

**Main Criteria:** Rhode Island World-Class Standards

**Secondary Criteria:** Rising Star Studios

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

**Grades:** 3, 4

**Correlation Options:** Show Correlated

**Rhode Island World-Class Standards**

**Health and PE**

Grade: 3 - Adopted: 2003

<b>DOMAIN</b>	<b>RI.HE3.</b>	<b>Health Education: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	3.5.	Develop injury prevention and management strategies for personal health.  <u>Rising Star Studios</u> Responsibility
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	3.6.	Identify and demonstrate ways to avoid and reduce threatening situations.  <u>Rising Star Studios</u> Cooperation
<b>DOMAIN</b>	<b>RI.HE5.</b>	<b>Health Education: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	5.2.	Describe characteristics needed to be a responsible friend and family member.  <u>Rising Star Studios</u> Consideration Friendliness Friendship Selflessness Tolerance
<b>DOMAIN</b>	<b>RI.HE6.</b>	<b>Health Education: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	6.2.	Explain when it is appropriate to ask for assistance in making health-related decisions and setting healthy goals.  <u>Rising Star Studios</u> Independence
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	6.5.	Recognize that everyone has personal strengths and needs.  <u>Rising Star Studios</u> Uniqueness
<b>DOMAIN</b>	<b>RI.PE5.</b>	<b>Physical Education: Students will demonstrate responsible personal and social behavior in physical activity settings.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	2-3.S5.2	Students will demonstrate the ability to follow activity-specific laws, rules, procedures, and etiquette.  <u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Reliance
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	2-3.S5.3	Students will demonstrate the ability to utilize safety principles in activity situations and settings.  <u>Rising Star Studios</u> Obedience
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	2-3.S5.4	Students will demonstrate the ability to work cooperatively and productively with a partner and/or a group to accomplish a set goal.  <u>Rising Star Studios</u> Cooperation
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	2-3.S5.5	Students will demonstrate the ability to work independently and on task for developmentally appropriate periods of time.  <u>Rising Star Studios</u>

		Independence Self-Control
STATEMENT OF ENDURING KNOWLEDGE	2-3.S5.7	Students will demonstrate the ability to describe appropriate interactions for participating in group activities.  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance

### Rhode Island World-Class Standards

#### Health and PE

Grade: 4 - Adopted: 2003

DOMAIN	RI.HE3.	Health Education: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
STATEMENT OF ENDURING KNOWLEDGE	3.5.	Develop injury prevention and management strategies for personal health.  <u>Rising Star Studios</u> Responsibility
STATEMENT OF ENDURING KNOWLEDGE	3.6.	Identify and demonstrate ways to avoid and reduce threatening situations.  <u>Rising Star Studios</u> Cooperation
DOMAIN	RI.HE5.	Health Education: Students will demonstrate the ability to use interpersonal communication skills to enhance health.
STATEMENT OF ENDURING KNOWLEDGE	5.2.	Describe characteristics needed to be a responsible friend and family member.  <u>Rising Star Studios</u> Consideration Friendliness Friendship Selflessness Tolerance
DOMAIN	RI.HE6.	Health Education: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
STATEMENT OF ENDURING KNOWLEDGE	6.2.	Explain when it is appropriate to ask for assistance in making health-related decisions and setting healthy goals.  <u>Rising Star Studios</u> Independence
STATEMENT OF ENDURING KNOWLEDGE	6.5.	Recognize that everyone has personal strengths and needs.  <u>Rising Star Studios</u> Uniqueness
DOMAIN	RI.PE5.	Physical Education: Students will demonstrate responsible personal and social behavior in physical activity settings.
STATEMENT OF ENDURING KNOWLEDGE	4-5.S5.2	Students will demonstrate the ability to follow activity-specific laws, rules, procedures, and etiquette.  <u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Reliance
STATEMENT OF ENDURING KNOWLEDGE	4-5.S5.3	Students will demonstrate the ability to utilize safety principles in activity situations and settings.  <u>Rising Star Studios</u> Obedience
STATEMENT OF ENDURING KNOWLEDGE	4-5.S5.4	Students will demonstrate the ability to work cooperatively and productively with a partner and/or a group to accomplish a set goal.  <u>Rising Star Studios</u> Cooperation
STATEMENT OF ENDURING KNOWLEDGE	4-5.S5.5	Students will demonstrate the ability to work independently and on task for developmentally appropriate periods of time.  <u>Rising Star Studios</u>

