

**Main Criteria:** Connecticut State Standards

**Secondary Criteria:** Rising Star Studios

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

**Grades:** 3, 4

**Correlation Options:** Show Correlated

**Connecticut State Standards**

**Health and PE**

Grade: 3 - Adopted: 2006

DOMAIN / CONTENT STANDARD	CT.3.	Comprehensive School Health Education - Self-management of Healthy Behaviors: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
STATE FRAMEWORK	E.3.2.	List personal health needs  <u>Rising Star Studios</u> Self-Control
DOMAIN / CONTENT STANDARD	CT.5.	Comprehensive School Health Education - Communication Skills: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
STATE FRAMEWORK	E.5.3.	Describe emotions and how they can affect an individual's behavior  <u>Rising Star Studios</u> Joyfulness
STATE FRAMEWORK	E.5.5.	Identify, discuss and demonstrate ways to communicate care, consideration and respect for themselves and others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability  <u>Rising Star Studios</u> Respect
DOMAIN / CONTENT STANDARD	CT.6.	Comprehensive School Health Education - Decision-Making Skills: Students will demonstrate the ability to use decision-making skills to enhance health.
STATE FRAMEWORK	E.6.2.	Explain when to ask for assistance in making health-related decisions  <u>Rising Star Studios</u> Independence
DOMAIN / CONTENT STANDARD	CT.7.	Comprehensive School Health Education - Goal-Setting: Students will use goal-setting skills to enhance health.
STATE FRAMEWORK	E.7.1.	Demonstrate the ability to apply the goal-setting process to enhance health  <u>Rising Star Studios</u> Confidence Determination Perseverance
DOMAIN / CONTENT STANDARD	CT.10.	Comprehensive Physical Education - Applying Concepts and Strategies: Students will demonstrate understanding of movement concepts, principles and strategies as they apply to the learning and performance of physical activities.
STATE FRAMEWORK	E.10.3.	Demonstrate knowledge of rules, safety practices improvements in self and others and procedures of specific activities  <u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Control Self-Reliance
DOMAIN / CONTENT STANDARD	CT.13.	Comprehensive Physical Education - Responsible Behavior: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.
STATE FRAMEWORK	E.13.1.	Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and

		demonstrate etiquette and good sportsmanship in a variety of physical activity settings  <u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Control Self-Reliance
STATE FRAMEWORK	E.13.2.	Work independently or cooperatively and productively with partners or in small groups to complete assigned tasks  <u>Rising Star Studios</u> Cooperation
STATE FRAMEWORK	E.13.4.	Develop skills needed for resolving conflicts peacefully  <u>Rising Star Studios</u> Sportsmanship
DOMAIN / CONTENT STANDARD	CT.14.	Comprehensive Physical Education - Benefits of Physical Activity: Students will choose physical activity for health, enjoyment, challenge, self expression and/or social interaction to sustain a physically active lifestyle.
STATE FRAMEWORK	E.14.4.	Experience personal challenges through physical activity  <u>Rising Star Studios</u> Self-Reliance

### Connecticut State Standards

#### Health and PE

Grade: 4 - Adopted: 2006

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

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

### Connecticut State Standards

#### Language Arts

Grade: 3 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.3.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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 / CONTENT	CT.CC.R L.3.	Reading Standards for Literature

STANDARD		
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.R L.3.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.RI .3.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.RI .3.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.RI .3.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.RI .3.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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
<b>DOMAIN / CONTENT STANDARD</b>	CT.CC.R F.3.	Reading Standards: Foundational Skills
<b>STATE FRAMEWORK</b>		Fluency
<b>GRADE LEVEL EXPECTATION</b>	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	RF.3.4(a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
<b>DOMAIN / CONTENT STANDARD</b>	CT.CC.W. 3.	Writing Standards
<b>STATE FRAMEWORK</b>		Text Types and Purposes
<b>GRADE LEVEL EXPECTATION</b>	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
<b>INDICATOR</b>	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
<b>INDICATOR</b>	W.3.1(b)	Provide reasons that support the opinion.  <u>Rising Star Studios</u> Punctuality
<b>INDICATOR</b>	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
<b>DOMAIN / CONTENT STANDARD</b>	CT.CC.W. 3.	Writing Standards
<b>STATE FRAMEWORK</b>		Text Types and Purposes
<b>GRADE LEVEL EXPECTATION</b>	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>INDICATOR</b>	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
<b>INDICATOR</b>	W.3.2(b)	Develop the topic with facts, definitions, and details.  <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
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  <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
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 / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	<p>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.)</p> <p><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</p>
DOMAIN / CONTENT STANDARD	CT.CC.W.3.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.3.7.	<p>Conduct short research projects that build knowledge about a topic.</p> <p><u>Rising Star Studios</u>            Caring            Determination</p>
GRADE LEVEL EXPECTATION	W.3.8.	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><u>Rising Star Studios</u>            Confidence</p>
DOMAIN /	CT.CC.W.	Writing Standards

CONTENT STANDARD	3.	
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	<p>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.</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>
DOMAIN / CONTENT STANDARD	CT.CC.SL.3.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.1.	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.
INDICATOR	SL.3.1(a)	<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</p>



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

INDICATOR

SL.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).

