.W7.3.	With guidance, explore and identify human, print, online, and multimedia resources. (MD SLM PK-1 21.a) <u>Rising Star Studios</u> Confidence
EXPECTATION	1.W7.4.	With guidance, use technology tools to find data/information within a specific source. (MD SLM PK-1 3A1.c) <u>Rising Star Studios</u> Confidence
EXPECTATION	1.W7.5.	With guidance and support from adults, formulate and refine questions to meet an information need. (MD SLM PK1 1B3) <u>Rising Star Studios</u> Determination
EXPECTATION	1.W7.8.	Contribute to a learning community. (MD SLM PK-1 5A1.d) <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

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STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
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TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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OBJECTIVE	1.W8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
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EXPECTATION	1.W8.1.	Access prior knowledge to formulate and refine questions to meet an information need (See MD SLM PK-1 B3.a). <u>Rising Star Studios</u> Determination
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EXPECTATION	1.W8.2.	With guidance, select print, online, and multimedia sources. (MD SLM PK-1 2B.d) <u>Rising Star Studios</u> Confidence
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EXPECTATION	1.W8.3.	With guidance, use technology tools to find data/information within a specific source. (MD SLM PK-1 3A1.c) <u>Rising Star Studios</u> Confidence
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EXPECTATION	1.W8.6.	With guidance and support, practice responsible and appropriate use of technology systems, software, and information. (MD TL 1 2B1) <u>Rising Star Studios</u> Confidence
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STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
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TOPIC / INDICATOR		Comprehension and Collaboration
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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.
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OBJECTIVE	1.SL1-a.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups – 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).
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EXPECTATION	1.SL1-a.1.	Create rules to ensure respectful group discussions. <u>Rising Star Studios</u> Bravery Caring
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 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
 Slow To Judge
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 Willpower
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EXPECTATION

1.SL1-a.2.

Identify and define roles of participants in discussions.

Rising Star Studios
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Discovering Talent
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 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
 Slow To Judge
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EXPECTATION

1.SL1-a.3.

Participate in group discussions on a variety of topics.

Rising Star Studios
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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	1.SL1-b.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups – Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	1.SL1-b.1.	Identify the topic of a conversation. <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

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 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
 Slow To Judge
 Sportsmanship
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EXPECTATION

1.SL1-
b.2.

Stay on topic through multiple exchanges to support or extend the conversation.

Rising Star Studios

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 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
 Slow To Judge
 Sportsmanship
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 Willpower
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EXPECTATION

1.SL1-
b.3.

Add appropriate ideas to support or extend a conversation.

Rising Star Studios

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		<p>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>1.SL1- b.5.</p>	<p>Contribute to a learning community. (MD SLM PK-1 5A2.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 Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness</p>

		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	1.SL1-c.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups – Ask questions to clear up any confusion about the topics and texts under discussion.
EXPECTATION	1.SL1-c.1.	Identify the topic or text 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

		<p>Truthfulness Uniqueness Willpower Wisdom</p>
EXPECTATION	1.SL1-c.2.	<p>Identify parts of a topic or text that are unclear.</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 Wisdom</p>
EXPECTATION	1.SL1-c.3.	<p>Use prior knowledge to formulate and refine questions to meet an information need. (MD SLM PK-1 13.a)</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship</p>

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EXPECTATION

1.SL1-c.4.

Generate appropriate questions to meet the information need. (MD SLM PK-1 3B.a)

Rising Star Studios

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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	1.SL2.	Ask and answer questions about key details in a text read aloud or presented orally or through other media.
EXPECTATION	1.SL2.1.	Identify the main idea and key details in a text. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent

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 Self-Reliance
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EXPECTATION

1.SL2.2.

Generate appropriate questions to meet the information need. (MD SLM PK-1 3B1.a)

Rising Star Studios

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		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	1.SL3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
EXPECTATION	1.SL3.1.	Listen to identify the main idea and key details from a speaker. <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

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 Self-Reliance
 Selflessness
 Sharing
 Slow To Judge
 Sportsmanship
 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

EXPECTATION

1.SL3.2.

Connect prior knowledge and experiences to new learning.

