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	СТ.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
FRAMEWORK		<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
FRAMEWORK		<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	СТ.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
FRAMEWORK		<u>Rising Star Studios</u> Independence
DOMAIN / CONTENT STANDARD	СТ.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
FRAMEWORK		Rising Star Studios
		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

Health and PE

Grade: 4 - Adopted: 2006

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DOMAIN / CONTENT STANDARD	СТ.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	СТ.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 Rising Star Studios 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 Rising Star Studios 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

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		KeyIdeas 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
DOMAIN / CONTENT STANDARD	CT.CC.R F.3.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.3.4(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. 3.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
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
INDICATOR	W.3.1(b)	Provide reasons that support the opinion. <u>Rising Star Studios</u> Punctuality
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 / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	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
INDICATOR	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

DOMAIN / CONTENT	CT.CC.W. 3.	Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
STANDARD STATE		Text Types and Purposes
FRAMEWORK GRADE LEVEL	W.3.3.	Write narratives to develop real or imagined experiences or events using
EXPECTATION		effective technique, descriptive details, and clear event sequences.
	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Rising Star Studios Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Gratefulness Integrity Kindness Loyalty Obedience Patience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Centrol Self-Centrol Self-Centrol Self-actions Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Courage Discovering Tolerance Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Tolerance Sharing Sharing Tolerance Sharing S
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		Production and Distribution of Writing
FRAMEWORK		
GRADE LEVEL EXPECTATION	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.)
		Rising Star Studios
		Bravery Caring
		Citizenship
		Cleanliness Confidence
		Consideration
		Cooperation
		Courage Courtesy
		Dignity
		Discovering Talent
		Enthusiasm Fairness
		Forgiveness
		Friendliness
		Friendship Generosity
		Goodness
		Goodwill
		Gratefulness Heroic
		Hygiene
		Independence
		Initiative Integrity
		Kindness
		Loyalty
		Obedience Patience
		Peacefulness
		Promptness
		Punctuality Ready
		Resourcefulness
		Respect
		Responsibility Restraint
		Self-Acceptance
		Self-Control Self-Discipline
		Self-Reliance
		Selflessness
		Sharing Slow To Judge
		Thankfulness
		Tolerance
		Trustworthiness Truthfulness
		Uniqueness
		Willpower
		Wisdom
DOMAIN / CONTENT STANDARD	CT.CC.W. 3.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.3.7.	Conduct short research projects that build knowledge about a topic.
		Rising Star Studios
		Caring Determination
GRADE LEVEL	W.3.8.	
EXPECTATION	VV.J.ð.	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
DOMAIN /	CT.CC.W.	Writing Standards

CONTENT STANDARD	3.	
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	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. Rising Star Studios Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendliness Friendliness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obdeince Patience Peacefulness Promptness Punctuality Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Self-Control Self-Secoptance Self-Icontrol Self-Secoptance Selfance Patience Self-Icontrol Self-Reliance Selfances Staring Slow To Judge Thankfulness Trustworthiness Trustworthiness Trustworthiness Uniqueness Wilpower Wisdom
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)	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
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		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

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		Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Truthfulness Uniqueness Willpower
DOMAIN / CONTENT STANDARD	CT.CC.SL .3.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	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. Rising Star Studios Bravery Caring Citizenship Citaeniness Commitment Confidence Consideration Cooperation Cooperation Courage Courtesy Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendliness Friendliness Heroic Honesty Hepfulness Hetpfulness Kindness Loyalty Obedience Patience Patience Patience Patience Patience Patience Patience Patience Patience Patience Patience Patience Patience

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GRADE LEVEL EXPECTATION	 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Rising Star Studios Bravery Caring Citizenship Cleanliness Commitment Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Friendliness Friendliness Friendliness Friendliness Friendliness Friendliness Helpfulness Helpfulness Heroic Honesty Hygiene Imaginative Initiative Initiative Initiative Pariotism Pariotism Pariotism Perseverance Poimtness Perseverance Poimtness Perseverance Poimtness Responsibility Resourcefulness Responsibility Resourcefulness Responsibility Responsibility Responsibility Responsibility Responsibility Responsibility Responsibility Restraint Self-Acceptance Self-Discipline

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		Selflessness
		Sharing Slow To Judge
		Sportsmanship
		Thankfulness
		Tolerance
		Trustworthiness
		Truthfulness
		Uniqueness
		Willpower
		Wisdom
DOMAIN /		Speaking and Listening Standards
CONTENT	.3.	Speaking and Listening Standards
STANDARD		
-		
STATE		Presentation of Knowledge and Ideas
FRAMEWORK		
GRADE LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate
EXPECTATION		facts and relevant, descriptive details, speaking clearly at an understandable
		pace.
		Rising Star Studios
		Friendship
		Sharing
DOMAIN /	CT.CC.L.	Language Standards
CONTENT	3.	
STANDARD		
STATE		Conventions of Standard English
FRAMEWORK		g
GRADE LEVEL	L.3.2.	Demonstrate command of the conventions of standard English capitalization,
EXPECTATION	L.J.Z.	punctuation, and spelling when writing.
INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for
		adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
		Rising Star Studios
		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
		Thankfulness Tolerance
		Trustworthiness
		Truthfulness
		Uniqueness

INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
		Rising Star Studios Bravery Cleanliness Confidence Coursideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Initiative Initiative Initiative Serience Patience Patience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Sectiance Selfessness Sharing Thankfulness Tolerance Trutsfulness
DOMAIN / CONTENT	CT.CC.L. 3.	Uniqueness Language Standards
STANDARD STATE		Vocabulary Acquisition and Use
FRAMEWORK GRADE LEVEL	L.3.5.	Demonstrate understanding of word relationships and nuances in word
EXPECTATION	L.3.5(a)	meanings. Distinguish the literal and nonliteral meanings of words and phrases in context
INDICATOR	L.3.3(a)	(e.g., take steps). <u>Rising Star Studios</u> Honesty
INDICATOR	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent

1	0	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
		WISCOM
DOMAIN / CONTENT	CT.CC.L. 3.	Language Standards
STANDARD		
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).
		Rising Star Studios Bravery
		Caring
		Citizenship
		Cleanliness
		Commitment
		Confidence
		Consideration
		Cooperation
		Courage
		Courtesy
		Decency
		Dependable Determination
		Dignity
		Discovering Talent
		Enthusiasm
		Fairness
and the second	11	
		Forgiveness
		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
WISUOIII

Language Arts

Grade: 4 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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
GRADE LEVEL EXPECTATION	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 / CONTENT STANDARD	CT.CC.R L.4.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL	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
	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
	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
	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. Rising Star Studios
		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 /	CT.CC.RI	Reading Standards for Informational Text
CONTENT . STANDARD	.4.	
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
	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
DOMAIN / CONTENT STANDARD	CT.CC.W. 4.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	W.4.3(a)	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
INDICATOR	W.4.3(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	W.4.4.	Produce clear and coherent writing in which the development and organization
EXPECTATION		are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
		Rising Star Studios
		Bravery
		Caring Citizenship
		Cleanliness
		Confidence
		Consideration Cooperation
		Courage
		Courtesy
		Dignity
		Discovering Talent Enthusiasm
		Fairness
		Forgiveness
		Friendliness
		Friendship Generosity
		Goodness
		Goodwill
		Gratefulness
		Heroic Hygiene
		Independence
		Initiative
		Integrity Kindness
		Loyalty
		Obedience
		Patience
		Peacefulness Promptness
		Punctuality
		Ready
		Resourcefulness
		Respect Responsibility
		Restraint
		Self-Acceptance
		Self-Control Self-Discipline
		Self-Reliance
		Selflessness
		Sharing Slow To Judgo
		Slow To Judge Thankfulness
		Tolerance
		Trustworthiness
		Truthfulness
		Uniqueness Willpower
		Wisdom
DOMAIN /	CT.CC.W	Writing Standards
CONTENT STANDARD	4.	internet of the second s

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 /	CT.CC.W.	Writing Standards
CONTENT STANDARD	4.	
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
	W.4.10.	Range of Writing 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. Rising Star Studios Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendlship 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.SL .4.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	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.
INDICATOR	SL.4.1(a)	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. Rising Star Studios Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Courage Courage Courage Courtesy Decency Decency Determination Dignity Discovering Talent Enthusiasm Fairness Friendliness Friendliness Friendliness Friendliness Helpfulness Helpfulness Hetpoiness Hetpoiness Kindness Loyalty Obedience Patience Patience Patience Patiences 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	4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.
	Rising Star StudiosBraveryCaringCitizenshipCleanlinessCommitmentConfidenceConsiderationCooperationCourtageCourtesyDecencyDependableDeterminationDignityDiscovering TalentEnthusiasmFriendlinessFriendlinessFriendlinessFriendlinessHeroicHoostyHeyenceIndianativeIndependenceInitiveIndependenceInitiveIndependencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePatiencePolitenessPerseverancePolitenessPromptnessPromptnessPromptessPromptessPromptessPromptessPromptessPromptessPromptessPromptessPromptessPatienceSelf-ControlSelf-ControlSelf-RelianceSelf-RelianceSelf-RelianceSelf-RelianceSelf-RelianceSelf-RelianceSelf-RelianceSelf-RelianceSelf-Reliance