		Independence Self-Control
STATEMENT OF ENDURING KNOWLEDGE	4-5.S5.7	Students will demonstrate the ability to interact appropriately with peers while participating in group activities.  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance

### Rhode Island World-Class Standards

#### Language Arts

Grade: 3 - Adopted: 2010

DOMAIN	RI.RL.3.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
GSE STEM	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN	RI.RL.3.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  <u>Rising Star Studios</u> Honesty
GSE STEM	RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  <u>Rising Star Studios</u> Initiative
DOMAIN	RI.RL.3.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN	RI.RI.3.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.  <u>Rising Star Studios</u> Confidence Fairness

DOMAIN	RI.RI.3.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  <u>Rising Star Studios</u> Confidence
DOMAIN	RI.RI.3.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  <u>Rising Star Studios</u> Consideration Patriotism
DOMAIN	RI.RI.3.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN	RI.RF.3.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
DOMAIN	RI.W.3.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
SPECIFIC INDICATOR	W.3.1(a)	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  <u>Rising Star Studios</u> Punctuality
SPECIFIC INDICATOR	W.3.1(b)	Provide reasons that support the opinion.  <u>Rising Star Studios</u> Punctuality
SPECIFIC INDICATOR	W.3.1(c)	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  <u>Rising Star Studios</u> Punctuality
DOMAIN	RI.W.3.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

KNOWLEDGE		
GSE STEM	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	W.3.2(a)	<p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><u>Rising Star Studios</u>  Cooperation  Courtesy  Friendship  Heroic  Self-Discipline  Selflessness  Sportsmanship  Trustworthiness</p>
SPECIFIC INDICATOR	W.3.2(b)	<p>Develop the topic with facts, definitions, and details.</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>
DOMAIN	RI.W.3.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SPECIFIC INDICATOR	W.3.3(a)	<p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>Rising Star Studios</u>  Bravery  Cleanliness  Confidence  Courage  Dignity  Discovering Talent  Forgiveness  Goodness  Gratefulness  Integrity  Kindness  Loyalty  Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Control</p>

		Self-Reliance Sharing Tolerance Truthfulness Uniqueness
SPECIFIC INDICATOR	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
DOMAIN	RI.W.3.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  <u>Rising Star Studios</u> 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
<b>DOMAIN</b>	<b>RI.W.3.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
<b>GSE STEM</b>	<b>W.3.7.</b>	Conduct short research projects that build knowledge about a topic.  <u>Rising Star Studios</u> Caring Determination
<b>GSE STEM</b>	<b>W.3.8.</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  <u>Rising Star Studios</u> Confidence
<b>DOMAIN</b>	<b>RI.W.3.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Writing</b>
<b>GSE STEM</b>	<b>W.3.10.</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <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

		<p>Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
<b>DOMAIN</b>	<b>RI.SL.3.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.3.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.3.1(a)</b>	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance</p>



		Trustworthiness Truthfulness Uniqueness Willpower Wisdom
SPECIFIC INDICATOR	SL.3.1(b)	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).  <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
SPECIFIC INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of 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  
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 Respect  
 Responsibility  
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 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

**SPECIFIC INDICATOR**

SL.3.1(d)

Explain their own ideas and understanding in light of the discussion.

Rising Star Studios

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable

		Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
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<b>DOMAIN</b>	<b>RI.SL.3.</b>	<b>Speaking and Listening Standards</b>
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<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
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<b>GSE STEM</b>	<b>SL.3.2.</b>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness
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Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
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 Slow To Judge  
 Sportsmanship  
 Thankfulness  
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 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

GSE STEM

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Rising Star Studios

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

		Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN</b>	<b>RI.SL.3.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.3.4.</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  <u>Rising Star Studios</u> Friendship Sharing
<b>DOMAIN</b>	<b>RI.L.3.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.3.2(e)</b>	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  <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