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
EXPECTATION	1.SL3.3.	Identify an information need. (MD SLM PK-1 1B1.b) <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>EXPECTATION</p>	<p>1.SL3.4.</p>	<p>Generate appropriate questions to meet the information need. (MD SLM PK-1 3B1.a)</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
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	1.SL4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
EXPECTATION	1.SL4.1.	Distinguish between relevant and irrelevant details. <u>Rising Star Studios</u> Sharing
EXPECTATION	1.SL4.2.	Add details to expand ideas and sentences. <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	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	1.SL5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
EXPECTATION	1.SL5.1.	Use illustrations and details in a story to describe its characters, setting, or events (See CCSS RL.1.7). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.SL5.2.	Use a variety of formats to prepare the findings/conclusions of an information need for sharing (See MD SLM PK-1 5A1). <u>Rising Star Studios</u> Commitment Discovering Talent Fairness Integrity Joyfulness Self-Reliance Slow To Judge
EXPECTATION	1.SL5.3.	Use available technology appropriately. <u>Rising Star Studios</u> Confidence
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	1.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
EXPECTATION	1.L2-d.3.	Practice and apply the correct spelling of words with common spelling patterns and frequently occurring irregular 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
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	1.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
EXPECTATION	1.L2-e.2.	Use sound-spelling correspondences to approximate the spelling of unknown words in writing. <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		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	1.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies – Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	1.L4-a.2.	Access prior knowledge to help determine or clarify the meaning of a word or phrase. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	1.L4-a.3.	Discuss words and word meanings daily as they are encountered in texts, 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	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-a.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION	1.L5-a.1.	Identify commonalities and underlining concepts among groups of words. <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.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-b.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
EXPECTATION	1.L5-b.1.	Discuss key attributes of words to identify a category. <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.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-d.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
EXPECTATION	1.L5-d.1.	Discuss and act out a variety of verbs that have similar meanings. <u>Rising Star Studios</u> Cleanliness Helpfulness Hygiene 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	1.L6.	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).
EXPECTATION	1.L6.2.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (See CCSS SL.1.1). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable

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 Heroic
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 Hygiene
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 Loyalty
 Obedience
 Patience
 Patriotism
 Peacefulness
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 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
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Maryland College and Career-Ready Standards

Language Arts

Grade: 2 - 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	2.RL1.	Ask and answer such questions as who, what, where, when, and how to demonstrate understanding in a text.
EXPECTATION	2.RL1.1.	Apply appropriate strategies before reading, viewing, or listening to a text: use prior knowledge and experiences to make and explain connections to the text; make predictions or ask questions about the text by examining title, cover, illustrations/photographs/text, and familiar author or topic; set a purpose for reading and identify type of text. <u>Rising Star Studios</u> Discovering Talent
EXPECTATION	2.RL1.2.	Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text: recall and discuss what is understood; revisit,

		<p>read on, and restate the difficult parts in your own words; make, confirm, or adjust predictions; periodically summarize while reading; visualize what is read; search for connections between and among ideas.</p> <p><u>Rising Star Studios</u> Discovering Talent Perseverance</p>
EXPECTATION	2.RL1.3.	<p>Demonstrate understanding after reading, viewing, or listening to a text: confirm or refute predictions; retell and discuss the text; identify and explain what is directly stated and what is implied in the text; summarize the text orally; connect text to prior knowledge or personal experience.</p> <p><u>Rising Star Studios</u> Discovering Talent Helpfulness Initiative Perseverance</p>
EXPECTATION	2.RL1.4.	<p>Participate actively and appropriately in discussions about literary text (See CCSS SL.2.1, 2, 3).</p> <p><u>Rising Star Studios</u> Perseverance</p>
EXPECTATION	2.RL1.6.	<p>Respond orally and in written form to specific questions using key details in the text (See CCSS SL.2.3, CCSS W.2.8).</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION	2.RL1.7.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.2.3.)</p> <p><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</p>
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	2.RL2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
EXPECTATION	2.RL2.2.	Identify the elements of a story (e.g., character(s), setting, problem, solution, plot). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	2.RL2.3.	Identify key details in literary text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	2.RL2.4.	Analyze key details to determine the central message, lesson, or moral of literary text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	2.RL2.7.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.2.3) <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
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	2.RL3.	Describe how characters in a story respond to major events and challenges.
EXPECTATION	2.RL3.1.	Draw conclusions about characters in a story to determine their traits. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	2.RL3.2.	Identify major events and challenges in the text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	2.RL3.3.	Identify cause/effect relationships between characters and major story events and challenges in a text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	2.RL3.5.	Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3) <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
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	2.RL5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
EXPECTATION	2.RL5.3.	Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)

