

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Rising Star Studios

Subjects: Health and PE, Language Arts, Social Studies

Grades: 3, 4

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Health and PE

Grade: 3 - Adopted: 2020/IMPL 2020

STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Standards Pre-K-12:
TOPIC / INDICATOR	(1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health, including:
INDICATOR / PROFICIENCY LEVEL	1d.	Safety and violence prevention <u>Rising Star Studios</u> Obedience
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Emotions
OBJECTIVE	1a.3.1	Identify characteristics of positive emotional health. <u>Rising Star Studios</u> Joyfulness
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Self and social awareness
OBJECTIVE	1a.3.4	Recognize and label a variety of complex emotions in self and others. <u>Rising Star Studios</u> Joyfulness
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Trusted adults
OBJECTIVE	1a.3.8	Identify the benefits of talking with trusted adults about emotions. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Teasing, bullying, harassment, discrimination, and violence
OBJECTIVE	1a.3.10	Describe the difference between bullying, teasing, and conflict. <u>Rising Star Studios</u> Kindness Peacefulness

OBJECTIVE	1a.3.11	Describe what to do if you or someone else is being bullied. <u>Rising Star Studios</u> Kindness Peacefulness
OBJECTIVE	1a.3.13	Identify nonviolent ways to manage anger. <u>Rising Star Studios</u> Self-Discipline
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E2)
INDICATOR / PROFICIENCY LEVEL		Safety and injuries
OBJECTIVE	1d.3.2	Explain what to do if someone is injured or suddenly ill. <u>Rising Star Studios</u> Ready
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E2)
INDICATOR / PROFICIENCY LEVEL		Accessing trusted adults
OBJECTIVE	1d.3.4	Explain the importance of sharing all information with parents, guardians, or trusted adults. <u>Rising Star Studios</u> Trustworthiness Wisdom
OBJECTIVE	1d.3.5	Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people or people of authority. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1f: Disease Prevention and Control (E2)
INDICATOR / PROFICIENCY LEVEL		Hygiene
OBJECTIVE	1f.3.2	Recognize the benefits of personal health care practices. <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 4: Interpersonal Communication
INDICATOR / PROFICIENCY LEVEL	4.E2.d	Demonstrate how to ask for assistance to enhance personal health. <u>Rising Star Studios</u> Independence
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 5: Decision-Making
INDICATOR / PROFICIENCY LEVEL	5.E2.b	Analyze when assistance is needed when making a health-related decision. <u>Rising Star Studios</u> Independence

STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 7: Self-Management
INDICATOR / PROFICIENCY LEVEL	7.E2.a	Identify responsible personal health behaviors. <u>Rising Star Studios</u> Self-Control
INDICATOR / PROFICIENCY LEVEL	7.E2.b	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. <u>Rising Star Studios</u> Self-Control
INDICATOR / PROFICIENCY LEVEL	7.E2.c	Demonstrate a variety of behaviors that avoid or reduce health risks. <u>Rising Star Studios</u> Self-Control
STRAND / TOPIC / STANDARD		Maryland Physical Education Content Standards PK-12:
TOPIC / INDICATOR		Students shall:
INDICATOR / PROFICIENCY LEVEL	(4)	Exhibit responsible personal and social behavior that respects self and others; <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control

		Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Intermediate Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Personal Responsibility
OBJECTIVE	S4.G3.1a	Exhibits personal responsibility in teacher-directed activities. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
OBJECTIVE	S4.G3.1b	Works independently for extended periods of time. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
OBJECTIVE	S4.G3.1c	Describes how skills will develop over time with appropriate practice. <u>Rising Star Studios</u> Commitment Discovering Talent
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Intermediate Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Working with Others
OBJECTIVE	S4.G3.4a	Works cooperatively with others. <u>Rising Star Studios</u> Cooperation
OBJECTIVE	S4.G3.4b	Praises others for their success in movement performance. <u>Rising Star Studios</u> Cooperation
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Intermediate Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Rules and Etiquette
OBJECTIVE	S4.G3.5	Recognizes the role of rules and etiquette in physical activity with peers. <u>Rising Star Studios</u> Fairness Obedience

Maryland College and Career-Ready Standards

Health and PE

Grade: 4 - Adopted: 2020/IMPL 2020

STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Standards Pre-K-12:
TOPIC / INDICATOR	(1)	Students will comprehend concepts related to health promotion and disease prevention to enhance health, including:
INDICATOR / PROFICIENCY LEVEL	1d.	Safety and violence prevention <u>Rising Star Studios</u> Obedience
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Self and social awareness
OBJECTIVE	1a.4.3	Identify respectful ways to show empathy to others. <u>Rising Star Studios</u> Caring
OBJECTIVE	1a.4.5	Identify how to recognize and build on personal strengths. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness

		Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Relationships
OBJECTIVE	1a.4.7	Describe how relationships and interactions with others affect emotions. <u>Rising Star Studios</u> Friendship
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Trusted adults
OBJECTIVE	1a.4.8	Identify ways trusted adults can help you or someone else deal with difficult emotions or situations. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1a: Mental and Emotional Health (E2)
INDICATOR / PROFICIENCY LEVEL		Teasing, bullying, harassment, discrimination, and violence
OBJECTIVE	1a.4.13	Identify when to report aggression, bullying, or violence. <u>Rising Star Studios</u> Kindness Peacefulness
OBJECTIVE	1a.4.14	Demonstrate what to do if you or someone else is being bullied. <u>Rising Star Studios</u> Kindness Peacefulness
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1c: Family Life and Human Sexuality (E2)
INDICATOR / PROFICIENCY LEVEL		Healthy relationships and consent
OBJECTIVE	1c.4.1	Identify parents, caregivers, or other trusted adults (e.g., counselors and other health care professionals) that students can talk with about relationships, puberty, and health. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E2)

INDICATOR / PROFICIENCY LEVEL		Safety and injuries
OBJECTIVE	1d.4.3	Identify safety precautions for playing and working outdoors in different kinds of weather and climates. <u>Rising Star Studios</u> Obedience
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1d: Safety and Violence Prevention (E2)
INDICATOR / PROFICIENCY LEVEL		Accessing trusted adults
OBJECTIVE	1d.4.4	Explain the importance of sharing all information with parents, guardians, or trusted adults. <u>Rising Star Studios</u> Trustworthiness Wisdom
OBJECTIVE	1d.4.5	Create a list of trusted people/community resources to notify or contact if sexual mistreatment, grooming, harassment, abuse, assault, and/or exploitation occur. <u>Rising Star Studios</u> Trustworthiness Wisdom
OBJECTIVE	1d.4.6	Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary or harmful situations in the home, school, or community. <u>Rising Star Studios</u> Trustworthiness Wisdom
OBJECTIVE	1d.4.7	Identify words and actions that appropriately express affection or other positive feelings toward trusted adults and other important people. <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 1f: Disease Prevention and Control (E2)
INDICATOR / PROFICIENCY LEVEL		Hygiene
OBJECTIVE	1f.4.1	Describe the benefits of personal health care practices. <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 4: Interpersonal Communication
INDICATOR / PROFICIENCY LEVEL	4.E2.d	Demonstrate how to ask for assistance to enhance personal health. <u>Rising Star Studios</u> Independence
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 5: Decision-Making
INDICATOR / PROFICIENCY LEVEL	5.E2.b	Analyze when assistance is needed when making a health-related decision. <u>Rising Star Studios</u>