		<p>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>
SPECIFIC INDICATOR	L.3.2(f)	<p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><u>Rising Star Studios</u>  Bravery  Cleanliness  Confidence  Consideration  Courage  Courtesy  Dependable  Dignity  Discovering Talent  Forgiveness  Friendship  Generosity  Goodness  Gratefulness  Heroic  Initiative  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>
DOMAIN	RI.L.3.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.3.5(a)	<p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><u>Rising Star Studios</u>  Honesty</p>

SPECIFIC INDICATOR	L.3.5(b)	<p>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</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>
DOMAIN	RI.L.3.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.3.6.	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><u>Rising Star Studios</u></p>

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
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 Fairness  
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 Goodness  
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 Imaginative  
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 Joyfulness  
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 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

**Rhode Island World-Class Standards**

**Language Arts**

Grade: 4 - Adopted: 2010

<b>DOMAIN</b>	<b>RI.RL.4.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.4.1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
		<b><u>Rising Star Studios</u></b>



		Helpfulness Initiative Perseverance
GSE STEM	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN	RI.RL.4.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  <u>Rising Star Studios</u> Helpfulness
DOMAIN	RI.RL.4.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  <u>Rising Star Studios</u> Helpfulness
DOMAIN	RI.RL.4.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN	RI.RI.4.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <u>Rising Star Studios</u> Confidence Fairness
GSE STEM	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN	RI.RI.4.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  <u>Rising Star Studios</u> Consideration Patriotism

GSE STEM	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN	RI.RI.4.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN	RI.RF.4.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
DOMAIN	RI.W.4.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
SPECIFIC INDICATOR	W.4.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  <u>Rising Star Studios</u> Punctuality
SPECIFIC INDICATOR	W.4.1(b)	Provide reasons that are supported by facts and details.  <u>Rising Star Studios</u> Punctuality
SPECIFIC INDICATOR	W.4.1(c)	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  <u>Rising Star Studios</u> Punctuality
DOMAIN	RI.W.4.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Trustworthiness

SPECIFIC INDICATOR	W.4.2(b)	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</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>
DOMAIN	RI.W.4.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SPECIFIC INDICATOR	W.4.3(a)	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>Rising Star Studios</u>  Bravery  Cleanliness  Confidence  Courage  Dignity  Discovering Talent  Forgiveness  Goodness  Gratefulness  Integrity  Kindness  Loyalty  Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Control  Self-Reliance  Sharing  Tolerance  Truthfulness  Uniqueness</p>
SPECIFIC INDICATOR	W.4.3(b)	<p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><u>Rising Star Studios</u>  Bravery  Confidence  Courage  Discovering Talent  Forgiveness  Goodness</p>

		Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
SPECIFIC INDICATOR	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.  <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
DOMAIN	RI.W.4.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  <u>Rising Star Studios</u> 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
DOMAIN	RI.W.4.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <u>Rising Star Studios</u> Caring Determination
GSE STEM	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  <u>Rising Star Studios</u> Confidence
DOMAIN	RI.W.4.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SPECIFIC INDICATOR	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
SPECIFIC INDICATOR	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").  <u>Rising Star Studios</u> Confidence Fairness
DOMAIN	RI.W.4.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <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
<b>DOMAIN</b>	<b>RI.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.4.1(a)</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness

		Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>SPECIFIC INDICATOR</b>	<b>SL.4.1(b)</b>	Follow agreed-upon rules for discussions and carry out assigned roles.  <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><b>SPECIFIC INDICATOR</b></p>	<p>SL.4.1(c)</p>	<p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of 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</p>



		Willpower Wisdom
SPECIFIC INDICATOR	SL.4.1(d)	<p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</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>
DOMAIN	RI.SL.4.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

GSE STEM

SL.4.3.

Identify the reasons and evidence a speaker provides to support particular points.