Rising Star Studios

Bravery
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Gratefulness
Heroic
Initiative
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Promptness
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Self-Discipline
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STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR .	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	2.RL6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
EXPECTATION	2.RL6.3.	Demonstrate appropriate fluency and adjust speech to represent different points of view when reading dialogue aloud. <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	2.RL7.	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
EXPECTATION	2.RL7.1.	Demonstrate the behaviors of a strategic reader by applying before, during, and after strategies. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	2.RL7.3.	Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences (See CCSS SL.2.4).

		<p><u>Rising Star Studios</u> Enthusiasm Helpfulness Initiative Perseverance</p>
EXPECTATION	2.RL7.4.	<p>Create audio recordings or add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings (See CCSS SL.2.5).</p> <p><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</p>
EXPECTATION	2.RL7.5.	<p>Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3)</p> <p><u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness Friendship Generosity Goodness</p>

		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.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	2.RL9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
EXPECTATION	2.RL9.1.	Listen to, read, and discuss two or more versions of the same story by different authors or from different cultures. <u>Rising Star Studios</u> Helpfulness
EXPECTATION	2.RL9.2.	Identify likenesses and differences between characters, settings, and events in two or more versions of the same story. <u>Rising Star Studios</u> Helpfulness
EXPECTATION	2.RL9.3.	Recount a story with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences (See CCSS SL.2.4). <u>Rising Star Studios</u> Enthusiasm Helpfulness Initiative Perseverance
EXPECTATION	2.RL9.4.	Use knowledge of language and its conventions when writing or speaking. (CCSS L.2.3) <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
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	2.RL10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
EXPECTATION	2.RL10.2.	With guidance and support, read and comprehend text of steadily increasing complexity. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	2.RL10.3.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS SL.2.1) <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.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	2.RI1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text.
EXPECTATION	2.RI1.1.	Apply appropriate strategies before reading, viewing, or listening to increasingly complex informational text (a wide variety including expository and narrative structures and types e.g. trade books, magazines, multimedia resources, functional texts such as recipes and labels related to personal interests and reflecting a wide variety of cultures): access prior knowledge and experiences; examine the title, cover, illustrations/photographs/text; make predictions or ask questions; set a purpose for reading and identify type of text. <u>Rising Star Studios</u> Consideration Patriotism
EXPECTATION	2.RI1.2.	Apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational text: use text features and graphic aids to facilitate understanding; recall and discuss what is understood (See CCSS SL.2.1b); identify and question what did not make sense; make, confirm and/or modify predictions; periodically paraphrase and summarize; make connections; visualize. <u>Rising Star Studios</u> Confidence
EXPECTATION	2.RI1.3.	Demonstrate understanding orally or in writing after reading, viewing, or listening to a text: engage in conversations about details in the text (See CCSS SL.2.1); describe what is directly stated in the text; draw inferences and conclusions from the text; confirm predictions using details from the text; summarize the text; identify what did not make sense; make connections. <u>Rising Star Studios</u> Confidence
EXPECTATION	2.RI1.6.	Respond orally and in written form to specific questions using key details in the text (See CCSS SL.2.3; CCSS W.2.8). <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
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 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	2.RI.1.7.	Demonstrate command of the conventions of standard English when speaking and writing (See CCSS L.2.1, 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	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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OBJECTIVE	2.RI.2.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
EXPECTATION	2.RI.2.1.	Identify the key details in each paragraph of a multi-paragraph text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI.2.2.	Connect key details to determine the topic of a paragraph within a multi-paragraph text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI.2.3.	Connect ideas to determine main topic of a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI.2.4.	Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.2.1, 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	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
EXPECTATION	2.RI.3.2.	Recognize signal words and transition words that connect ideas. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI.3.3.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS SL.2.2) <u>Rising Star Studios</u> Confidence
EXPECTATION	2.RI.3.5.	Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.2.1, 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	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
EXPECTATION	2.RI.6.4.	Identify the main ideas/ messages of texts. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI.6.6.	Demonstrate command of the conventions of standard English when writing or

