

**Main Criteria:** New Mexico Content Standards  
**Secondary Criteria:** Rising Star Studios  
**Subjects:** Health and PE, Language Arts, Social Studies  
**Grades:** 3, 4  
**Correlation Options:** Show Correlated

**New Mexico Content Standards**

**Health and PE**

Grade: 3 - Adopted: 2009

<b>STRAND / CONTENT STANDARD</b>	<b>NM.HE.</b>	<b>Health Education</b>
<b>BENCHMARK / STANDARD</b>	<b>HE.1.</b>	<b>Students will comprehend concepts related to health promotion and disease prevention. Students will:</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>1.1:</b>	<b>Identify/describe/understand the relationships between personal health behaviors and individual well-being:</b>
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>1.1:2.</b>	Identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others);  <u>Rising Star Studios</u> Friendship Uniqueness
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>1.1:3.</b>	Discuss what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention); and  <u>Rising Star Studios</u> Cleanliness Hygiene
<b>STRAND / CONTENT STANDARD</b>	<b>NM.HE.</b>	<b>Health Education</b>
<b>BENCHMARK / STANDARD</b>	<b>HE.1.</b>	<b>Students will comprehend concepts related to health promotion and disease prevention. Students will:</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>1.2:</b>	<b>Identify examples of mental, emotional, social and physical health during childhood:</b>
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>1.2:1.</b>	Understand different emotions;  <u>Rising Star Studios</u> Joyfulness
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>1.2:3.</b>	Identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination);  <u>Rising Star Studios</u> Kindness Peacefulness
<b>STRAND / CONTENT STANDARD</b>	<b>NM.HE.</b>	<b>Health Education</b>
<b>BENCHMARK / STANDARD</b>	<b>HE.1.</b>	<b>Students will comprehend concepts related to health promotion and disease prevention. Students will:</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>1.5:</b>	<b>Identify common health issues of children:</b>
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>1.5:1.</b>	Recognize common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene);  <u>Rising Star Studios</u> Cleanliness Hygiene

PERFORMANCE STANDARD / INDICATOR	1.5:2.	Recognize common social health issues of children in same age group (e.g., peer pressure, relationships);  <u>Rising Star Studios</u> Friendship
PERFORMANCE STANDARD / INDICATOR	1.5:3.	Recognize common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and  <u>Rising Star Studios</u> Kindness Peacefulness
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.1.	Students will comprehend concepts related to health promotion and disease prevention. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.6:	Identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:
PERFORMANCE STANDARD / INDICATOR	1.6:2.	List individuals that can help with detecting and treating childhood injuries and illnesses and explain what role the individuals play (e.g., parent, grandparent, teacher, counselor, nurse, doctor);  <u>Rising Star Studios</u> Resourcefulness
PERFORMANCE STANDARD / INDICATOR	1.6:4.	List and understand safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and  <u>Rising Star Studios</u> Obedience
PERFORMANCE STANDARD / INDICATOR	1.6:5.	Understand the importance of taking personal responsibility for actions.  <u>Rising Star Studios</u> Responsibility
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.2.	Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.1:	Identify characteristics of valid health information and health-promoting products and services:
PERFORMANCE STANDARD / INDICATOR	2.1:4.	Identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult); and  <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.2.	Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.2:	Demonstrate the ability to locate resources from home, school and community that provide valid health information:
PERFORMANCE STANDARD / INDICATOR	2.2:5.	Identify location of first aid kit/station.  <u>Rising Star Studios</u> Ready
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.3.	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.5:	Develop injury prevention and management strategies for personal health:
PERFORMANCE STANDARD / INDICATOR	3.5:3.	Recognize and demonstrate safety rules at home, in school and in the community.  <u>Rising Star Studios</u> Obedience
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.3.	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.6:	Demonstrate ways to avoid and reduce threatening situations:
PERFORMANCE STANDARD / INDICATOR	3.6:1.	Recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;  <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.5.	Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.2:	Describe characteristics needed to be a responsible friend and family member:
PERFORMANCE STANDARD / INDICATOR	5.2:1.	Explain the importance of assuming personal responsibility for health behaviors.  <u>Rising Star Studios</u> Responsibility
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.1:	Utilize safety principles in physical activity settings:
PERFORMANCE STANDARD / INDICATOR	5.1:1.	Recognize importance of equipment placement and usage during physical education class; and  <u>Rising Star Studios</u> Obedience
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.3:	Recognize the influence of peer pressure and identify ways of resolving conflict:
PERFORMANCE STANDARD / INDICATOR	5.3:1.	Identify and avoid the negative influence of peers.  <u>Rising Star Studios</u> Self-Control
STRAND / CONTENT STANDARD	NM.PE.	Physical Education

BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.4:	Work independently and on-task for short periods of time:
PERFORMANCE STANDARD / INDICATOR	5.4:1.	Honestly report the results of independent work.  <u>Rising Star Studios</u> Independence Self-Control
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.5:	Recognize classroom and activity rules. Students will:
PERFORMANCE STANDARD / INDICATOR	5.5:1.	Consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;  <u>Rising Star Studios</u> Fairness Obedience
PERFORMANCE STANDARD / INDICATOR	5.5:2.	Distinguish between compliance and non-compliance with game rules and fair play; and  <u>Rising Star Studios</u> Fairness Obedience
PERFORMANCE STANDARD / INDICATOR	5.5:3.	Accept consequences of personal choices.  <u>Rising Star Studios</u> Self-Control
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.6.	Demonstrates understanding and respect for differences among people in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.2:	Recognize the talents that individuals with differences can bring to group activities:
PERFORMANCE STANDARD / INDICATOR	6.2:1.	Recognize and value the role of each individual in a small group.  <u>Rising Star Studios</u> Sportsmanship
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.6.	Demonstrates understanding and respect for differences among people in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.3:	Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:
PERFORMANCE STANDARD / INDICATOR	6.3:1.	Demonstrate the ability to successfully work in a variety of cultural or ethnic activities.  <u>Rising Star Studios</u> Tolerance Uniqueness
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.1:	Identify physical activities that are enjoyable:
PERFORMANCE STANDARD / INDICATOR	7.1:1.	Explain the enjoyable characteristics of small group physical activities. <u>Rising Star Studios</u> Cooperation
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.2:	Practice physical activities to increase skills:
PERFORMANCE STANDARD / INDICATOR	7.2:1.	Willingly try new activities; and <u>Rising Star Studios</u> Self-Reliance
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.3:	Demonstrate interaction with others while participating in physical activities:
PERFORMANCE STANDARD / INDICATOR	7.3:1.	Celebrate personal successes and achievements and those of others; and <u>Rising Star Studios</u> Confidence Self-Acceptance
PERFORMANCE STANDARD / INDICATOR	7.3:2.	Interact with others by helping them successfully complete their small- group physical activity challenges. <u>Rising Star Studios</u> Cooperation
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.4:	Use physical activity as a measure of self-expression:
PERFORMANCE STANDARD / INDICATOR	7.4:1.	Design a movement sequence/game that includes all members of the group in the success of the activity. <u>Rising Star Studios</u> Cooperation

## New Mexico Content Standards

### Health and PE

Grade: 4 - Adopted: 2009

STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.1.	Students will comprehend concepts related to health promotion and disease prevention. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.1:	Identify/describe/understand the relationships between personal health behaviors and individual well-being:

PERFORMANCE STANDARD / INDICATOR	1.1:2.	Identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others);  <u>Rising Star Studios</u> Friendship Uniqueness
PERFORMANCE STANDARD / INDICATOR	1.1:3.	Discuss what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention); and  <u>Rising Star Studios</u> Cleanliness Hygiene
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.1.	Students will comprehend concepts related to health promotion and disease prevention. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.2:	Identify examples of mental, emotional, social and physical health during childhood:
PERFORMANCE STANDARD / INDICATOR	1.2:1.	Understand different emotions;  <u>Rising Star Studios</u> Joyfulness
PERFORMANCE STANDARD / INDICATOR	1.2:3.	Identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination);  <u>Rising Star Studios</u> Kindness Peacefulness
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.1.	Students will comprehend concepts related to health promotion and disease prevention. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.5:	Identify common health issues of children:
PERFORMANCE STANDARD / INDICATOR	1.5:1.	Recognize common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene);  <u>Rising Star Studios</u> Cleanliness Hygiene
PERFORMANCE STANDARD / INDICATOR	1.5:2.	Recognize common social health issues of children in same age group (e.g., peer pressure, relationships);  <u>Rising Star Studios</u> Friendship
PERFORMANCE STANDARD / INDICATOR	1.5:3.	Recognize common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and  <u>Rising Star Studios</u> Kindness Peacefulness
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.1.	Students will comprehend concepts related to health promotion and disease prevention. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	1.6:	Identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:
PERFORMANCE STANDARD /	1.6:2.	List individuals that can help with detecting and treating childhood injuries and illnesses and explain what role the individuals play (e.g., parent,

INDICATOR		grandparent, teacher, counselor, nurse, doctor); <u>Rising Star Studios</u> Resourcefulness
PERFORMANCE STANDARD / INDICATOR	1.6:4.	List and understand safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and <u>Rising Star Studios</u> Obedience
PERFORMANCE STANDARD / INDICATOR	1.6:5.	Understand the importance of taking personal responsibility for actions. <u>Rising Star Studios</u> Responsibility
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.2.	Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.1:	Identify characteristics of valid health information and health-promoting products and services:
PERFORMANCE STANDARD / INDICATOR	2.1:4.	Identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult); and <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.2.	Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	2.2:	Demonstrate the ability to locate resources from home, school and community that provide valid health information:
PERFORMANCE STANDARD / INDICATOR	2.2:5.	Identify location of first aid kit/station. <u>Rising Star Studios</u> Ready
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.3.	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.5:	Develop injury prevention and management strategies for personal health:
PERFORMANCE STANDARD / INDICATOR	3.5:3.	Recognize and demonstrate safety rules at home, in school and in the community. <u>Rising Star Studios</u> Obedience
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.3.	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	3.6:	Demonstrate ways to avoid and reduce threatening situations:
PERFORMANCE STANDARD / INDICATOR	3.6:1.	Recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; <u>Rising Star Studios</u>

		Trustworthiness Wisdom
STRAND / CONTENT STANDARD	NM.HE.	Health Education
BENCHMARK / STANDARD	HE.5.	Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.2:	Describe characteristics needed to be a responsible friend and family member:
PERFORMANCE STANDARD / INDICATOR	5.2:1.	Explain the importance of assuming personal responsibility for health behaviors.  <u>Rising Star Studios</u> Responsibility
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.1:	Utilize safety principles in physical activity settings:
PERFORMANCE STANDARD / INDICATOR	5.1:1.	Recognize importance of equipment placement and usage during physical education class; and  <u>Rising Star Studios</u> Obedience
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.3:	Recognize the influence of peer pressure and identify ways of resolving conflict:
PERFORMANCE STANDARD / INDICATOR	5.3:1.	Identify and avoid the negative influence of peers.  <u>Rising Star Studios</u> Self-Control
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.4:	Work independently and on-task for short periods of time:
PERFORMANCE STANDARD / INDICATOR	5.4:1.	Honestly report the results of independent work.  <u>Rising Star Studios</u> Independence Self-Control
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.5.	Demonstrates responsible personal and social behavior in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	5.5:	Recognize classroom and activity rules. Students will:
PERFORMANCE STANDARD /	5.5:1.	Consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all;