Rising Star Studios

Bravery  
Caring  
Citizenship  
Cleanliness  
Commitment  
Confidence  
Consideration  
Cooperation  
Courage  
Courtesy

		Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN</b>	<b>RI.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.4.4.</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  <u>Rising Star Studios</u> Friendship Sharing Thankfulness
<b>GSE STEM</b>	<b>SL.4.6.</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence

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

<b>DOMAIN</b>	<b>RI.L.4.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.4.2(a)</b>	<b>Use correct capitalization.</b>  <u><b>Rising Star Studios</b></u> <b>Bravery</b> <b>Cleanliness</b> <b>Confidence</b> <b>Consideration</b> <b>Courage</b> <b>Courtesy</b> <b>Dignity</b> <b>Discovering Talent</b> <b>Forgiveness</b> <b>Friendship</b>

		Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
<b>SPECIFIC INDICATOR</b>	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.  <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
<b>DOMAIN</b>	RI.L.4.	Language Standards
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		Knowledge of Language
<b>GSE STEM</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<p><b>SPECIFIC INDICATOR</b></p>	<p>L.4.3(b)</p>	<p>Choose punctuation for effect.</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>
<p><b>SPECIFIC INDICATOR</b></p>	<p>L.4.3(c)</p>	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</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</p>

		Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN</b>	<b>RI.L.4.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.4.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  <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

**Rhode Island World-Class Standards**  
**Social Studies**  
 Grade: **3** - Adopted: **2012**

<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>C&amp;G 1.</b>	<b>People create and change structures of power, authority, and governance in order to accomplish common goals.</b>
<b>GSE STEM</b>	<b>C&amp;G 1 (3-4)-1.</b>	<b>Students demonstrate an understanding of origins, forms, and purposes of government by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 1 (3-4)-1.a.</b>	<b>Making, applying, and enforcing rules (home, school, community).</b>  <u><b>Rising Star Studios</b></u> Fairness Obedience
<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>C&amp;G 2.</b>	<b>The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</b>
<b>GSE STEM</b>	<b>C&amp;G 2 (3-4)-2.</b>	<b>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 2 (3-4)-2.c.</b>	<b>Exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal (e.g., problem solving, task completion, etc.) and self-monitoring effectiveness in a group.</b>  <u><b>Rising Star Studios</b></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
<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>C&amp;G 3.</b>	<b>In a democratic society all people have certain rights and responsibilities.</b>
<b>GSE STEM</b>	<b>C&amp;G 3 (3-4)-1.</b>	<b>Students demonstrate an understanding of citizens' rights and responsibilities by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 3 (3-4)-1.a.</b>	Exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, and demonstrating an understanding of others' points of view.  <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

		<p>Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
SPECIFIC INDICATOR	C&G 3 (3-4)-1.b.	<p>Using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity).</p> <p><u>Rising Star Studios</u> Citizenship Patriotism</p>
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 3.	In a democratic society all people have certain rights and responsibilities.
GSE STEM	C&G 3 (3-4)-2.	Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
SPECIFIC INDICATOR	C&G 3 (3-4)-2.a.	<p>Demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn).</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</p>

		<p>Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
SPECIFIC INDICATOR	C&G 3 (3-4)-2.b.	<p>Working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal).</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Cooperation  Courage  Courtesy  Dependable  Determination  Dignity  Discovering Talent  Forgiveness  Friendliness  Friendship  Generosity  Helpfulness  Honesty  Imaginative  Initiative  Loyalty  Patience  Patriotism  Perseverance  Punctuality  Ready  Respect  Restraint  Self-Acceptance  Sharing  Sportsmanship  Uniqueness  Willpower</p>
SPECIFIC INDICATOR	C&G 3 (3-4)-2.c.	<p>Explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities.</p> <p><u>Rising Star Studios</u>  Cooperation</p>
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 4.	People engage in political processes in a variety of ways.
GSE STEM	C&G 4 (3-4)-3.	Students participate in a civil society by...
SPECIFIC INDICATOR	C&G 4 (3-4)-3.b.	<p>Explaining how individuals can take responsibility for their actions and how their actions impact the community.</p> <p><u>Rising Star Studios</u>  Citizenship  Dependable  Patriotism  Responsibility</p>
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 1.	History is an account of human activities that is interpretive in nature.