		speaking (See CCSS L.2.1, 2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		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	2.RI7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
EXPECTATION	2.RI7.2.	Describe key ideas and details including text features from a text read aloud or presented orally or through other media. (CCSS.2.SL.2) <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI7.5.	Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.2.1, 2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		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	2.RI8.	Describe how reasons support specific points the author makes in a text.
EXPECTATION	2.RI8.1.	Identify the key points an author makes in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI8.2.	Identify details that support a specific point the author makes in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI8.3.	Explain how the reasons support a point the author makes. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI8.4.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.2.2). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity

		<p>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	2.RI8.5.	<p>Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.2.1, 2).</p> <p><u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness</p>
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	2.RI9.	Compare and contrast the most important points presented by two texts on the same topic.
EXPECTATION	2.RI9.1.	<p>Read, listen to, and discuss a variety of texts read aloud or presented orally or through other media (CCSS SL.2.2).</p> <p><u>Rising Star Studios</u> Confidence Fairness</p>
EXPECTATION	2.RI9.3.	<p>Identify key points of a text.</p> <p><u>Rising Star Studios</u></p>

		Confidence Fairness
EXPECTATION	2.RI9.5.	<p>Ask and answer questions about key details in a text read aloud or presented orally or through other media. (CCSS SL.2.2)</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 Wisdom</p>
EXPECTATION	2.RI9.6.	<p>Demonstrate command of the conventions of standard English when writing or speaking (See CCSS L.2.1, 2).</p> <p><u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness</p>

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	2.RI10.	By the end of the 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.
EXPECTATION	2.RI10.2.	With prompting and support, read and comprehend text of steadily increasing complexity. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	2.RI10.3.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS SL.2.1) <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.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	2.RF3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF3.a.2	Identify and apply vowel pattern pronunciation rules to read words. <u>Rising Star Studios</u> Perseverance
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	2.RF3.b.	Know sound-spelling correspondences for additional common vowel teams.
EXPECTATION	2.RF3.b.2	Identify and apply vowel team pronunciation rules. <u>Rising Star Studios</u> Perseverance
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	2.RF3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF3.e.1	Identify and apply the rules for sound-spelling correspondences, including exceptions. <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.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	2.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	2.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	2.RF4.c.4.	Use context cues, 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	2.W1-a.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section – Introduce the topic or book they are writing about and state an opinion.
EXPECTATION	2.W1-a.1.	Apply the prewriting and planning stages of the writing process: identify the topic or book; establish or build upon a personal schema of a topic or book; gather information on a specific topic (See MD SLM 2-3 2A1); form an opinion based on prior knowledge and information provided. <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	2.W1-b.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section – Supply reasons that support the opinion.
EXPECTATION	2.W1-b.1.	Distinguish between facts and opinions. <u>Rising Star Studios</u> Punctuality
EXPECTATION	2.W1-b.3.	Draft a paragraph or multiple paragraphs to support an opinion: Use reflexive pronouns (e.g., myself, ourselves) (CCSS L.2.1c); Produce complete simple and compound sentences (See CCSS L.2.1f); Use knowledge of language conventions when writing (See CCSS .2.L3). <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
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 Self-Acceptance
 Self-Control
 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness

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	2.W2-b.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Use facts and definitions to develop points.
EXPECTATION	2.W2-b.3.	Participate in shared research on a topic (See CCSS W.2.7). <u>Rising Star Studios</u> Confidence Selflessness
EXPECTATION	2.W2-b.4.	Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic: Produce complete simple and compound sentences (CCSS L.2.1f); Use knowledge of language and its conventions when writing (See CCSS L.2.3). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Cooperation Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship

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STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
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TOPIC / INDICATOR		Text Types and Purposes
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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.
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OBJECTIVE	2.W2-c.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section – Provide a concluding statement or section.
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EXPECTATION	2.W2-c.2.	Apply the revision and editing stages of the writing process (See CCSS W.2.5): Revise to verify a clear statement of topic and points developed by related facts and definitions; Expand and rearrange complete simple and compound sentences (CCSS L.2.1f); Edit to correct errors in capitalization, punctuation, and spelling (See CCSS L.2.2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
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EXPECTATION	2.W2-c.6.	Rehearse oral performance of a written product with appropriate fluency. <u>Rising Star Studios</u> Restraint
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STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
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TOPIC / INDICATOR		Text Types and Purposes
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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.
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OBJECTIVE	2.W3-a.	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 – Recount a well-elaborated event or short sequence of events.
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EXPECTATION	2.W3-a.1.	Apply the prewriting and planning stages of the writing process: identify an event or situation; identify characters and the problem; sequence the events in a logical order.
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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	2.W3-b.	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 – Include details to describe actions, thoughts, and feelings.
EXPECTATION	2.W3-b.1.	Apply knowledge of story structure. <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
EXPECTATION	2.W3-b.2.	Include details that personalize the experience (thoughts, actions, and feelings) (See CCSS W.2.8): Produce complete simple and compound sentences (CCSS L.2.1f); Use adjectives and adverbs, and choose between them depending on what is to be modified (CCSS L.2.1e); Form and use frequently occurring irregular plural nouns (CCSS L.2.1b); Use knowledge of language conventions when writing (CCSS L.2.3).

Rising Star Studios

Bravery
Caring
Citizenship
Cleanliness
Confidence
Consideration
Cooperation
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	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	2.W3-c.	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 – Use temporal words to signal event order.
EXPECTATION	2.W3-c.2.	Use words and phrases acquired through conversations, reading and being read to (See CCSS 2 L6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
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	2.W3-d.	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 – Provide a sense of closure.
EXPECTATION	2.W3-d.1.	Draft a conclusion that resolves the narrative. <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
EXPECTATION	2.W3-d.2.	Apply the revision and editing stages of the writing process (See CCSS W.2.5): Revise to ensure that the elements of a narrative are incorporated; Edit to correct errors in capitalization, punctuation, and spelling (See CCSS L.2.1.1, 2). <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
EXPECTATION	2.W3-d.6.	Rehearse oral performance of a written product with appropriate fluency. <u>Rising Star Studios</u> Restraint
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W5.CCR.	Anchor Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OBJECTIVE	2.W5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed.
EXPECTATION	2.W5.2.	Follow agreed upon rules for discussions, (e.g., listening to others with care, speaking one at a time about topics and texts under discussion) (See CCSS SL.2.1a). <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
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 Self-Control
 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
 Slow To Judge
 Sportsmanship
 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

EXPECTATION

2.W5.3.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media (See CCSS SL.2.2).

Rising Star Studios

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

Friendliness
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 Self-Discipline
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 Slow To Judge
 Sportsmanship
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 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	2.W6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
EXPECTATION	2.W6.2.	With guidance, select print, online, and multimedia sources. (MD SLM 2-3 2B1.d) <u>Rising Star Studios</u> Confidence
EXPECTATION	2.W6.5.	Contribute to a learning community. (MD SLM 2-3 5A1.d) <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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
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	2.W7.	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).
EXPECTATION	2.W7.2.	Formulate and refine questions to meet an information need. <u>Rising Star Studios</u> Determination
EXPECTATION	2.W7.3.	With guidance, explore and identify human, print, online, and multimedia resources. (MD SLM 2-3 21.a) <u>Rising Star Studios</u> Confidence
EXPECTATION	2.W7.4.	With guidance, use technology tools to find data/information within a specific source. (MD SLM 2-3 3A1.c) <u>Rising Star Studios</u> Confidence
EXPECTATION	2.W7.5.	With guidance and support from adults, formulate and refine questions to meet an information need (MD SLM 2-3 1B3). <u>Rising Star Studios</u> Determination
EXPECTATION	2.W7.8.	Contribute to a learning community. (MD SLM 2-3 5A1.d) <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
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 Independence
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 Ready
 Resourcefulness
 Respect
 Responsibility
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 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		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W8.CCR.	Anchor Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
OBJECTIVE	2.W8.	Recall information from experiences or gather information from provided sources to answer a question.
EXPECTATION	2.W8.1.	Access prior knowledge to formulate and refine questions to meet an information need (See MD SLM 2-3 B3.a). <u>Rising Star Studios</u> Determination
EXPECTATION	2.W8.2.	With guidance, select print, online, and multimedia sources. (MD SLM 2-3 2B.d) <u>Rising Star Studios</u> Confidence
EXPECTATION	2.W8.3.	With guidance, use technology tools to find data/information within a specific source. (MD SLM 2-3 3A1.c) <u>Rising Star Studios</u> Confidence
EXPECTATION	2.W8.6.	With guidance and support, practice responsible and appropriate use of technology systems, software, and information. (MD TL 2 2B1) <u>Rising Star Studios</u> Confidence

