

**Main Criteria:** Iowa Student Standards  
**Secondary Criteria:** Rising Star Studios  
**Subjects:** Health and PE, Language Arts, Social Studies  
**Grades:** 5, 6  
**Correlation Options:** Show Correlated

**Iowa Student Standards**

**Health and PE**

Grade: 5 - Adopted: 2019

STRAND / COURSE		National Health Education Standards (NHES)
ESSENTIAL CONCEPT AND/OR SKILL	Standard 5.	Students will demonstrate the ability to use decision-making skills to enhance health.
DETAILED DESCRIPTOR		Performance Indicators
GRADE LEVEL EXPECTATION	5.5.2.	Analyze when assistance is needed in making a health-related decision.  <u>Rising Star Studios</u> Helpfulness Independence
STRAND / COURSE		National Health Education Standards (NHES)
ESSENTIAL CONCEPT AND/OR SKILL	Standard 7.	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
DETAILED DESCRIPTOR		Performance Indicators
GRADE LEVEL EXPECTATION	7.5.1.	Identify responsible personal health behaviors.  <u>Rising Star Studios</u> Obedience
GRADE LEVEL EXPECTATION	7.5.3.	Demonstrate a variety of behaviors to avoid or reduce health risks.  <u>Rising Star Studios</u> Obedience
STRAND / COURSE		SHAPE America National Standards for K-12 Physical Education (SHAPE)
ESSENTIAL CONCEPT AND/OR SKILL	S4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
DETAILED DESCRIPTOR	S4.E1.	Personal responsibility
GRADE LEVEL EXPECTATION	S4.E1.5.	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
STRAND / COURSE		SHAPE America National Standards for K-12 Physical Education (SHAPE)
ESSENTIAL CONCEPT AND/OR SKILL	S4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
DETAILED DESCRIPTOR	S4.E2.	Personal responsibility
GRADE LEVEL EXPECTATION	S4.E2.5a.	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a)  <u>Rising Star Studios</u> Dependable Responsibility Self-Control

		Self-Reliance
GRADE LEVEL EXPECTATION	S4.E2.5b	Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)  <u>Rising Star Studios</u> Dependable Responsibility Self-Control Self-Reliance
STRAND / COURSE		SHAPE America National Standards for K-12 Physical Education (SHAPE)
ESSENTIAL CONCEPT AND/OR SKILL	S4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
DETAILED DESCRIPTOR	S4.E5.	Working with others
GRADE LEVEL EXPECTATION	S4.E5.5.	Critiques the etiquette involved in rules of various game activities. (S4.E5.5)  <u>Rising Star Studios</u> Fairness Obedience Sportsmanship
STRAND / COURSE		SHAPE America National Standards for K-12 Physical Education (SHAPE)
ESSENTIAL CONCEPT AND/OR SKILL	S4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
DETAILED DESCRIPTOR	S4.E6.	Safety
GRADE LEVEL EXPECTATION	S4.E6.5.	Applies safety principles with age-appropriate physical activities. (S4.E6.5)  <u>Rising Star Studios</u> Obedience
STRAND / COURSE		SHAPE America National Standards for K-12 Physical Education (SHAPE)
ESSENTIAL CONCEPT AND/OR SKILL	S5.	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
DETAILED DESCRIPTOR	S5.E2.	Challenge
GRADE LEVEL EXPECTATION	S5.E2.5.	Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)  <u>Rising Star Studios</u> Self-Reliance
STRAND / COURSE		SHAPE America National Standards for K-12 Physical Education (SHAPE)
ESSENTIAL CONCEPT AND/OR SKILL	S5.	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
DETAILED DESCRIPTOR	S5.E3.	Self-expression & enjoyment
GRADE LEVEL EXPECTATION	S5.E3.5.	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)  <u>Rising Star Studios</u> Self-Reliance

Iowa Student Standards

Language Arts

Grade: 5 - Adopted: 2016

STRAND / COURSE	IA.RL.5.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details

DETAILED DESCRIPTOR	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2) (DOK 2,3)  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / COURSE	IA.RL.5.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (RL.5.9) (DOK 1,2)  <u>Rising Star Studios</u> Helpfulness
STRAND / COURSE	IA.RL.5.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10) (DOK 1,2,3,4)  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2) (DOK 2,3)  <u>Rising Star Studios</u> Confidence Fairness
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7) (DOK 1,2,3)  <u>Rising Star Studios</u> Confidence Imaginative Resourcefulness
DETAILED DESCRIPTOR	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) (DOK 2,3,4)  <u>Rising Star Studios</u> Confidence Fairness
STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10) (DOK

		1,2) <u>Rising Star Studios</u> Confidence Fairness
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding. (RF.5.4) (DOK 1,2) <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
GRADE LEVEL EXPECTATION	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (W.5.1) (DOK 3,4) <u>Rising Star Studios</u> Punctuality
GRADE LEVEL EXPECTATION	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details. (W.5.1) (DOK 3,4) <u>Rising Star Studios</u> Punctuality
GRADE LEVEL EXPECTATION	W.5.1.c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (W.5.1) (DOK 3,4) <u>Rising Star Studios</u> Punctuality
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (W.5.2) (DOK 3,4) <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (W.5.2) (DOK 3,4) <u>Rising Star Studios</u> Bravery Caring Citizenship

		<p>           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>
<b>STRAND / COURSE</b>	IA.W.5.	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	W.5.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
<b>GRADE LEVEL EXPECTATION</b>	W.5.3.a.	<p>           Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (W.5.3) (DOK 3,4)         </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>GRADE LEVEL EXPECTATION</b>	W.5.3.b.	<p>           Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (W.5.3) (DOK 3,4)         </p> <p> <u>Rising Star Studios</u>            Bravery            Cleanliness            Confidence            Courage            Dignity            Discovering Talent            Forgiveness            Goodness            Integrity            Kindness         </p>

		Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events. (W.5.3) (DOK 3,4)  <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.5.4) (DOK 3,4)  <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

		<ul style="list-style-type: none"> <li>Self-Discipline</li> <li>Self-Reliance</li> <li>Selflessness</li> <li>Sharing</li> <li>Slow To Judge</li> <li>Thankfulness</li> <li>Tolerance</li> <li>Trustworthiness</li> <li>Truthfulness</li> <li>Uniqueness</li> <li>Willpower</li> <li>Wisdom</li> </ul>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.5.</b>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5) (W.5.5) (DOK 1,2,3,4)</p> <p><u>Rising Star Studios</u></p> <ul style="list-style-type: none"> <li>Bravery</li> <li>Caring</li> <li>Citizenship</li> <li>Cleanliness</li> <li>Confidence</li> <li>Consideration</li> <li>Courage</li> <li>Courtesy</li> <li>Dignity</li> <li>Discovering Talent</li> <li>Enthusiasm</li> <li>Fairness</li> <li>Forgiveness</li> <li>Friendliness</li> <li>Friendship</li> <li>Generosity</li> <li>Goodness</li> <li>Goodwill</li> <li>Gratefulness</li> <li>Heroic</li> <li>Hygiene</li> <li>Independence</li> <li>Initiative</li> <li>Integrity</li> <li>Kindness</li> <li>Loyalty</li> <li>Obedience</li> <li>Patience</li> <li>Peacefulness</li> <li>Promptness</li> <li>Punctuality</li> <li>Ready</li> <li>Resourcefulness</li> <li>Respect</li> <li>Responsibility</li> <li>Restraint</li> <li>Self-Acceptance</li> <li>Self-Control</li> <li>Self-Discipline</li> <li>Self-Reliance</li> <li>Selflessness</li> <li>Sharing</li> <li>Slow To Judge</li> <li>Thankfulness</li> <li>Tolerance</li> <li>Trustworthiness</li> <li>Truthfulness</li> <li>Uniqueness</li> <li>Willpower</li> <li>Wisdom</li> </ul>
<b>STRAND / COURSE</b>	<b>IA.W.5.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.5.7.</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7) (DOK 3,4)

		<u>Rising Star Studios</u> Caring Determination
DETAILED DESCRIPTOR	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8) (DOK 1,2)  <u>Rising Star Studios</u> Confidence
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (W.5.9) (DOK 2,3)  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
GRADE LEVEL EXPECTATION	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9) (DOK 2,3)  <u>Rising Star Studios</u> Confidence Fairness
STRAND / COURSE	IA.W.5.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.5.10.	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. (W.5.10) (DOK 2,3,4)  <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 / COURSE</b>	<b>IA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>SL.5.1.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. (SL.5.1) (DOK 1,2,3,4)  <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

		<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>GRADE LEVEL  EXPECTATION</p>	<p>SL.5.1.b.</p>	<p>Follow agreed-upon rules for discussions and carry out assigned roles.  (SL.5.1) (DOK 1,2,3,4)</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</p>

		<p>Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
<p>GRADE LEVEL EXPECTATION</p>	<p>SL.5.1.c.</p>	<p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1) (DOK 1,2,3,4)</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>GRADE LEVEL EXPECTATION</p>	<p>SL.5.1.d.</p>	<p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1) (DOK 1,2,3,4)</p>

Rising Star Studios

- Bravery
- Caring
- Citizenship
- Cleanliness
- Commitment
- Confidence
- Consideration
- Cooperation
- Courage
- Courtesy
- Decency
- Dependable
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- 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
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<b>STRAND / COURSE</b>	IA.SL.5.	Speaking and Listening Standards
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		Comprehension and Collaboration
<b>DETAILED DESCRIPTOR</b>	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2) (DOK 2,3)  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness

Commitment  
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 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  
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 Wisdom

**DETAILED  
DESCRIPTOR**

**SL.5.3.**

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) (DOK 2,3)

Rising Star Studios  
 Bravery  
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 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
<b>STRAND / COURSE</b>	<b>IA.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.4.</b>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4) (DOK 1,2,3)  <u>Rising Star Studios</u> Friendship Sharing Thankfulness
<b>DETAILED DESCRIPTOR</b>	<b>SL.5.6.</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, such as when performing dramatic readings or presentations. (See grade 5 Language standards 1 and 3 for specific expectations) (SL.5.6) (DOK 1,2)  <u>Rising Star Studios</u> Cleanliness Helpfulness Hygiene Perseverance
<b>STRAND / COURSE</b>	<b>IA.L.5.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT</b>		<b>Conventions of Standard English</b>

AND/OR SKILL		
DETAILED DESCRIPTOR	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1)  <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 / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

Iowa Student Standards

Social Studies

Grade: 5 - Adopted: 2017

STRAND / COURSE	IA.SS.5.	5th Grade: Rights and Responsibilities
ESSENTIAL CONCEPT AND/OR SKILL		Inquiry Anchor Standard
DETAILED DESCRIPTOR		Constructing Compelling Questions
GRADE LEVEL	SS.5.1.	Identify the disciplinary concepts and ideas associated with a compelling

EXPECTATION		question.  <u>Rising Star Studios</u> Confidence Determination Willpower
STRAND / COURSE	IA.SS.5.	5th Grade: Rights and Responsibilities
ESSENTIAL CONCEPT AND/OR SKILL		Inquiry Anchor Standard
DETAILED DESCRIPTOR		Constructing Supporting Questions
GRADE LEVEL EXPECTATION	SS.5.2.	Use supporting questions to help answer the compelling question in an inquiry.  <u>Rising Star Studios</u> Confidence Determination Willpower
STRAND / COURSE	IA.SS.5.	5th Grade: Rights and Responsibilities
ESSENTIAL CONCEPT AND/OR SKILL		Inquiry Anchor Standard
DETAILED DESCRIPTOR		Gathering and Evaluating Sources
GRADE LEVEL EXPECTATION	SS.5.3.	Determine the credibility of multiple sources.  <u>Rising Star Studios</u> Slow To Judge
STRAND / COURSE	IA.SS.5.	5th Grade: Rights and Responsibilities
ESSENTIAL CONCEPT AND/OR SKILL		Inquiry Anchor Standard
DETAILED DESCRIPTOR		Developing Claims and Using Evidence
GRADE LEVEL EXPECTATION	SS.5.4.	Identify evidence that draws information from multiple perspectives and sources in response to a compelling question.  <u>Rising Star Studios</u> Confidence Determination Willpower
STRAND / COURSE	IA.SS.5.	5th Grade: Rights and Responsibilities
ESSENTIAL CONCEPT AND/OR SKILL		Inquiry Anchor Standard
DETAILED DESCRIPTOR		Communicating and Critiquing Conclusions
GRADE LEVEL EXPECTATION	SS.5.5.	With teacher direction, construct responses to compelling questions supported by reasoning and evidence.  <u>Rising Star Studios</u> Confidence Determination Friendship Helpfulness Restraint Willpower
STRAND / COURSE	IA.SS.5.	5th Grade: Rights and Responsibilities
ESSENTIAL CONCEPT AND/OR SKILL		Inquiry Anchor Standard
DETAILED DESCRIPTOR		Taking Informed Action



GRADE LEVEL EXPECTATION	SS.5.7.	Use a range of consensus-building and democratic procedures to make decisions about and act on civic problems in the classroom.  <u>Rising Star Studios</u> Citizenship Patriotism
STRAND / COURSE	IA.SS.5.	5th Grade: Rights and Responsibilities
ESSENTIAL CONCEPT AND/OR SKILL		Financial Literacy
DETAILED DESCRIPTOR		Create a saving and spending plan
GRADE LEVEL EXPECTATION	SS.5.16.	Demonstrate ways to monitor how money is spent and saved. (21st century skills)  <u>Rising Star Studios</u> Initiative Willpower
STRAND / COURSE	IA.SS.5.	5th Grade: Rights and Responsibilities
ESSENTIAL CONCEPT AND/OR SKILL		History
DETAILED DESCRIPTOR		Justify causation and argumentation
GRADE LEVEL EXPECTATION	SS.5.25.	Develop a claim about the past and cite evidence to support it.  <u>Rising Star Studios</u> Slow To Judge