INDICATOR		<u>Rising Star Studios</u> Fairness Obedience
PERFORMANCE STANDARD / INDICATOR	5.5:2.	Distinguish between compliance and non-compliance with game rules and fair play; and  <u>Rising Star Studios</u> Fairness Obedience
PERFORMANCE STANDARD / INDICATOR	5.5:3.	Accept consequences of personal choices.  <u>Rising Star Studios</u> Self-Control
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.6.	Demonstrates understanding and respect for differences among people in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.2:	Recognize the talents that individuals with differences can bring to group activities:
PERFORMANCE STANDARD / INDICATOR	6.2:1.	Recognize and value the role of each individual in a small group.  <u>Rising Star Studios</u> Sportsmanship
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.6.	Demonstrates understanding and respect for differences among people in physical activity settings. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	6.3:	Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins:
PERFORMANCE STANDARD / INDICATOR	6.3:1.	Demonstrate the ability to successfully work in a variety of cultural or ethnic activities.  <u>Rising Star Studios</u> Tolerance Uniqueness
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.1:	Identify physical activities that are enjoyable:
PERFORMANCE STANDARD / INDICATOR	7.1:1.	Explain the enjoyable characteristics of small group physical activities.  <u>Rising Star Studios</u> Cooperation
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.2:	Practice physical activities to increase skills:
PERFORMANCE STANDARD / INDICATOR	7.2:1.	Willingly try new activities; and  <u>Rising Star Studios</u> Self-Reliance

STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.3:	Demonstrate interaction with others while participating in physical activities:
PERFORMANCE STANDARD / INDICATOR	7.3:1.	Celebrate personal successes and achievements and those of others; and <u>Rising Star Studios</u> Confidence Self-Acceptance
PERFORMANCE STANDARD / INDICATOR	7.3:2.	Interact with others by helping them successfully complete their small- group physical activity challenges. <u>Rising Star Studios</u> Cooperation
STRAND / CONTENT STANDARD	NM.PE.	Physical Education
BENCHMARK / STANDARD	PE.7.	Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. Students will:
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	7.4:	Use physical activity as a measure of self-expression:
PERFORMANCE STANDARD / INDICATOR	7.4:1.	Design a movement sequence/game that includes all members of the group in the success of the activity. <u>Rising Star Studios</u> Cooperation

### New Mexico Content Standards

#### Language Arts

Grade: 3 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.3.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.3. a.	Grade 3 students will ask and answer questions and make predictions to demonstrate understanding of a text. <u>Rising Star Studios</u> Discovering Talent Helpfulness Initiative Perseverance
STRAND / CONTENT STANDARD	NM.RL.3.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure

STANDARD		
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  <u>Rising Star Studios</u> Honesty
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  <u>Rising Star Studios</u> Initiative
STRAND / CONTENT STANDARD	NM.RL.3.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  <u>Rising Star Studios</u> Confidence
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  <u>Rising Star Studios</u> Consideration Patriotism
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Confidence Fairness

STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4 (a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.3.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
PERFORMANCE STANDARD / INDICATOR	W.3.1(a)	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  <u>Rising Star Studios</u> Punctuality
PERFORMANCE STANDARD / INDICATOR	W.3.1(b)	Provide reasons that support the opinion.  <u>Rising Star Studios</u> Punctuality
PERFORMANCE STANDARD / INDICATOR	W.3.1(c)	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  <u>Rising Star Studios</u> Punctuality
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage

		<p>Courtesy  Enthusiasm  Fairness  Friendliness  Friendship  Goodness  Goodwill  Gratefulness  Heroic  Hygiene  Independence  Initiative  Peacefulness  Self-Acceptance  Self-Discipline  Selflessness  Trustworthiness  Uniqueness  Willpower</p>
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.3.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>W.3.3(a)</b>	<p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>Rising Star Studios</u>  Bravery  Cleanliness  Confidence  Courage  Dignity  Discovering Talent  Forgiveness  Goodness  Gratefulness  Integrity  Kindness  Loyalty  Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Control  Self-Reliance  Sharing  Tolerance  Truthfulness  Uniqueness</p>
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>W.3.3(b)</b>	<p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><u>Rising Star Studios</u>  Bravery  Confidence  Courage  Discovering Talent  Forgiveness  Goodness  Gratefulness  Integrity  Loyalty  Resourcefulness  Respect  Restraint  Self-Reliance</p>