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	2.SL1-a.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups – 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).
EXPECTATION	2.SL1-a.1.	<p>Create rules to ensure respectful group 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 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</p>

		Willpower Wisdom
EXPECTATION	2.SL1-a.2.	<p>Identify and define roles of participants 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 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	2.SL1-a.3.	<p>Participate in group discussions on a variety of topics.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence</p>

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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	2.SL1-b.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups – Build on others' talk in conversation by linking their comments to the remarks of others.
EXPECTATION	2.SL1-b.2.	Demonstrate ability to stay on topic during conversations. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence

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EXPECTATION

2.SL1-
b.3.

Add appropriate ideas to support or extend a conversation.

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EXPECTATION

2.SL1-
b.5.

Contribute to a learning community. (MD SLM 2-3 5 A2.a)

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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	2.SL1-c.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups – Ask for clarification and further explanation as needed about the topics and texts under discussion.
EXPECTATION	2.SL1-c.1.	Identify parts of a topic or text that are unclear. <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

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EXPECTATION	2.SL1-c.2.	Identify the topic or text 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
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EXPECTATION	2.SL1-c.3.	Use prior knowledge to formulate and refine questions to meet an information need. (MD SLM 2-3 1 3a) <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

		<p>Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
<p>EXPECTATION</p>	<p>2.SL1-c.4.</p>	<p>Generate appropriate questions to meet the information need. (MD SLM 2-3 3 B1 a)</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 Wisdom</p>

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	2.SL2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
EXPECTATION	2.SL2.1.	<p>Listen for and identify key details in a text read aloud.</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 Wisdom</p>

EXPECTATION	2.SL2.2.	<p>Listen for and identify information presented in a variety of formats.</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 Wisdom</p>
EXPECTATION	2.SL2.3.	<p>Distinguish between key details and supporting information.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage</p>

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EXPECTATION	2.SL2.4.	Retell a text or information using key ideas or details. <u>Rising Star Studios</u> Enthusiasm
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	2.SL3.	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.
EXPECTATION	2.SL3.1.	Listen to determine the main idea and key details from a speaker. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness

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EXPECTATION

2.SL3.2.

Ask and answer such questions as who, what, where, when, why, and how to facilitate understanding of key details (See CCSS RI.2.1; MD SLM 2-3 3B1.a).

Rising Star Studios

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EXPECTATION

2.SL3.3.

Identify an assigned or personal information need. (MD SLM 2-3 1B1.b)

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STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
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TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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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.
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OBJECTIVE	2.SL4.	Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.
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EXPECTATION	2.SL4.1.	Distinguish between relevant and irrelevant details. <u>Rising Star Studios</u> Sharing
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EXPECTATION	2.SL4.5.	Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. <u>Rising Star Studios</u> Thankfulness
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STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
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TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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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.
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OBJECTIVE	2.SL5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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EXPECTATION	2.SL5.1.	Use illustrations and details in a story to describe its characters, setting, or events (See CCSS RL.2.7). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
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EXPECTATION	2.SL5.2.	Use a variety of formats to prepare the findings/conclusions of an information
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		<p>need for sharing (See MD SLM 2-3 5 A1).</p> <p><u>Rising Star Studios</u> Commitment Discovering Talent Fairness Integrity Joyfulness Self-Reliance Slow To Judge</p>
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	2.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
EXPECTATION	2.L2-d.2.	<p>Demonstrate use of learned spelling patterns when writing.</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>
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	2.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L3-a.1.	Identify and distinguish between formal and informal English.

		<u>Rising Star Studios</u> Friendship
EXPECTATION	2.L3-a.2.	Identify purposes, audiences, and environments that require formal and informal English. <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	2.L3-a.3.	Adjust use of formal and informal English for purpose, audience, and environment. <u>Rising Star Studios</u> Friendship
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	2.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies – Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L4-a.2.	Access prior knowledge to help determine or clarify the meaning of a word or phrase.