GSE STEM	HP 1 (3-4)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
SPECIFIC INDICATOR	HP 1 (3-4)-1.c.	Organizing information obtained to answer historical questions.  <u>Rising Star Studios</u> Confidence Determination Willpower
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 4.	Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
GSE STEM	HP 4 (3-4)-2.	Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
SPECIFIC INDICATOR	HP 4 (3-4)-2.a.	Explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations.  <u>Rising Star Studios</u> Consideration Tolerance
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (3-4)-1.	Students demonstrate an understanding of basic economic concepts by...
SPECIFIC INDICATOR	E 1 (3-4)-1.b.	Identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's industrial products were primary).  <u>Rising Star Studios</u> Confidence
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (3-4)-3.	Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
SPECIFIC INDICATOR	E 1 (3-4)-3.a.	Comparing the advantages and disadvantages of allocating various goods and services (e.g., sharing class toys, student time on playground equipment during recess, etc.).  <u>Rising Star Studios</u> Confidence
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (3-4)-1.	Students demonstrate an understanding of the interdependence created by economic decisions by...
SPECIFIC INDICATOR	E 3 (3-4)-1.a.	Comparing how individuals, institutions, and governments interact within an economy (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending).  <u>Rising Star Studios</u> Initiative Willpower

## Rhode Island World-Class Standards

### Social Studies

Grade: 4 - Adopted: 2012

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 1.	People create and change structures of power, authority, and governance in order to accomplish common goals.

<b>GSE STEM</b>	<b>C&amp;G 1 (3-4)-1.</b>	<b>Students demonstrate an understanding of origins, forms, and purposes of government by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 1 (3-4)-1.a.</b>	<b>Making, applying, and enforcing rules (home, school, community).</b>  <u>Rising Star Studios</u> Fairness Obedience
<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>C&amp;G 2.</b>	<b>The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.</b>
<b>GSE STEM</b>	<b>C&amp;G 2 (3-4)-2.</b>	<b>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 2 (3-4)-2.c.</b>	<b>Exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal (e.g., problem solving, task completion, etc.) and self-monitoring effectiveness in a group.</b>  <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
<b>DOMAIN</b>	<b>RI.C&amp;G.</b>	<b>Civics &amp; Government</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>C&amp;G 3.</b>	<b>In a democratic society all people have certain rights and responsibilities.</b>
<b>GSE STEM</b>	<b>C&amp;G 3 (3-4)-1.</b>	<b>Students demonstrate an understanding of citizens' rights and responsibilities by...</b>
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 3 (3-4)-1.a.</b>	<b>Exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, and demonstrating an understanding of others' points of view.</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 Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
SPECIFIC INDICATOR	C&G 3 (3-4)-1.b.	Using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity).  <u>Rising Star Studios</u> Citizenship Patriotism
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 3.	In a democratic society all people have certain rights and responsibilities.
GSE STEM	C&G 3 (3-4)-2.	Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
SPECIFIC INDICATOR	C&G 3 (3-4)-2.a.	Demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn).  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy

		Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>SPECIFIC INDICATOR</b>	<b>C&amp;G 3 (3-4)-2.b.</b>	Working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward 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
SPECIFIC INDICATOR	C&G 3 (3-4)-2.c.	Explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities.  <u>Rising Star Studios</u> Cooperation
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 4.	People engage in political processes in a variety of ways.
GSE STEM	C&G 4 (3-4)-3.	Students participate in a civil society by...
SPECIFIC INDICATOR	C&G 4 (3-4)-3.b.	Explaining how individuals can take responsibility for their actions and how their actions impact the community.  <u>Rising Star Studios</u> Citizenship Dependable Patriotism Responsibility
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 1.	History is an account of human activities that is interpretive in nature.
GSE STEM	HP 1 (3-4)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
SPECIFIC INDICATOR	HP 1 (3-4)-1.c.	Organizing information obtained to answer historical questions.  <u>Rising Star Studios</u> Confidence Determination Willpower
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 4.	Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
GSE STEM	HP 4 (3-4)-2.	Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
SPECIFIC INDICATOR	HP 4 (3-4)-2.a.	Explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations.  <u>Rising Star Studios</u> Consideration Tolerance
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (3-4)-1.	Students demonstrate an understanding of basic economic concepts by...
SPECIFIC INDICATOR	E 1 (3-4)-1.b.	Identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's industrial products were primary).  <u>Rising Star Studios</u> Confidence