INDICATOR SL.4.1(c) Pese 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. Rising Star Studios Bravery Bravery Caring Citizenship Cleanliness Consideration Consideration Consideration Consideration Consideration Consideration Construct Consideration Construct Dependable Dependable Determination Dignity Discovering Talent Enthusism Friendship Generosity Goodwill Graderbiness Friendship Generosity Hygine Imaginative Independence Initiative Integendence Initiative Respect Parrotism Pacefulness Promptness Promptness Prioritism Pacefulness Horoic Patrotism Patrotism Pacefulness Promptness Promptness Promptness			Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
Trustworthiness Truthfulness Uniqueness Willpower Wisdom	INDICATOR	SL.4.1(c)	and make comments that contribute to the discussion and link to the remarks of others. Rising Star Studios Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Cooperation Cooperation Courage Decency Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Friendliness Friendliness Friendliness Friendliness Friendliness Helpfulness Helpfulness Helpfulness Helpfulness Heroic Honesty Hygiene Independence Initative Independence Initative Independence Initative Independence Initative Independence Initative Independence Initative Independence Initative Independence Initative Independence Patience Patience Persevrance Politeness Perseverance Politeness Resport Resourcefulness Resport Resourcefulness Resport Resourcefulness Resport Self-Acceptance Self-Control Self-Acceptance Self-Scortal Self-Scor

NDICATOR	SL.4.1(d)	Review the key ideas expressed and 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-Discipline Self-Reliance
		Selflessness
		Sharing
		Slow To Judge Sportsmanship
		Thankfulness
		Tolerance
		Trustworthiness
		Truthfulness Uniqueness
		Willpower
		Wisdom
OMAIN / ONTENT TANDARD	CT.CC.SL .4.	Speaking and Listening Standards
TATE RAMEWORK		Comprehension and Collaboration
RADE LEVEL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
XPECTATION		nicata ana tormato, morating visuany, quantitatively, anu orany.

1	1	Bravery
		Caring
		Citizenship
		Cleanliness
		Commitment
		Confidence Consideration
		Cooperation
		Courage
		Courtesy
		Decency
		Dependable
		Determination
		Dignity
		Discovering Talent
		Enthusiasm
		Fairness
		Forgiveness
		Friendliness
		Friendship Generosity
		Goodness
		Goodwill
		Gratefulness
		Helpfulness
		Heroic
		Honesty
		Hygiene
		Imaginative
		Independence
		Initiative
		Integrity
		Joyfulness
		Kindness Loyalty
		Obedience
		Patience
		Patriotism
		Peacefulness
		Perseverance
		Politeness
		Promptness
		Punctuality
		Ready
		Resourcefulness
		Respect
		Responsibility
		Restraint
		Self-Acceptance Self-Control
		Self-Discipline
		Self-Reliance
		Selflessness
		Sharing
		Slow To Judge
		Sportsmanship
		Thankfulness
		Tolerance
		Trustworthiness
		Truthfulness
		Uniqueness
		Willpower
		Wisdom
GRADE LEVEL	SL.4.3.	Identify the reasons and evidence a speaker provides to support particular
EXPECTATION		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 Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patience Patience Patience Patience Politeness Perseverance Politeness
		Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness
		Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship
DOMAIN /	CT.CC.SL	Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom Speaking and Listening Standards
CONTENT STANDARD	.4.	
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

1	1	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-Control
		Self-Reliance
		Selflessness
		Sharing
		Slow To Judge
		Sportsmanship
		Thankfulness
		Tolerance
		Trustworthiness
		Truthfulness Uniqueness
		Willpower
		Wisdom
DOMAIN! /		
DOMAIN / CONTENT	CT.CC.L. 4.	Language Standards
STANDARD	4.	
-		
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL	L.4.2.	Demonstrate command of the conventions of standard English capitalization,
EXPECTATION		punctuation, and spelling when writing.
INDICATOR	L.4.2(a)	Use correct capitalization.
		<u>Rising Star Studios</u> Bravery
		Cleanliness
		Confidence
		Consideration
		Courage
		Courtesy
		Dignity
		Discovering Talent
	II	Forgiveness

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 nee	ded.
Rising Star Studios 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 / CT.CC.L. Language Standards	
CONTENT 4. STANDARD 4.	
STATE Knowledge of Language FRAMEWORK	

GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3(b)	Choose punctuation for effect.
		Rising Star Studios
		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.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group 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 Patience Patriotism Peacefulness Perseverance Politeness Promptness 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 /	CT.CC.L.	Language Standards
CONTENT STANDARD	4.	
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	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 Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Friendliness Friendliness Friendliness Friendliness Helpfulness Helpfulness Helpfulness 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

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.	Explain how groups of people make rules to create responsibilities and protect freedoms. <u>Rising Star Studios</u> Fairness Obedience
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.



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