		<u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	2.L4-a.3.	Discuss words and word meanings as they are encountered. <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	2.L6.	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).
EXPECTATION	2.L6.2.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups (See CCSS SL.2.1). <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

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Maryland College and Career-Ready Standards

Social Studies

Grade: K - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
INDICATOR / PROFICIENCY LEVEL		<p>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.</p> <p><u>Rising Star Studios</u> Tolerance Uniqueness</p>
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	6.0.	Skills and Processes
INDICATOR / PROFICIENCY LEVEL		<p>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.</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</p>

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STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a community and being able to identify individuals in a position of authority within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community. Unit Question: What are the rights and responsibilities of people in a group, and those in authority?
INDICATOR / PROFICIENCY LEVEL		Conflict and compromise: Why do Americans use compromise to resolve conflicts?
OBJECTIVE		Students will examine the role of compromise by:
EXPECTATION		identifying school or community conflicts that require working with groups to resolve. <u>Rising Star Studios</u> Cooperation
EXPECTATION		explaining that individuals and people in authority compromise whenever possible to resolve conflict. <u>Rising Star Studios</u> Cooperation
EXPECTATION		explore how compromise is used in civic life at home, school, and community. <u>Rising Star Studios</u> Cooperation
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a community and being able to identify individuals in a position of authority within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community. Unit Question: What are the rights and responsibilities of people in a group, and those in authority?
INDICATOR / PROFICIENCY LEVEL		Rules: Why do we have rules at home, at school and in our community?
OBJECTIVE		Students will analyze the purpose of rules by:
EXPECTATION		explaining that rules serve to support order and protect individual rights. <u>Rising Star Studios</u>

		Fairness Obedience
EXPECTATION		comparing rules at home, school, and community. <u>Rising Star Studios</u> Fairness Obedience
EXPECTATION		explaining why rules are different based on location. <u>Rising Star Studios</u> Fairness Obedience
EXPECTATION		creating a list of rules to support a just classroom. <u>Rising Star Studios</u> Fairness Obedience
STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Personal identity is shaped by community. Location, families, schools, and institutions create and support the broader community culture. Unit Question: What makes my school community special?
INDICATOR / PROFICIENCY LEVEL		Movement of People, Goods and Ideas: How do movement of goods and ideas influence the growth of a community?
OBJECTIVE		Students will describe how transportation and communication link people and places by the movement of goods and ideas by:
EXPECTATION		identifying goods and ideas that make their community special and come from both near and far. <u>Rising Star Studios</u> Confidence
STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Economic systems are created to address scarcity of resources. Economic thinking helps individuals and groups make decisions and allocate resources. Unit Question: How do choices impact us?
INDICATOR / PROFICIENCY LEVEL		Financial Literacy: How do people choose their jobs and careers?
OBJECTIVE		Students will analyze choices made regarding career paths by:
EXPECTATION		identifying jobs and careers in their community. <u>Rising Star Studios</u> Determination
EXPECTATION		inquiring about choices that were made in order for people in their community to have certain jobs and careers. <u>Rising Star Studios</u> Determination
EXPECTATION		identifying the personal characteristics and interests that are needed for certain jobs and careers. <u>Rising Star Studios</u> Determination