<b>DOMAIN</b>	<b>RI.E.</b>	<b>Economics</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>E 1.</b>	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
<b>GSE STEM</b>	<b>E 1 (3-4)-3.</b>	Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
<b>SPECIFIC INDICATOR</b>	<b>E 1 (3-4)-3.a.</b>	Comparing the advantages and disadvantages of allocating various goods and services (e.g., sharing class toys, student time on playground equipment during recess, etc.).  <u>Rising Star Studios</u> Confidence
<b>DOMAIN</b>	<b>RI.E.</b>	<b>Economics</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>E 3.</b>	Individuals, institutions and governments have roles in economic systems.
<b>GSE STEM</b>	<b>E 3 (3-4)-1.</b>	Students demonstrate an understanding of the interdependence created by economic decisions by...
<b>SPECIFIC INDICATOR</b>	<b>E 3 (3-4)-1.a.</b>	Comparing how individuals, institutions, and governments interact within an economy (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending).  <u>Rising Star Studios</u> Initiative Willpower

**Rhode Island World-Class Standards**  
**Social and Emotional Learning**  
Grade: 3 - Adopted: 2017

<b>DOMAIN</b>	<b>RI.SEL.1.</b>	<b>Self-Awareness - The ability to recognize one's own emotions, thoughts, and values and how they influence behavior and to assess one's strengths and limitations.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.1A.</b>	Individual demonstrates an understanding of one's emotions.  <u>Rising Star Studios</u> Consideration
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.1B.</b>	Individual identifies when help is needed and who can provide it.  <u>Rising Star Studios</u> Independence
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.1C.</b>	Individual demonstrates awareness of their own personal rights and responsibilities.  <u>Rising Star Studios</u> Dependable Responsibility
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.1D.</b>	Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship

		Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN</b>	<b>RI.SEL.2.</b>	<b>Self-Management - The ability to regulate one's emotions, thoughts, and behaviors in different situations and to set and work toward personal and academic goals.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.2B.</b>	Individual manages materials, space, time and responsibilities effectively.  <u>Rising Star Studios</u> Dependable Responsibility
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.2C.</b>	Individual demonstrates skills to develop, evaluate, modify and achieve goals.  <u>Rising Star Studios</u> Determination Perseverance
<b>DOMAIN</b>	<b>RI.SEL.3.</b>	<b>Social Awareness - The ability to take the perspective of others and empathize with them, including those from diverse backgrounds and cultures, and to understand norms for behavior.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.3B.</b>	Individual seeks to understand and demonstrates respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.  <u>Rising Star Studios</u> Tolerance Uniqueness
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.3C.</b>	Individual demonstrates empathy for other people's emotions and perspectives.  <u>Rising Star Studios</u> Caring

DOMAIN	RI.SEL.1.	Self-Awareness - The ability to recognize one's own emotions, thoughts, and values and how they influence behavior and to assess one's strengths and limitations.
STATEMENT OF ENDURING KNOWLEDGE	SEL.1A.	Individual demonstrates an understanding of one's emotions.  <u>Rising Star Studios</u> Consideration
STATEMENT OF ENDURING KNOWLEDGE	SEL.1B.	Individual identifies when help is needed and who can provide it.  <u>Rising Star Studios</u> Independence
STATEMENT OF ENDURING KNOWLEDGE	SEL.1C.	Individual demonstrates awareness of their own personal rights and responsibilities.  <u>Rising Star Studios</u> Dependable Responsibility
STATEMENT OF ENDURING KNOWLEDGE	SEL.1D.	Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness

		Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN</b>	<b>RI.SEL.2.</b>	<b>Self-Management - The ability to regulate one's emotions, thoughts, and behaviors in different situations and to set and work toward personal and academic goals.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.2B.</b>	Individual manages materials, space, time and responsibilities effectively.  <u>Rising Star Studios</u> Dependable Responsibility
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.2C.</b>	Individual demonstrates skills to develop, evaluate, modify and achieve goals.  <u>Rising Star Studios</u> Determination Perseverance
<b>DOMAIN</b>	<b>RI.SEL.3.</b>	<b>Social Awareness - The ability to take the perspective of others and empathize with them, including those from diverse backgrounds and cultures, and to understand norms for behavior.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.3B.</b>	Individual seeks to understand and demonstrates respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.  <u>Rising Star Studios</u> Tolerance Uniqueness
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>SEL.3C.</b>	Individual demonstrates empathy for other people's emotions and perspectives.  <u>Rising Star Studios</u> Caring