		Independence
STRAND / TOPIC / STANDARD		Maryland Comprehensive Health Education Framework
TOPIC / INDICATOR		Standard 7: Self-Management
INDICATOR / PROFICIENCY LEVEL	7.E2.a	Identify responsible personal health behaviors. <u>Rising Star Studios</u> Self-Control
INDICATOR / PROFICIENCY LEVEL	7.E2.b	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. <u>Rising Star Studios</u> Self-Control
INDICATOR / PROFICIENCY LEVEL	7.E2.c	Demonstrate a variety of behaviors that avoid or reduce health risks. <u>Rising Star Studios</u> Self-Control
STRAND / TOPIC / STANDARD		Maryland Physical Education Content Standards PK-12:
TOPIC / INDICATOR		Students shall:
INDICATOR / PROFICIENCY LEVEL	(4)	Exhibit responsible personal and social behavior that respects self and others; <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance

		Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Intermediate Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Personal Responsibility
OBJECTIVE	S4.G4.1a	Exhibits responsible behavior in independent group situations. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
OBJECTIVE	S4.G4.1c	Explains skills will develop over time with appropriate practice. <u>Rising Star Studios</u> Commitment Discovering Talent
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Intermediate Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Working with Others
OBJECTIVE	S4.G4.4a	Praises the movement performance of others both more skilled and less skilled. <u>Rising Star Studios</u> Cooperation
OBJECTIVE	S4.G4.4b	Includes players of all skill levels into the physical activity. <u>Rising Star Studios</u> Cooperation
STRAND / TOPIC / STANDARD		Maryland Physical Education Framework: Elementary – Intermediate Grades
TOPIC / INDICATOR		Standard 4 – Responsible personal and social behavior
INDICATOR / PROFICIENCY LEVEL		Rules and Etiquette
OBJECTIVE	S4.G4.5	Exhibits etiquette and adherence to rules in a variety of physical activities. <u>Rising Star Studios</u> Fairness Obedience

Maryland College and Career-Ready Standards

Language Arts

Grade: 3 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR /	RL1.CCR	Anchor Standard: Read closely to determine what the text says explicitly and to

PROFICIENCY LEVEL	.	make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	3.RL1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION	3.RL1.1.	Apply appropriate strategies before reading, viewing, or listening to a text: preview and survey the text; access prior knowledge about the text; formulate purpose-setting questions; make predictions. <u>Rising Star Studios</u> Discovering Talent
EXPECTATION	3.RL1.2.	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, and/or summarize (See CCSS RL.4.2; SL.3.4-6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize. <u>Rising Star Studios</u> Discovering Talent Helpfulness Initiative Perseverance
EXPECTATION	3.RL1.3.	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain the main idea (explicit or inferred) of the text; summarize the text (See CCSS RL.4.2; SL.3.4-6); identify what is directly stated in the text; draw inferences and conclusions from the text; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text. <u>Rising Star Studios</u> Discovering Talent Helpfulness Initiative Perseverance
EXPECTATION	3.RL1.5.	Select relevant textual evidence when responding either orally or in writing to text-specific questions. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL1.6.	Participate actively and appropriately in discussions about literary text (See CCSS SL.3.1-3). <u>Rising Star Studios</u> Perseverance
EXPECTATION	3.RL1.7.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL1.8.	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions (See CCSS L.3.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	3.RL2.	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.
EXPECTATION	3.RL2.2.	Restate, retell, paraphrase, and/or summarize the text and/or parts of the text

		<p>either orally or in writing (See CCSS RL.4.2; W.4.9; SL.3.4, 6): Differentiate between key and minor details and events from the beginning, middle, and end of a literary text (See CCSS RI.3.2); Identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events); Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect (See CCSS RI.3.2).</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION	3.RL2.3.	<p>Analyze details and events in a literary text to determine a message, lesson, or moral: Differentiate between a main idea and a central message, lesson, or moral; Connect appropriate key details to determine how the author conveys a message, lesson, or moral (See CCSS W.3.2).</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION	3.RL2.4.	<p>Participate actively and appropriately in discussions about literary text (See CCSS SL.3.1-3).</p> <p><u>Rising Star Studios</u> Perseverance</p>
EXPECTATION	3.RL2.5.	<p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2).</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION	3.RL2.6.	<p>Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.3.6).</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	3.RL3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
EXPECTATION	3.RL3.1.	<p>Draw conclusions and make inferences about characters, referring to the text for support.</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION	3.RL3.2.	<p>Connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships.</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION	3.RL3.3.	<p>Participate actively and appropriately in discussions about literary text (See CCSS SL.3.1-3).</p> <p><u>Rising Star Studios</u> Perseverance</p>
EXPECTATION	3.RL3.4.	<p>Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2).</p> <p><u>Rising Star Studios</u> Helpfulness</p>

		Initiative Perseverance
EXPECTATION	3.RL3.5.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.3.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
EXPECTATION	3.RL4.4.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) (See CCSS L.3.5a). <u>Rising Star Studios</u> Honesty
EXPECTATION	3.RL4.5.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS L.3.5b) <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility

		Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	3.RL5.	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.
EXPECTATION	3.RL5.1.	Apply academic and domain-specific vocabulary when writing or speaking about the structure of a specific type of literary text (e.g., chapter, scene, stanza) (See CCSS W.4.9; L.3.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL5.3.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL5.4.	Participate actively and appropriately in discussions about literary text (See CCSS SL.3.1-3). <u>Rising Star Studios</u> Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL6.CCR	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	3.RL6.	Distinguish their own point of view from that of the narrator or those of the characters.
EXPECTATION	3.RL6.1.	Analyze the narrator as a character (e.g., the narrator's feelings about the characters, setting, events). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL6.2.	Analyze characters and distinguish them from the narrator. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	3.RL7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
EXPECTATION	3.RL7.2.	Apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL7.3.	Support inferences about the relationship between text features with relevant textual evidence. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL7.4.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL7.5.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.3.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL7.6.	Participate actively and appropriately in discussions about literary text (See CCSS SL.3.1-3). <u>Rising Star Studios</u> Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	3.RL9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
EXPECTATION	3.RL9.2.	Support inferences about the relationship between text features with relevant textual evidence. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL9.3.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.3.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	3.RL9.4.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.3.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	3.RL10.	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.
EXPECTATION	3.RL10.2.	Demonstrate understanding of assigned literary texts of steadily increasing complexity. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	3.RI1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION	3.RI1.2.	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, and/or summarize (See CCSS RL.4.2; SL.3.4, 6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI1.3.	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain the main idea (explicit or inferred) of the text; summarize the text (See CCSS RL.4.2; SL.3.4, 6); identify what is directly stated in the text; draw inferences and conclusions from the text; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI1.5.	Select relevant textual evidence when responding either orally or in writing to text-specific questions. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI1.6.	Participate actively and appropriately in discussions about informational text (See CCSS SL.3.1-3). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness

		Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
EXPECTATION	3.RI1.7.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.3.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	3.RI2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
EXPECTATION	3.RI2.1.	Differentiate between a topic and an idea (e.g., exercise versus the value of exercise). <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI2.2.	Determine the main idea of individual paragraphs or selections of a text either by identifying explicitly stated ideas or inferring implied ideas. <u>Rising Star Studios</u> Confidence Fairness

EXPECTATION	3.RI2.3.	Connect explicitly stated or inferred ideas from across the text to determine a main idea. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI2.4.	Differentiate key details in an informational text from minor details (See CCSS RL.3.2). <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI2.5.	Paraphrase key details or information. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI2.6.	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text (See CCSS RL.4.2; CCSS W.4.9; SL 3.4, 6). <u>Rising Star Studios</u> Confidence
EXPECTATION	3.RI2.7.	Explain how key details, including those found in text features, support the main idea. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI2.9.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.3.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	3.RI3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
EXPECTATION	3.RI3.2.	Apply content knowledge to determine relationships in an informational text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI3.3.	Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI3.4.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.3.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
EXPECTATION	3.RI4.5.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) (See CCSS 3 L5.a). <u>Rising Star Studios</u> Honesty
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	3.RI5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
EXPECTATION	3.RI5.3.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.3.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	3.RI6.	Distinguish their own point of view from that of the author of a text.
EXPECTATION	3.RI6.4.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.3.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	3.RI7.	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).
EXPECTATION	3.RI7.2.	See CCSS W.3.7-8 in the CCSC Framework for further application. <u>Rising Star Studios</u> Consideration Patriotism
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	3.RI8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

EXPECTATION	3.RI8.2.	Explain the relationships between the ideas and information in sentences and/or paragraphs. <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	3.RI9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
EXPECTATION	3.RI9.1.	Differentiate the main points from less important points in two texts on the same topic. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	3.RI9.2.	Differentiate the key details from less important details in two texts on the same topic. <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	3.RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
EXPECTATION	3.RI10.2.	Demonstrate understanding of assigned informational texts of steadily increasing complexity. <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	3.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	3.RF3.c.	Decode multisyllable words.
EXPECTATION	3.RF3.c.3	Confirm decoding efforts through word meanings and word order. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent

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

STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.a.	Read on-level text with purpose and understanding.
EXPECTATION	3.RF4.a.4.	Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response). <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	3.RF4.c.2.	Use context clues, sentence structure, and visual clues to guide self-correction.

		<u>Rising Star Studios</u> Consideration Patriotism
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	3.W1-a.	Write opinion pieces on topics or texts, supporting a point of view with reasons – Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
EXPECTATION	3.W1-a.1.	Apply the prewriting and planning stages of the writing process: gather information on a specific topic (See MD SLM 2-3 2A1, as needed); paraphrase when taking notes from sources (See MD SLM 2-3 4A); generate a point of view or opinion; brainstorm reasons that support the point of view or opinion (See CCSS W.3.4, W.3.5, W.3.6). <u>Rising Star Studios</u> Punctuality
EXPECTATION	3.W1-a.2.	Draft an introduction that: establishes the focus with a topic sentence; orients the reader to the topic or text; states a point of view or opinion; anticipates an organizational structure (e.g., one or more paragraphs, as appropriate) (See CCSS W.3.4, W.3.6). <u>Rising Star Studios</u> Punctuality
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	3.W1-b.	Write opinion pieces on topics or texts, supporting a point of view with reasons – Provide reasons that support the opinion.
EXPECTATION	3.W1-b.1.	Differentiate among reasons, opinion(s), and facts. <u>Rising Star Studios</u> Punctuality
EXPECTATION	3.W1-b.2.	Organize reasons to best support an opinion (e.g., least to most important, most to least important). <u>Rising Star Studios</u> Punctuality
EXPECTATION	3.W1-b.3.	Draft the body to support an opinion or point of view through effective organization of reasons (See CCSS W.3.4, W.3.6): Establish the focus of the paragraph/each paragraph with a topic sentence; Organize paragraph(s) effectively (e.g., list, cause/effect, order of importance); Use coordinating and subordinating conjunctions (CCSS L.3.1h); Produce simple, compound, and complex sentences (CCSS L.3.1i); Use commas in addresses (CCSS L.3.2b). <u>Rising Star Studios</u> Friendship Trustworthiness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	3.W1-d.	Write opinion pieces on topics or texts, supporting a point of view with reasons – Provide a concluding statement or section.
EXPECTATION	3.W1-d.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering

		oral presentations (See CCSS W.3.6; CCSS SL.3.4, 5, 6; MD SLM 2-3 5A1). <u>Rising Star Studios</u> Restraint
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	3.W2-a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	3.W2-a.1.	Apply the prewriting stage of the writing process: gather information on a topic (See MD SLM 2-3 2A1, as needed); paraphrase when taking notes from sources; group information by topic or idea; identify, select, and/or create supportive text features, as necessary (See CCSS W.3.4, W.3.5, W.3.6, W.3.7). <u>Rising Star Studios</u> Friendship Trustworthiness
EXPECTATION	3.W2-a.2.	Draft an introduction that: orients the reader to the topic; establishes the focus with a topic sentence; presents similar information grouped appropriately (e.g., in one or more paragraphs, as appropriate); includes supportive text features, as necessary; handles copyrighted material appropriately (See CCSS W.3.4, W.3.6; MD SLM 2-3: 3C2). <u>Rising Star Studios</u> Friendship Trustworthiness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	3.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Develop the topic with facts, definitions, and details.
EXPECTATION	3.W2-b.1.	Differentiate between a fact and an opinion. <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Punctuality Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
EXPECTATION	3.W2-b.3.	Draft the body to examine a topic with well-organized facts, definitions, and details (See CCSS W.3.4, W.3.6): Use coordinating and subordinating conjunctions (CCSS L.3.1h); Produce simple, compound, and complex

		<p>sentences (CCSS L.3.1i); Recognize and observe differences between the conventions of spoken and written standard English (CCSS L.3.3b).</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	3.W2-c.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
EXPECTATION	3.W2-c.1.	<p>Organize information by categories and correctly link ideas within each category.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective

LEVEL		selection, organization, and analysis of content.
OBJECTIVE	3.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section.
EXPECTATION	3.W2-d.2.	<p>Apply the revision and editing stages of the writing process (See CCSS W.3.5, W.3.6) – Revise to: ensure a clear statement of the topic and clearly conveyed ideas and information, choose words and phrases for effect (CCSS L.4.3a); Edit to correct errors in: the use of linking words and phrases (See CCSS W.3.1c), regular and irregular plural nouns and regular and irregular verbs (See CCSS L.3.1b, d), subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f), conventional spelling of high-frequency words (See CCSS L.3.2e).</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower</p>
EXPECTATION	3.W2-d.4.	<p>Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, 5, 6; MD SLM 2-3 5A1).</p> <p><u>Rising Star Studios</u> Restraint</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	3.W3-a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	3.W3-a.1.	<p>Apply the prewriting stage of the writing process, e.g., select and narrow an event or situation; identify the characters and the problem; order the events by sequence (See CCSS W.3.4, W.3.5, W.3.6).</p> <p><u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Gratefulness Integrity Kindness Loyalty Obedience Patience</p>

		Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
EXPECTATION	3.W3-a.2.	Draft an introduction that: orients the reader to the narrator and/or the characters; establishes the situation or problem (See CCSS W.3.4, W.3.6) – Apply knowledge of characterization (See CCSS 3 RL 3), Apply knowledge of story structure (e.g., problem and solution) (See CCSS RL.3.5). <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	3.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
EXPECTATION	3.W3-b.1.	Draft the body using a plausible sequence of events and effective descriptions of characters (See CCSS W.3.4, W.3.6): Apply knowledge of characterization (See CCSS RL.3.3); Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, etc.) (See CCSS RL.3.5); Form and use the simple verb tenses (See CCSS L.3.1e); Form and use comparative and superlative adjectives and adverbs (See CCSS L.3.1g); Use commas and quotation marks in dialogue (CCSS L.3.2c); Form and use possessives (CCSS L.3.2d). <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Cooperation 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 Tolerance Trustworthiness Truthfulness Uniqueness Wisdom
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	3.W3-d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a sense of closure.
EXPECTATION	3.W3-d.1.	Draft a conclusion that provides an ending to the narrative (See CCSS W.3.4, W.3.6). <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
EXPECTATION	3.W3-d.2.	Apply the revision and editing stages of the writing process to the narrative piece (See CCSS W.3.4, W.3.6) – Revise to: ensure that characters and events are clearly described (See CCSS RL.3.3), ensure that the narrative is organized chronologically and has a clear beginning, middle, and end (See CCSS RL.3.5), choose words and phrases for effect and for precision (See CCSS L.3.1c, L.3.3a, L.3.5c); Edit to correct errors in: temporal words and phrases (See CCSS W.3.3c), formation and use of simple verb tenses (See CCSS L.3.1e), subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f), punctuation of dialogue (See CCSS L.3.2c), formation and use possessives (CCSS L.3.2d), conventional spelling of high-frequency words (See CCSS L.3.2e); Consult reference materials and spelling patterns and generalizations to check and correct spellings (See CCSS L.3.2f, g). <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
EXPECTATION	3.W3-d.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.3.6; CCSS SL.3.4, SL5, SL6; MD SLM 2-3: 5A1; MD TL 3 3B1, 4B1). <u>Rising Star Studios</u> Restraint
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W4.CCR.	Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
OBJECTIVE	3.W4.	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.)
EXPECTATION	3.W4.1.	See CCSS W.3.1, W.3.2, W.3.3, W.3.7; SL.3.1, 4, and 5 of CCSC Framework for specific application. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness

		Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	3.W6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
EXPECTATION	3.W6.4.	Use technology to enhance learning. (MD TL 3 2B1, 2B2, 2B2, 2B3, 3A1, 3B1, 3C1) <u>Rising Star Studios</u> Confidence
EXPECTATION	3.W6.7.	Use technology to locate, evaluate, and gather information and/or data. (MD TL 3 5A1; MD SLM 3 C1) <u>Rising Star Studios</u> Confidence
EXPECTATION	3.W6.9.	Use technology to develop strategies to solve problems and make informed decisions. (MD TL 3 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 3 4B1, 5A1, 5A2) <u>Rising Star Studios</u> Confidence Imaginative Resourcefulness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	3.W7.	Conduct short research projects that build knowledge about a topic.
EXPECTATION	3.W7.1.	Follow an inquiry process. (MD SLM 2-3 1A1; MD TL 3 6A, 6B) <u>Rising Star Studios</u> Caring Confidence Determination
EXPECTATION	3.W7.2.	Define a problem, formulate questions, and refine a problem and/or question. (MD SLM 2-3 1B1, 1B2, 1B3) <u>Rising Star Studios</u> Determination Imaginative Resourcefulness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W10.CCR.	Anchor Standard: 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 tasks, purposes, and audiences.
OBJECTIVE	3.W10.	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.
EXPECTATION	3.W10.1.	Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence

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 Slow To Judge
 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	3.SL1-a.	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 – 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.
EXPECTATION	3.SL1-a.1.	Identify appropriate questions about a topic or an assigned information need (See MD SLM 2-3 1B1). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity

		<p> Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom </p>
EXPECTATION	3.SL1-a.2.	<p> Collect information using a variety of multi-media resources, e.g., books, interviews, and technology (See MD TL 3 5A1.f as needed). </p> <p> <u>Rising Star Studios</u> Confidence Determination Fairness Friendliness Friendship Patriotism Sportsmanship Wisdom </p>
EXPECTATION	3.SL1-a.3.	<p> Access prior knowledge and experience to extend the topic. </p> <p> <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination </p>

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EXPECTATION

3.SL1-
a.4.

Use relevant information to engage in discussion.

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STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	3.SL1-b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly – Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL1-b.1.	Collaborate with adults and peers to create rules to ensure respectful group discussions. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity

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EXPECTATION

3.SL1-
b.2.

Identify and define roles for participants in discussions.

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EXPECTATION	3.SL1-b.3.	Participate in group discussions on a variety of topics. <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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		<p>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>EXPECTATION</p>	<p>3.SL1- b.5.</p>	<p>Contribute to a learning community. (MD SLM 2-3 5 A2.a)</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness</p>

		Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	3.SL1-c.	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 – Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL1-c.1.	Ask appropriate questions about the topic. <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

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STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	3.SL1-d.	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 – Explain their own ideas and understanding in light of the discussion.
EXPECTATION	3.SL1-d.1.	Listen to identify topic and key ideas of speakers. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing

		<p>Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
EXPECTATION	3.SL1-d.3.	<p>Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures.</p> <p><u>Rising Star Studios</u> Thankfulness</p>
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	3.SL2.	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.
EXPECTATION	3.SL2.1.	<p>Distinguish between key details and supporting details.</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</p>

		<p> Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom </p>
<p>EXPECTATION</p>	<p>3.SL2.2.</p>	<p> Connect key details to determine main idea. </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 </p>

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EXPECTATION	3.SL2.3.	Identify words, phrases, graphic aids, and organizational features that support the main idea. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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OBJECTIVE	3.SL3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
EXPECTATION	3.SL3.1.	<p>Demonstrate active listening.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
EXPECTATION	3.SL3.3.	<p>Use prior knowledge and details from the information presented to generate appropriate questions.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness</p>

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 Selflessness
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EXPECTATION

3.SL3.4.

Use and expand on information from a speaker when responding to questions.

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STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	3.SL4.	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.
EXPECTATION	3.SL4.1.	With guidance, select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic (See MD SLM 2-3 2 B1.d). <u>Rising Star Studios</u> Confidence
EXPECTATION	3.SL4.2.	Interpret information to create new understandings and knowledge related to the topic (See MD SLM 2-3 2-3.4). <u>Rising Star Studios</u> Decency Determination Enthusiasm Wisdom
EXPECTATION	3.SL4.5.	Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. <u>Rising Star Studios</u> Thankfulness

STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	3.SL5.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
EXPECTATION	3.SL5.1.	With guidance, create, organize, and display information in a variety of formats, including the use of technology (See MD SLM 2-3 5 A1.a). <u>Rising Star Studios</u> Confidence
EXPECTATION	3.SL5.2.	Share information in an appropriate format for written, oral, sound, and/or visual presentations. <u>Rising Star Studios</u> Citizenship Cooperation Friendship Generosity
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	3.SL6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
EXPECTATION	3.SL6.4.	Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. <u>Rising Star Studios</u> Thankfulness
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	3.L2-e.2.	Modify spelling of base words as needed when adding inflectional endings and suffixes. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity

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EXPECTATION	3.L2-e.4.	Analyze writing models for correct spelling of high-frequency words. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	3.L2-f.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

EXPECTATION	3.L2-f.1.	<p>Apply previously learned spelling patterns and generalizations to spell grade-appropriate words correctly.</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>
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EXPECTATION	3.L2-f.2.	<p>Apply knowledge of syllable types to spell multisyllabic 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</p>
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EXPECTATION	3.L2-f.4.	Analyze writing models for correct spelling. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	3.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Recognize and observe differences between the conventions of spoken and written standard English.
EXPECTATION	3.L3-b.2.	Demonstrate conventions of spoken and written English in conversations and writing. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity

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STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
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TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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OBJECTIVE	3.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content – Use sentence-level context as a clue to the meaning of a word or phrase.
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EXPECTATION	3.L4-a.2.	Access and connect prior knowledge and experiences to determine the meaning of words and phrases. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
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EXPECTATION	3.L4-a.3.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
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STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
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TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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OBJECTIVE	3.L5-a.	Demonstrate understanding of word relationships and nuances in word meanings – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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EXPECTATION	3.L5-a.1.	Differentiate between the concepts of literal and nonliteral. <u>Rising Star Studios</u> Honesty
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EXPECTATION	3.L5-a.2.	Recognize that word combinations have different meanings in different contexts. <u>Rising Star Studios</u> Honesty
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EXPECTATION	3.L5-a.3.	Apply knowledge of literal and nonliteral meaning to understand text.
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		<u>Rising Star Studios</u> Honesty
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	3.L6.	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).
EXPECTATION	3.L6.2.	Participate in collaborative conversations with diverse peers about grade 3 topics and text, building on other's ideas and expressing their own clearly (See CCSS SL.3.1). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge

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Thankfulness
Tolerance
Trustworthiness
Truthfulness
Uniqueness
Willpower
Wisdom

Maryland College and Career-Ready Standards

Language Arts

Grade: 4 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	4.RL1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	4.RL1.1.	Apply appropriate strategies before reading, viewing, or listening to a text: preview and survey the text; access prior knowledge about the text; formulate purpose-setting questions; make predictions. <u>Rising Star Studios</u> Discovering Talent
EXPECTATION	4.RL1.2.	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.4.4-6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize. <u>Rising Star Studios</u> Discovering Talent Helpfulness Initiative Perseverance
EXPECTATION	4.RL1.3.	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS SL.4.4-6; MD SLM 4-5 4A2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text. <u>Rising Star Studios</u> Discovering Talent Helpfulness Initiative Perseverance
EXPECTATION	4.RL1.5.	Select only relevant textual evidence when responding either orally or in writing to text-specific questions. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL1.6.	Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3). <u>Rising Star Studios</u> Perseverance
EXPECTATION	4.RL1.7.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

EXPECTATION	4.RL1.8.	Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions (See CCSS L.4.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL2.CCR	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	4.RL2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
EXPECTATION	4.RL2.1.	Summarize a literary text either orally or in writing (See CCSS RI.4.2; W.4.9; SL.4.4, 6); Determine the key events from the beginning, middle, and end of the text (See CCSS RI.4.2); Analyze narrative elements of the text, including character(s), setting, and plot; Identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL2.2.	Analyze details about characters, setting, and plot in a literary text to infer a theme: Differentiate between a topic and a theme; Differentiate between a literary theme and a message, lesson, or moral; Connect key details in a literary text to explain how the author, poet, or playwright conveys a theme. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL2.3.	Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3). <u>Rising Star Studios</u> Perseverance
EXPECTATION	4.RL2.4.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL2.5.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS 4 W.4.9; L.4.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL3.CCR	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	4.RL3.	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).
EXPECTATION	4.RL3.1.	Analyze the traits of a specific character, including his or her behavior, thoughts, words, and interactions with other characters, as well as the reactions of other characters. <u>Rising Star Studios</u> Helpfulness Initiative

		Perseverance
EXPECTATION	4.RL3.2.	Analyze the setting or an aspect of the setting (e.g. time, place, historical backdrop, and determine its contribution to the mood and/or the plot). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL3.3.	Analyze a specific event and determine its relationship to other story elements (e.g., setting, characters, mood). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL3.4.	Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3). <u>Rising Star Studios</u> Perseverance
EXPECTATION	4.RL3.5.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL3.6.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.4.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	4.RL4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
EXPECTATION	4.RL4.5.	Differentiate between denotation and connotation. <u>Rising Star Studios</u> Honesty
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL5.CCR	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	4.RL5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
EXPECTATION	4.RL5.1.	Apply academic and domain-specific vocabulary when writing or speaking about a literary genre and its specific structure (e.g., chapter, scene, stanza) (See CCSS W.4.9; L.4.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL5.3.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2).

		<u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL5.4.	Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3). <u>Rising Star Studios</u> Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL7.CCR	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	4.RL7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
EXPECTATION	4.RL7.1.	Demonstrate the behaviors of a strategic listener or viewer by applying before, during, and after strategies. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Hygiene Imaginative Independence Initiative Integrity Joyfulness Loyalty Patience Patriotism Peacefulness Perseverance Resourcefulness Respect Restraint Self-Acceptance Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Uniqueness Willpower Wisdom

EXPECTATION	4.RL7.3.	Support inferences and conclusions with relevant textual evidence. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL7.4.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL7.5.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.4.6) . <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL7.6.	Participate actively and appropriately in discussions about literary text (See CCSS SL.4.1-3). <u>Rising Star Studios</u> Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL9.CCR	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	4.RL9.	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.
EXPECTATION	4.RL9.1.	Determine patterns in topics, themes, and events in various works of literature. <u>Rising Star Studios</u> Helpfulness
EXPECTATION	4.RL9.2.	Apply skills from CCSS RL.4.1-7 to 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
EXPECTATION	4.RL9.3.	Support inferences about the relationship between text features with relevant textual evidence. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL9.4.	Apply knowledge of standard English when writing about or discussing literature (See CCSS L.4.1-2). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION	4.RL9.5.	Apply academic and domain-specific vocabulary when discussing or writing about literature (See CCSS W.4.9; L.4.6). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC /		Range of Reading and Level of Text Complexity

INDICATOR		
INDICATOR / PROFICIENCY LEVEL	RL10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	4.RL10.	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.
EXPECTATION	4.RL10.2.	Demonstrate understanding of assigned literary texts of steadily increasing complexity. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	4.RI1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION	4.RI1.2.	Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text: reread as necessary; determine main ideas of portions of the text; periodically restate, retell, paraphrase, summarize, and/or synthesize information (See CCSS SL.4.4, 6); connect ideas within the text; make, confirm, and/or modify questions, inferences, and predictions; visualize. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI1.3.	Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text: determine and explain main ideas (explicit or inferred) of the text; summarize the text (See CCSS SL.4.4, 6; MD SLM 4-5 4A.2); explain what is directly stated in the text by citing specific details and examples from the text; explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text; synthesize information and ideas; confirm, refute, and/or make predictions about the text; connect prior knowledge or experience to the text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI1.5.	Select only relevant textual evidence when responding either orally or in writing to text-specific questions. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI1.7.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.4.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI2.CCR.	Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
OBJECTIVE	4.RI2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
EXPECTATION	4.RI2.1.	Determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas.