		Sharing
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Confidence  Consideration  Cooperation  Courage  Courtesy  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Heroic  Hygiene  Independence  Initiative  Integrity  Kindness  Loyalty  Obedience  Patience  Peacefulness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.3.7.	<p>Conduct short research projects that build knowledge about a topic.</p> <p><u>Rising Star Studios</u>  Caring  Determination</p>
PERFORMANCE STANDARD / BENCHMARK /	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROFICIENCY		<u>Rising Star Studios</u> Confidence
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.b	Grade 3 students will gather relevant information from multiple sources, including oral knowledge.  <u>Rising Star Studios</u> Confidence
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.c	Grade 3 students will apply digital tools to gather, evaluate, and use information.  <u>Rising Star Studios</u> Confidence
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <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 / CONTENT	NM.SL.3.	Speaking and Listening Standards

STANDARD		
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  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>
PERFORMANCE	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful



STANDARD / INDICATOR		<p>ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	<p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration</p>

		<p>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>
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>SL.3.1(d)</b>	<p>Explain their own ideas and understanding in light of the discussion.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness</p>

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

Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 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

PERFORMANCE  
 STANDARD /  
 BENCHMARK /  
 PROFICIENCY

SL.3.3.

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

Rising Star Studios

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

		Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  <u>Rising Star Studios</u> Friendship Sharing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.  <u>Rising Star Studios</u> Helpfulness Heroic Self-Discipline Slow To Judge Tolerance
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  <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
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  <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 / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  <u>Rising Star Studios</u> Honesty
PERFORMANCE STANDARD / INDICATOR	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent 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 / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><u>Rising Star Studios</u>  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>



**Language Arts**

Grade: 4 - Adopted: 2012

STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  <u>Rising Star Studios</u> Helpfulness
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  <u>Rising Star Studios</u> Helpfulness
STRAND / CONTENT STANDARD	NM.RL.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <u>Rising Star Studios</u> Confidence Fairness
PERFORMANCE STANDARD / BENCHMARK /	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

PROFICIENCY		<u>Rising Star Studios</u> Confidence Fairness
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  <u>Rising Star Studios</u> Consideration Patriotism
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / CONTENT STANDARD	NM.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <u>Rising Star Studios</u> Confidence Fairness
STRAND / CONTENT STANDARD	NM.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
PERFORMANCE STANDARD / INDICATOR	W.4.1(a)	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  <u>Rising Star Studios</u> Punctuality
PERFORMANCE STANDARD / INDICATOR	W.4.1(b)	Provide reasons that are supported by facts and details.  <u>Rising Star Studios</u> Punctuality

PERFORMANCE STANDARD / INDICATOR	W.4.1(c)	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  <u>Rising Star Studios</u> Punctuality
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Trustworthiness
PERFORMANCE STANDARD / INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity

		<p>Discovering Talent  Forgiveness  Goodness  Gratefulness  Integrity  Kindness  Loyalty  Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Control  Self-Reliance  Sharing  Tolerance  Truthfulness  Uniqueness</p>
PERFORMANCE STANDARD / INDICATOR	W.4.3(b)	<p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><u>Rising Star Studios</u>  Bravery  Confidence  Courage  Discovering Talent  Forgiveness  Goodness  Gratefulness  Integrity  Loyalty  Resourcefulness  Respect  Restraint  Self-Reliance  Sharing</p>
PERFORMANCE STANDARD / INDICATOR	W.4.3(e)	<p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>Rising Star Studios</u>  Bravery  Confidence  Forgiveness  Goodness  Resourcefulness  Restraint  Sharing</p>
STRAND / CONTENT STANDARD	NM.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	W.4.4.	<p>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.)</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Confidence  Consideration  Cooperation  Courage  Courtesy  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship</p>

		Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.4.7.</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <u>Rising Star Studios</u> Caring Determination
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.4.8.</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  <u>Rising Star Studios</u> Confidence
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.4.9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>W.4.9(a)</b>	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
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>W.4.9(b)</b>	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").  <u>Rising Star Studios</u>

		Confidence Fairness
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>NM.W.4.b</b>	Grade 4 students will gather relevant information from multiple sources, including oral knowledge.  <u>Rising Star Studios</u> Confidence
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>NM.W.4.c</b>	Grade 4 students will apply digital tools to gather, evaluate, and use information.  <u>Rising Star Studios</u> Confidence
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>NM.W.4.d</b>	Grade 4 students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.  <u>Rising Star Studios</u> Citizenship Imaginative Resourcefulness
<b>STRAND / CONTENT STANDARD</b>	<b>NM.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Range of Writing</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>W.4.10.</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance

		Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / CONTENT STANDARD</b>	<b>NM.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>
<b>PERFORMANCE STANDARD / INDICATOR</b>	<b>SL.4.1(a)</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance

		<p>Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
<p><b>PERFORMANCE STANDARD / INDICATOR</b></p>	<p>SL.4.1(b)</p>	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>



<p>PERFORMANCE STANDARD / INDICATOR</p>	<p>SL.4.1(c)</p>	<p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
<p>PERFORMANCE STANDARD / INDICATOR</p>	<p>SL.4.1(d)</p>	<p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence</p>

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 / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.2.	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Rising Star Studios</u>            Bravery            Caring            Citizenship            Cleanliness            Commitment            Confidence            Consideration            Cooperation            Courage            Courtesy            Decency</p>

		<p>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>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>SL.4.3.</b>	<p>Identify the reasons and evidence a speaker provides 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</p>

		<p>           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 / CONTENT STANDARD	NM.SL.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.4.	<p>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.</p> <p><u>Rising Star Studios</u>            Friendship            Sharing            Thankfulness</p>
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.4.6.	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</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</p>

		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
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.SL.4. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.  <u>Rising Star Studios</u> Helpfulness Heroic Self-Discipline Slow To Judge Tolerance
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.4.2(a)	Use correct capitalization.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness

		Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
PERFORMANCE STANDARD / INDICATOR	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
STRAND / CONTENT STANDARD	NM.L.4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.4.3(b)	<p>Choose punctuation for effect.</p> <p><u>Rising Star Studios</u>  Bravery  Cleanliness  Confidence  Consideration  Courage  Courtesy  Dignity  Discovering Talent  Forgiveness  Friendship  Generosity  Goodness  Gratefulness  Heroic  Initiative  Integrity  Kindness  Loyalty  Obedience  Patience  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness</p>
PERFORMANCE STANDARD / INDICATOR	L.4.3(c)	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty</p>

		Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND / CONTENT STANDARD</b>	<b>NM.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK / STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY</b>	<b>L.4.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative



Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

### New Mexico Content Standards

#### Social Studies

Grade: 3 - Adopted: 2009

STRAND / CONTENT STANDARD	NM.II:	Geography: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
BENCHMARK / STANDARD	II-E:	Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	II-E:3.	Describe how cooperation and conflict affect neighborhoods and communities.  <u>Rising Star Studios</u> Cooperation
STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.
BENCHMARK / STANDARD	III-D:	Understand rights and responsibilities of "good citizenship" as members of a family, school and community.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-D:1.	Explain the significance of participation and cooperation in a classroom and community.  <u>Rising Star Studios</u> Dependable Responsibility
STRAND / CONTENT STANDARD	NM.IV:	Economics: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.
BENCHMARK / STANDARD	IV-A:	Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).
PERFORMANCE STANDARD / BENCHMARK /	IV-A:1.	Explain that people want more goods and services than is possible to produce.  <u>Rising Star Studios</u>

PROFICIENCY		Confidence
STRAND / CONTENT STANDARD	NM.IV:	Economics: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.
BENCHMARK / STANDARD	IV-C:	Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	IV-C:1.	Understand the purposes of spending and saving money.  <u>Rising Star Studios</u> Initiative Willpower

**New Mexico Content Standards**

**Social Studies**

Grade: 4 - Adopted: 2009

STRAND / CONTENT STANDARD	NM.III:	Civics and Government: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.
BENCHMARK / STANDARD	III-D:	Understand rights and responsibilities of "good citizenship" as members of a family, school and community.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	III-D:1.	Explain the difference between rights and responsibilities, why we have rules and laws, and the role of citizenship in promoting them.  <u>Rising Star Studios</u> Citizenship Patriotism