Maryland College and Career-Ready Standards

Social Studies

Grade: 1 - 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		Unit 1: Civics

/ STANDARD		
TOPIC / INDICATOR		Unit Enduring Understanding: Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship. Unit Question: How can I be a responsible citizen?
INDICATOR / PROFICIENCY LEVEL		Community: How do communities help individuals and groups?
OBJECTIVE		Students will be able to explain the importance of community by:
EXPECTATION		explaining how both leaders and members create and uphold rules to promote a fair and safe community. <u>Rising Star Studios</u> Fairness Obedience
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship. Unit Question: How can I be a responsible citizen?
INDICATOR / PROFICIENCY LEVEL		Cooperation: Why is it important that people work together toward a common goal?
OBJECTIVE		Students will be able to describe the importance of cooperation by:
EXPECTATION		defining cooperation as the efforts made by a group of people to meet a common goal. <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
EXPECTATION		analyzing examples of how cooperation helps accomplish tasks at home and school. <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
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship. Unit Question: How can I be a responsible citizen?
INDICATOR / PROFICIENCY LEVEL		Civic Engagement: Why is it important to be civically engaged?
OBJECTIVE		Students will be able to explain the importance of civic engagement by:
EXPECTATION		defining civic engagement as being an active learner and participating in the community. <u>Rising Star Studios</u> Citizenship Patriotism
EXPECTATION		describing how people impact their community by being civically engaged. <u>Rising Star Studios</u> Citizenship Loyalty Patriotism
STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas. Unit Question: How do geographic tools help people understand where they live in the world?
INDICATOR / PROFICIENCY LEVEL		Movement of People, Goods and Ideas: How do movement of goods and ideas influence the growth of a community?
OBJECTIVE		Students will describe how transportation and communication link people and places by the movement of goods and ideas by:
EXPECTATION		identifying goods and ideas in their community that come from both near and far. <u>Rising Star Studios</u> Confidence
STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Communities are shaped by wants and needs. Unit Question: How does the economy impact you and your community?
INDICATOR / PROFICIENCY LEVEL		Trade: Why do people trade goods and services?
OBJECTIVE		Students will analyze trade by:
EXPECTATION		identifying goods and services that are provided by a school and local businesses. <u>Rising Star Studios</u> Confidence

Social Studies

Grade: 2 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
INDICATOR / PROFICIENCY LEVEL		<p>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.</p> <p><u>Rising Star Studios</u> Tolerance Uniqueness</p>
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	6.0.	Skills and Processes
INDICATOR / PROFICIENCY LEVEL		<p>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.</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</p>

		Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: People are part of multiple communities and their choices impact each of those communities. Unit Question: How can you support your community?
INDICATOR / PROFICIENCY LEVEL		Civic Engagement: How can people be civically engaged?
OBJECTIVE		Students will analyze responsible civic engagement by:
EXPECTATION		describing characteristics of good citizenship through historic figures and ordinary citizens. <u>Rising Star Studios</u> Citizenship Heroic Patriotism
EXPECTATION		explaining how participating in civic activities engages citizens with their communities. <u>Rising Star Studios</u> Citizenship Loyalty Patriotism
EXPECTATION		identifying civic engagement activities on the local, state and national level. <u>Rising Star Studios</u> Citizenship Loyalty Patriotism
STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas. Unit Question: How do geographic tools help people understand where they live in the world?
INDICATOR / PROFICIENCY LEVEL		Movement of People, Goods and Ideas: How does the movement of goods and ideas influence the growth of a community?
OBJECTIVE		Students will describe how transportation and communication link people and places by the movement of goods and ideas by:
EXPECTATION		identifying goods and ideas in their community that come from both near and far. <u>Rising Star Studios</u> Confidence
STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Because of scarcity, people must make choices that involve trade-offs and consequences. Unit Question: How are people impacted by the economy?
INDICATOR / PROFICIENCY LEVEL		Producers: How do individuals and groups produce goods and services?
OBJECTIVE		Students will analyze producers by:
EXPECTATION		connecting the goods and services that are produced by local businesses and government to address the wants and needs of their community. <u>Rising Star Studios</u> Confidence

EXPECTATION		explaining how goods and services have changed over time. <u>Rising Star Studios</u> Confidence
STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Because of scarcity, people must make choices that involve trade-offs and consequences. Unit Question: How are people impacted by the economy?
INDICATOR / PROFICIENCY LEVEL		Consumers: How do consumers make decisions?
OBJECTIVE		Students will analyze consumer by:
EXPECTATION		differentiating between goods and services. <u>Rising Star Studios</u> Confidence
EXPECTATION		determining how consumers acquire goods and services. <u>Rising Star Studios</u> Confidence
STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Because of scarcity, people must make choices that involve trade-offs and consequences. Unit Question: How are people impacted by the economy?
INDICATOR / PROFICIENCY LEVEL		Personal Finance: How do consumers make financial decisions?
OBJECTIVE		Students will describe an economy by:
EXPECTATION		describing situations in which saving is necessary. <u>Rising Star Studios</u> Initiative Willpower
EXPECTATION		developing a spending and saving plan including income and expenses. <u>Rising Star Studios</u> Initiative Willpower