		<u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI2.3.	Paraphrase key details or information. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI2.4.	Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text (See CCSS RL.4. 2; W.4.9; SL.4.4, 6). <u>Rising Star Studios</u> Confidence
EXPECTATION	4.RI2.5.	Connect key details or information, including those found in text features, and explain how they develop the main idea. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI2.7.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.4.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	4.RI3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
EXPECTATION	4.RI3.1.	Connect and explain types of relationships (See CCSS RL.4.2). <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI3.2.	Apply content knowledge to determine relationships in an informational text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI3.3.	Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI3.4.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.4.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	4.RI4.	Determine the meaning of general academic and domain-specific words or

		phrases in a text relevant to a grade 4 topic or subject area.
EXPECTATION	4.RI.4.6.	Differentiate between denotation and connotation. <u>Rising Star Studios</u> Honesty
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI5.CCR.	Anchor Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
OBJECTIVE	4.RI5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
EXPECTATION	4.RI5.2.	Determine and explain how each paragraph in a text is organized (e.g., sequentially/chronologically, by main ideas and supporting details, by cause and effect, by problem and solution) (See CCSS R.4.I.). <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI5.4.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.4.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI6.CCR.	Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.
OBJECTIVE	4.RI6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
EXPECTATION	4.RI6.2.	Gather relevant textual evidence for comparing and contrasting a firsthand and secondhand account of the same event or topic. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI6.4.	Apply knowledge of standard English when writing about or discussing informational texts (See CCSS L.4.1-2). <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	4.RI7.	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.
EXPECTATION	4.RI7.2.	See CCSS W.4.7-9 in the CCSC Framework for further application. <u>Rising Star Studios</u> Confidence

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI8.CCR.	Anchor Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
OBJECTIVE	4.RI8.	Explain how an author uses reasons and evidence to support particular points in a text.
EXPECTATION	4.RI8.2.	Connect specific pieces of evidence to the corresponding point supported by the evidence. <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI9.CCR.	Anchor Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
OBJECTIVE	4.RI9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
EXPECTATION	4.RI9.1.	Synthesize the main points and key details in two texts on the same topic (See CCSS W.4.9b; SL.4.4-6). <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI9.2.	Draw evidence from informational text to support analysis, reflection, and research. (CCSS W.4.9.) <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CCR.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	4.RI10.	By the end of the 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.
EXPECTATION	4.RI10.1.	With scaffolding as needed, demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION	4.RI10.2.	Demonstrate understanding of assigned informational texts of steadily increasing complexity. <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	4.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	4.RF4.a.	Read on-level text with purpose and understanding.

EXPECTATION	4.RF4.a. 4.	Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response). <u>Rising Star Studios</u> Confidence Fairness
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	4.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	4.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	4.RF4.c. 2.	Use context clues, sentence structure, and visual clues to guide self-correction. <u>Rising Star Studios</u> Consideration Patriotism
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	4.W1-a.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – 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.
EXPECTATION	4.W1-a.1.	Apply the prewriting and planning stages of the writing process, including: formulating an opinion; generating support that includes facts and details (See MD SLM 4-5 2A1, as needed); paraphrasing when taking notes from sources (See MD SLM 2-3 4A); grouping support by categories or ideas; linking the support to the writing purpose (See CCSS 4 W4, W5, W6). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect

		Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
EXPECTATION	4.W1-a.2.	Draft an introduction that: orients the reader to the topic or text; states the point of view or opinion; addresses an audience and the writing purpose; anticipates an organizational structure (e.g., several paragraphs, as appropriate) (See CCSS W.4.4, W.4.6). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	4.W1-b.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide reasons that are supported by facts and details.
EXPECTATION	4.W1-b.1.	Differentiate facts or reasons from opinion(s) and select facts and/or details that support reasons. <u>Rising Star Studios</u> Punctuality
EXPECTATION	4.W1-b.2.	Establish categories of support organized by ideas and their supporting facts, details, or other information. <u>Rising Star Studios</u> Friendship Trustworthiness
EXPECTATION	4.W1-b.3.	Draft the body to argue an opinion or point of view through effective organization of support (See CCSS W.4.4, W.4.6): Establish the focus of each paragraph with a topic sentence; Organize paragraphs effectively (e.g., list, cause/effect, order of importance); Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) (CCSS L.4.1a); Form and use prepositional phrases (CCSS L.4.1e). <u>Rising Star Studios</u> Friendship Trustworthiness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	4.W1-c.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
EXPECTATION	4.W1-c.1.	Apply an understanding of the relationship between opinion and reasons. <u>Rising Star Studios</u> Punctuality
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W1.CCR.	Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	4.W1-d.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information – Provide a concluding statement or section related to the opinion presented.
EXPECTATION	4.W1-d.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1). <u>Rising Star Studios</u> Restraint
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – 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.
EXPECTATION	4.W2-a.1.	Apply the prewriting stage of the writing process: gather information on a topic

		<p>– synthesize information from within and across sources (See MD SLM 4-5 2A1, as needed); paraphrase when taking notes from sources; organize information by paragraphs or sections with topic sentences or controlling ideas; select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary (See CCSS W.4.4, W.4.5, W.4.6, W.4.7).</p> <p><u>Rising Star Studios</u> Friendship Trustworthiness</p>
EXPECTATION	4.W2-a.2.	<p>Draft an introduction that: orients the reader to the topic; establishes a controlling idea with a topic sentence; organizes information by paragraphs or sections; incorporates formatting, text features and/or multimedia effectively; handles copyrighted material appropriately (See CCSS W.4.4, W.4.6; MD SLM 4-5, 3C2).</p> <p><u>Rising Star Studios</u> Friendship Trustworthiness</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W2-b.2.	<p>Differentiate between a concrete detail and a more general or abstract idea.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower</p>
EXPECTATION	4.W2-b.3.	<p>Draft the body to examine a topic and convey ideas with effectively organized facts, definitions, concrete details, and other information (See CCSS W.4.4, W.4.6): Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order); Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) (CCSS L.4.1a); Form and use prepositional phrases (CCSS L.4.1e); Use commas and quotation marks to punctuate quotations from a text (See CCSS L.4.2b); Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) (CCSS L.4.3c).</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy</p>

		Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	4.W2-d.1.	(See CCSS L.4.3a, L.4.6) <u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	4.W2-e.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly – Provide a concluding statement or section related to the information or explanation presented.
EXPECTATION	4.W2-e.2.	Apply the revision and editing stages of the writing process (See CCSS W.4.5, W.4.6) – Revise to: ensure a clear statement of the topic and clearly conveyed and organized ideas and information, choose words and phrases for effect and to convey ideas precisely (See CCSS L.4.3a; CCSS L.4.3a); Edit to correct errors in: subject-verb and pronoun-antecedent agreement (See CCSS L.4.1f), inappropriate fragments and run-ons (See CCSS L.4.1f), capitalization (See CCSS L.4.2a), frequently confused words (See CCSS L.4.1g), punctuation of compound sentences joined by a coordinating conjunction (See CCSS L.4.2c), spelling of grade-appropriate words, consulting references as needed (See CCSS L.4.2d). <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene

		Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
EXPECTATION	4.W2-e.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, 5, 6; MD SLM 4-5 5A1). <u>Rising Star Studios</u> Restraint
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	4.W3-a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W3-a.1.	Apply the prewriting stage of the writing process: select and narrow an event or situation; identify the narrator and/or the characters; explain the problem; organize a plausible sequence of events (See CCSS W.4.4, W.4.5, W.4.6). <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
EXPECTATION	4.W3-a.2.	Draft an introduction that: establishes the narrator and/or the characters; orients the reader to the situation or problem; anticipates a logical sequence of events (See CCSS W.4.4, W.4.6). <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect

		Restraint Self-Reliance Sharing
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	4.W3-b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W3-b.1.	<p>Draft the body using a plausible sequence of events and effective descriptions of characters and setting (See CCSS W.4.4, W.4.6): Apply knowledge of characterization and setting (See CCSS RL.4.3); Apply knowledge of story structure (e.g., problem and solution, rise and fall of action, resolution, etc.); Form and use the progressive verb tenses (CCSS L.4.1b); Use commas and quotation marks to indicate direct speech (See CCSS L.4.2b).</p> <p><u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Cooperation 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 Tolerance Trustworthiness Truthfulness Uniqueness Wisdom</p>
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W3.CCR.	Anchor Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	4.W3-e.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences – Provide a conclusion that follows from the narrated experiences or events.
EXPECTATION	4.W3-e.1.	Draft a plausible conclusion that follows naturally from the sequence of events in the narrative (See CCSS W.4.4, W.4.6).

		<u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
EXPECTATION	4.W3-e.2.	Apply the revision and editing stages of the writing process to the narrative piece (See CCSS W.4.4, W.4.6) – Revise to: ensure that characters and events are effectively described, ensure that the narrative is fully developed and logically organized, choose words and phrases to convey ideas precisely (CCSS L.4.3a), choose punctuation for effect (CCSS L.4.3b); Edit to correct errors in: transitional words and phrases (See CCSS W.4.3c), subject-verb and pronoun-antecedent agreement (See CCSS L.4.1f), inappropriate fragments and run-ons (See CCSS 4 L1.f), frequently confused words (See CCSS L.4.1g), commas and quotation marks in direct speech (See CCSS L.4.2b), punctuation of compound sentences joined by a coordinating conjunction (See CCSS L.4.2c), spelling of grade-appropriate words, consulting references as needed (See CCSS L.4.2d). <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
EXPECTATION	4.W3-e.3.	Prepare the final product for presentation and/or publication, including: using word processing technology; applying cursive handwriting skills neatly and legibly when handwriting is preferable or technology is unavailable; delivering oral presentations (See CCSS W.4.6; CCSS SL.4.4, SL5, SL6; MD SLM 4-5 5A1; MD TL 4 3B1, 4B1). <u>Rising Star Studios</u> Restraint
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W4.CCR.	Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
OBJECTIVE	4.W4.	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.)
EXPECTATION	4.W4.1.	See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 4, and 5 of CCSC Framework for specific application. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness

Confidence
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STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W6.CCR.	Anchor Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
OBJECTIVE	4.W6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
EXPECTATION	4.W6.1.	See CCSS W.4.1, W.4.2, W.4.3, W.4.7; SL.4.1, 5 of CCSC Framework for specific application. <u>Rising Star Studios</u> Confidence
EXPECTATION	4.W6.4.	Use technology to enhance learning. (MD TL 4 3A1, 3B1, 3C1) <u>Rising Star Studios</u> Confidence
EXPECTATION	4.W6.7.	Use technology to locate, evaluate, and gather information and/or data. (MD TL 4 5A1) <u>Rising Star Studios</u> Confidence
EXPECTATION	4.W6.9.	Use technology to develop strategies to solve problems and make informed decisions. (MD TL 4 6A1, 6A2, 6A3, 6A4, 6A5, 6B; MD SLM 4 4B1, 5A1, 5A2)

		<u>Rising Star Studios</u> Confidence Imaginative Resourcefulness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W7.CCR.	Anchor Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
OBJECTIVE	4.W7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
EXPECTATION	4.W7.1.	Follow an inquiry process. (MD SLM 4-5 1A; MD TL 4 6A, 6B) <u>Rising Star Studios</u> Caring Confidence Determination
EXPECTATION	4.W7.2.	Define a problem, formulate questions, and refine a problem and/or question. (MD SLM 4-5 1B1, 1B2, 1B3) <u>Rising Star Studios</u> Determination Imaginative Resourcefulness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	4.W9-a.	Draw evidence from literary or informational texts to support analysis, reflection, and research – 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
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W9.CCR.	Anchor Standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	4.W9-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”).
EXPECTATION	4.W9-b.1.	Write in response to grade-level print, nonprint, and digital literary or informational text(s). <u>Rising Star Studios</u> Confidence Courtesy Fairness Friendship Self-Discipline Selflessness Trustworthiness
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W10.CCR.	Anchor Standard: 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 tasks, purposes, and audiences.

OBJECTIVE	4.W10.	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.
EXPECTATION	4.W10.1.	Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	4.SL1-a.	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 – 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.
EXPECTATION	4.SL1-a.1.	Identify appropriate questions about a topic or an assigned information need (See MD SLM 4-5 1B1). <u>Rising Star Studios</u> Bravery

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<p>EXPECTATION</p>	<p>4.SL1-a.2.</p>	<p>Collect information using a variety of multi-media resources, e.g., books, interviews, and technology (See MD TL 4 5A1.f as needed).</p> <p><u>Rising Star Studios</u> Confidence Determination Fairness Friendliness Friendship Patriotism Sportsmanship Wisdom</p>
<p>EXPECTATION</p>	<p>4.SL1-a.4.</p>	<p>Access prior knowledge and experiences to extend the topic.</p> <p><u>Rising Star Studios</u></p>

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

4.SL1-
a.5.

Use relevant information to engage in discussion.

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Bravery
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 Citizenship
 Cleanliness
 Commitment
 Confidence
 Consideration
 Cooperation
 Courage
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 Dependable

Determination
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 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	4.SL1-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 – Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL1-b.1.	Collaborate with peers to create rules to ensure respectful group discussions. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency

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EXPECTATION

4.SL1-
b.2.

Identify and define roles for participants in discussions.

Rising Star Studios
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EXPECTATION

4.SL1-
b.3.

Participate in group discussions on a variety of topics.

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Bravery
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 Discovering Talent
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		<p> 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>
<p>EXPECTATION</p>	<p>4.SL1- b.5.</p>	<p> Contribute to a learning community. (MD SLM 4-5 5 A2.a) <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 </p>

		Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	4.SL1-c.	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 – 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.
EXPECTATION	4.SL1-c.1.	Ask appropriate questions about the topic. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness

		Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	4.SL1-d.	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 – Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
EXPECTATION	4.SL1-d.1.	Listen to identify topic and key ideas of speakers. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality

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EXPECTATION	4.SL1-d.3.	Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. <u>Rising Star Studios</u> Thankfulness
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	4.SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
EXPECTATION	4.SL2.1.	Identify the main idea and supporting details in text 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 Honest Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience

		Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	4.SL3.	Identify the reasons and evidence a speaker provides to support particular points.
EXPECTATION	4.SL3.1.	Demonstrate active listening. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism

Peacefulness
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 Selflessness
 Sharing
 Slow To Judge
 Sportsmanship
 Thankfulness
 Tolerance
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 Truthfulness
 Uniqueness
 Willpower
 Wisdom

EXPECTATION

4.SL3.3.

Determine the main idea of a text, and explain how it is supported by key details (See CCSS 4 RI2).

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

		<p>Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
<p>EXPECTATION</p>	<p>4.SL3.4.</p>	<p>Explain how a speaker uses reasons and evidence to support particular points.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness</p>

		Willpower Wisdom
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL4.CCR.	Anchor Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
OBJECTIVE	4.SL4.	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.
EXPECTATION	4.SL4.1.	Select print, online, and multimedia sources with appropriate facts and relevant descriptive details about the topic (See MD SLM 4-5 2 B1.d). <u>Rising Star Studios</u> Confidence
EXPECTATION	4.SL4.2.	Interpret information to create new understandings and knowledge related to the topic (See MD SLM 4-5 4). <u>Rising Star Studios</u> Decency Determination Enthusiasm Wisdom
EXPECTATION	4.SL4.5.	Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. <u>Rising Star Studios</u> Thankfulness
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL5.CCR.	Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
OBJECTIVE	4.SL5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
EXPECTATION	4.SL5.1.	With guidance, create, organize, and display information in a variety of formats, including the use of technology (See MD SLM 4-5 5 A1.a). <u>Rising Star Studios</u> Confidence
EXPECTATION	4.SL5.2.	Share information in an appropriate format for written, oral, sound, and/or visual presentations. <u>Rising Star Studios</u> Citizenship Cooperation Friendship Generosity
STRAND / TOPIC / STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR.	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	4.SL6.	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. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)
EXPECTATION	4.SL6.4.	Use appropriate non-verbal techniques to enhance communication, e.g., posture, eye-contact, facial expressions, gestures. <u>Rising Star Studios</u> Thankfulness

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	4.L2-a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Use correct capitalization.
EXPECTATION	4.L2-a.3.	Analyze writing models for 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
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L2.CCR.	Anchor Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	4.L2-d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing – Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION	4.L2-d.1.	Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness

		<p> 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>
EXPECTATION	4.L2-d.2.	<p>Use knowledge of word structure and word origins to spell grade-appropriate words.</p> <p><u>Rising Star Studios</u></p> <p> 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>
EXPECTATION	4.L2-d.3.	<p>Use reference materials to correct or confirm spelling of grade-appropriate words (e.g., dictionaries, thesauruses, including use of the Internet).</p> <p><u>Rising Star Studios</u></p> <p>Confidence</p>

EXPECTATION	4.L2-d.4.	<p>Use word processing technology when appropriate to demonstrate correct spelling of grade-appropriate 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>
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EXPECTATION	4.L2-d.5.	<p>Analyze writing models for correct spelling.</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</p>
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		Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L3-a.1.	Distinguish between literal and nonliteral meanings of words and phrases. <u>Rising Star Studios</u> Honesty
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3-b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose punctuation for effect.
EXPECTATION	4.L3-b.1.	Recognize and explain the purpose of various punctuation marks. <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
EXPECTATION	4.L3-b.2.	Demonstrate command of conventions of standard English punctuation (See CCSS L.4.2).

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

EXPECTATION

4.L3-b.3.

Strengthen writing by revising to use punctuation to indicate feelings and mood.

Rising Star Studios
 Bravery
 Cleanliness
 Confidence
 Consideration
 Courage
 Courtesy
 Dignity
 Discovering Talent
 Forgiveness
 Friendship
 Generosity
 Goodness
 Gratefulness
 Heroic
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 Sharing
 Thankfulness

		Tolerance Trustworthiness Truthfulness Uniqueness
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3-c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
EXPECTATION	4.L3-c.1.	Recognize situations as requiring formal or informal English. <u>Rising Star Studios</u> Friendship
EXPECTATION	4.L3-c.2.	Adjust language to a variety of situations. <u>Rising Star Studios</u> Friendship
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	4.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION	4.L4-a.3.	Discuss words and word meanings daily as they are encountered in text, instruction, and conversation. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	4.L6.	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).
EXPECTATION	4.L6.2.	Participate in collaborative conversations with diverse peers about grade 4 topics and text, building on other's ideas and expressing their own clearly (See CCSS SL.4.1). <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy

Decency
 Dependable
 Determination
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 Discovering Talent
 Enthusiasm
 Fairness
 Forgiveness
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 Hygiene
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 Obedience
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 Patriotism
 Peacefulness
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 Promptness
 Punctuality
 Ready
 Resourcefulness
 Respect
 Responsibility
 Restraint
 Self-Acceptance
 Self-Control
 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
 Slow To Judge
 Sportsmanship
 Thankfulness
 Tolerance
 Trustworthiness
 Truthfulness
 Uniqueness
 Willpower
 Wisdom

Maryland College and Career-Ready Standards

Social Studies

Grade: 3 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
INDICATOR / PROFICIENCY LEVEL		<p>Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective.</p> <p><u>Rising Star Studios</u> Tolerance Uniqueness</p>
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	6.0.	Skills and Processes
INDICATOR / PROFICIENCY		Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using

LEVEL		<p>disciplinary and inquiry literacies.</p> <p><u>Rising Star Studios</u></p> <p>Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Individuals and groups have the ability to positively impact their communities. Unit Question: How can we make a difference in our community?
INDICATOR / PROFICIENCY LEVEL		Civic Virtues: What virtues are important for living together in a democracy?
OBJECTIVE		Students will analyze civic virtue by:
EXPECTATION		explaining how groups of people make rules to create responsibilities and

		protect freedoms. <u>Rising Star Studios</u> Fairness Obedience
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Individuals and groups have the ability to positively impact their communities. Unit Question: How can we make a difference in our community?
INDICATOR / PROFICIENCY LEVEL		Informed Action: How can I contribute to my community?
OBJECTIVE		Students will address local community issues by:
EXPECTATION		explaining the importance of civic participation in their community. <u>Rising Star Studios</u> Citizenship Patriotism

Maryland College and Career-Ready Standards

Social Studies

Grade: 4 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
INDICATOR / PROFICIENCY LEVEL		Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through both a multicultural and historic perspective. <u>Rising Star Studios</u> Tolerance Uniqueness
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	6.0.	Skills and Processes
INDICATOR / PROFICIENCY LEVEL		Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene

	<p>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>
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