Rising Star Studios

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

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

INDICATOR

SL.3.1(c)

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Rising Star Studios

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

		<p>         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>
INDICATOR	SL.3.1(d)	<p>         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       </p>

		Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL.3.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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 Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance

		<p> Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom </p>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.3.3.</b>	<p> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. </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 </p>

		Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.SL.3.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.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 / CONTENT STANDARD</b>	<b>CT.CC.L.3.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>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 Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness

INDICATOR	L.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 / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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>
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</p>

		Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	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).  <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

**Connecticut State Standards  
 Language Arts**

Grade: 4 - Adopted: 2010

<b>DOMAIN / CONTENT STANDARD</b>	CT.CC.R L.4.	Reading Standards for Literature
<b>STATE FRAMEWORK</b>		Key Ideas and Details
<b>GRADE LEVEL EXPECTATION</b>	RL.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> Helpfulness Initiative Perseverance
<b>GRADE LEVEL EXPECTATION</b>	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
<b>DOMAIN / CONTENT STANDARD</b>	CT.CC.R L.4.	Reading Standards for Literature
<b>STATE FRAMEWORK</b>		Craft and Structure
<b>GRADE LEVEL</b>	RL.4.6.	Compare and contrast the point of view from which different stories are

EXPECTATION		narrated, including the difference between first- and third-person narrations.  <u>Rising Star Studios</u> Helpfulness
DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.RI .4.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.R.F.4.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.W.4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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
INDICATOR	W.4.1(b)	Provide reasons that are supported by facts and details.  <u>Rising Star Studios</u> Punctuality
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 / CONTENT STANDARD	CT.CC.W.4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  <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
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.W. 4.</b>	<b>Writing Standards</b>
<b>STATE FRAMEWORK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
<b>INDICATOR</b>	<b>W.4.3(a)</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  <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
<b>INDICATOR</b>	<b>W.4.3(b)</b>	Use dialogue and description to develop experiences and events or show the responses 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
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 / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.W.4.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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
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 / CONTENT STANDARD	CT.CC.W.4.	Writing Standards
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD</b>	<b>CT.CC.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>STATE FRAMEWORK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXPECTATION</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>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

		<p>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>
INDICATOR	SL.4.1(b)	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</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</p>



		Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
INDICATOR	SL.4.1(c)	<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          Willpower          Wisdom</p>

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 / CONTENT STANDARD	CT.CC.SL.4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Rising Star Studios</u></p>

Bravery  
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 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
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 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

GRADE LEVEL  
EXPECTATION

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
DOMAIN / CONTENT STANDARD	CT.CC.SL.4.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	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
GRADE LEVEL EXPECTATION	SL.4.6.	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  
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 Slow To Judge  
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 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

<b>DOMAIN / CONTENT STANDARD</b>	CT.CC.L. 4.	Language Standards
<b>STATE FRAMEWORK</b>		Conventions of Standard English
<b>GRADE LEVEL EXPECTATION</b>	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.4.2(a)	Use correct capitalization.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness

		Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
INDICATOR	L.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
DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Knowledge of Language

GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(b)	<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>
INDICATOR	L.4.3(c)	<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</p>

		Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>DOMAIN / CONTENT STANDARD</b>	<b>CT.CC.L. 4.</b>	<b>Language Standards</b>
<b>STATE FRAMEWORK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXPECTATION</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

### Connecticut State Standards

#### Social Studies

Grade: 3 - Adopted: 2015

DOMAIN / CONTENT STANDARD	CT.SS.3.	CONNECTICUT AND LOCAL HISTORY
STATE FRAMEWORK	3.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 3, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Connecticut and local history. In third grade, history is supported through an interdisciplinary approach that includes civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 3 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Civic and Political Institutions
INDICATOR	CIV 3.3.	<p>Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p><u>Rising Star Studios</u>            Fairness            Obedience</p>
DOMAIN / CONTENT STANDARD	CT.SS.3.	CONNECTICUT AND LOCAL HISTORY
STATE FRAMEWORK	3.2.	DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 3, the focus is on the disciplinary concepts and skills students need to understand and apply as they study Connecticut and local history. In third grade, history is supported through an interdisciplinary approach that includes civics, economics, and geography. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 3 should lead to deep and enduring understanding (C3, p. 29).
GRADE LEVEL EXPECTATION		CIVICS
INDICATOR		Processes, Rules, and Laws
INDICATOR	CIV 3.6.	Explain how rules and laws change society and how people change rules and laws.

