

Main Criteria: Connecticut State Standards

Secondary Criteria: Rising Star Studios

Subjects: Health and PE, Language Arts, Social Studies

Grades: 5, 6

Correlation Options: Show Correlated

Connecticut State Standards

Health and PE

Grade: 5 - Adopted: 2006

DOMAIN / CONTENT STANDARD	CT.1.	Comprehensive School Health Education - Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
STATE FRAMEWORK	M.1.1.	Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death <u>Rising Star Studios</u> Responsibility
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	M.3.2.	Examine personal health status to determine 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	M.5.3.	Identify ways in which emotions may affect communication, behavior and relationships <u>Rising Star Studios</u> Joyfulness
STATE FRAMEWORK	M.5.5.	Demonstrate ways to communicate care, empathy, respect and responsibility for 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.7.	Comprehensive School Health Education - Goal-Setting: Students will use goal-setting skills to enhance health.
STATE FRAMEWORK	M.7.1.	Use 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	M.10.3.	Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations <u>Rising Star Studios</u> Obedience
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	M.13.1.	Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings

		<u>Rising Star Studios</u> Dependable Fairness Obedience Responsibility Self-Control Self-Reliance
STATE FRAMEWORK	M.13.2.	Continue to develop skills to participate productively in groups, in both cooperative and competitive activities <u>Rising Star Studios</u> Cooperation
STATE FRAMEWORK	M.13.3.	Develop strategies for including all persons, despite individual differences, in physical activity settings <u>Rising Star Studios</u> Uniqueness
STATE FRAMEWORK	M.13.4.	Apply appropriate skills 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	M.14.4.	Realize that physical activity and challenges present opportunities for personal growth <u>Rising Star Studios</u> Self-Reliance
STATE FRAMEWORK	M.14.6.	Demonstrate willingness to attempt a variety of new physical activities <u>Rising Star Studios</u> Self-Reliance

**Connecticut State Standards
Language Arts**

Grade: 5 - Adopted: 2010

DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <u>Rising Star Studios</u> Helpfulness
DOMAIN / CONTENT STANDARD	CT.CC.R L.5.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

		<u>Rising Star Studios</u> Helpfulness Initiative Perseverance
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <u>Rising Star Studios</u> Confidence Fairness
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <u>Rising Star Studios</u> Confidence Imaginative Resourcefulness
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <u>Rising Star Studios</u> Confidence Fairness
DOMAIN / CONTENT STANDARD	CT.CC.RI.5.	Reading Standards for Informational Text
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	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 4-5 text complexity band independently and proficiently. <u>Rising Star Studios</u> Confidence Fairness
DOMAIN / CONTENT STANDARD	CT.CC.RF.5.	Reading Standards: Foundational Skills
STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4 (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.5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

INDICATOR	W.5.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>Rising Star Studios</u> Punctuality
INDICATOR	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details. <u>Rising Star Studios</u> Punctuality
INDICATOR	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <u>Rising Star Studios</u> Punctuality
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
INDICATOR	W.5.2(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. 5.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	W.5.3(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 Uniqueness
INDICATOR	W.5.3(b)	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
INDICATOR	W.5.3(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.5.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL	W.5.4.	Produce clear and coherent writing in which the development and organization

<p>EXPECTATION</p>		<p>are appropriate to task, purpose, and audience. (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>
<p>GRADE LEVEL EXPECTATION</p>	<p>W.5.5.</p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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</p>

		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. 5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <u>Rising Star Studios</u> Caring Determination
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <u>Rising Star Studios</u> Confidence
DOMAIN / CONTENT STANDARD	CT.CC.W. 5.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
INDICATOR	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). <u>Rising Star Studios</u> Confidence Fairness
DOMAIN / CONTENT	CT.CC.W. 5.	Writing Standards

STANDARD		
STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	<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.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1(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 Cleanliness</p>

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 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.5.1(b)

Follow agreed-upon rules for discussions and carry out assigned roles.

Rising Star Studios
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 Promptness
 Punctuality
 Ready
 Resourcefulness
 Respect
 Responsibility
 Restraint
 Self-Acceptance
 Self-Control
 Self-Discipline
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INDICATOR

SL.5.1(c)

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

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 Slow To Judge
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INDICATOR

SL.5.1(d)

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Rising Star Studios

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		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.5.	Speaking and Listening Standards
STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written 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 Politeness Promptness Punctuality

		<p>Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
<p>GRADE LEVEL EXPECTATION</p>	<p>SL.5.3.</p>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</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</p>

		<p>Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
DOMAIN / CONTENT STANDARD	CT.CC.SL.5.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Rising Star Studios</u> Friendship Sharing Thankfulness</p>
GRADE LEVEL EXPECTATION	SL.5.6.	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><u>Rising Star Studios</u> Friendship</p>
DOMAIN / CONTENT STANDARD	CT.CC.L.5.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2(e)	<p>Spell grade-appropriate words correctly, consulting references as needed.</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</p>

		Truthfulness Uniqueness
DOMAIN / CONTENT STANDARD	CT.CC.L. 5.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance