

Main Criteria: Indiana Academic Standards

Secondary Criteria: Rising Star Studios

Subjects: Health and PE, Language Arts, Social Studies, Social and Emotional Learning

Grades: 3, 4

Correlation Options: Show Correlated

Indiana Academic Standards

Health and PE

Grade: 3 - Adopted: 2017

STANDARD / STRAND	IN.HE.5.	Health Education
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
INDICATOR / STANDARD	5.4.6.	Model how to ask for assistance to enhance personal health. <u>Rising Star Studios</u> Trustworthiness Wisdom
STANDARD / STRAND	IN.HE.5.	Health Education
PROFICIENCY STATEMENT / SUBSTRAND	5.5.	Students will demonstrate the ability to use decision-making skills to enhance health.
INDICATOR / STANDARD	5.5.4.	Identify important steps to take when making a health related decision. <u>Rising Star Studios</u> Helpfulness Independence
INDICATOR / STANDARD	5.5.6.	Assume responsibility for personal health decisions. <u>Rising Star Studios</u> Responsibility
STANDARD / STRAND	IN.HE.5.	Health Education
PROFICIENCY STATEMENT / SUBSTRAND	5.7.	Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.
INDICATOR / STANDARD	5.7.1.	Explain character traits and behaviors of a healthy and safe person. <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
STANDARD / STRAND	IN.PE.3.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	3.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	3.4.1.	Personal Responsibility
EXPECTATION / INDICATOR	3.4.1.A.	Exhibits responsible behavior in both independent and group situations. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
EXPECTATION / INDICATOR	3.4.1.B.	Works independently for extended periods of time. <u>Rising Star Studios</u> Independence
STANDARD / STRAND	IN.PE.3.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	3.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	3.4.3.	Working with Others
EXPECTATION / INDICATOR	3.4.3.A.	Works cooperatively with others. <u>Rising Star Studios</u> Cooperation
EXPECTATION / INDICATOR	3.4.3.B.	Praises others for their success in movement performance. <u>Rising Star Studios</u> Commitment Consideration Discovering Talent
STANDARD /	IN.PE.3.	Physical Education

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND	3.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	3.4.4.	Rules & Etiquette
EXPECTATION / INDICATOR	3.4.4.A.	Recognizes the role of rules and etiquette in physical activity with peers. <u>Rising Star Studios</u> Sportsmanship
STANDARD / STRAND	IN.PE.3.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	3.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	3.4.5.	Safety
EXPECTATION / INDICATOR	3.4.5.A.	Works safely with peers, independently, and with/without equipment in physical activity settings. <u>Rising Star Studios</u> Obedience
STANDARD / STRAND	IN.PE.3.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	3.5.	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
INDICATOR / STANDARD	3.5.2.	Challenge
EXPECTATION / INDICATOR	3.5.2.A.	Discusses the challenge that comes from learning a new physical activity. <u>Rising Star Studios</u> Self-Reliance

Indiana Academic Standards

Health and PE

Grade: 4 - Adopted: 2017

STANDARD / STRAND	IN.HE.5.	Health Education
PROFICIENCY STATEMENT / SUBSTRAND	5.4.	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
INDICATOR / STANDARD	5.4.6.	Model how to ask for assistance to enhance personal health. <u>Rising Star Studios</u> Trustworthiness Wisdom
STANDARD / STRAND	IN.HE.5.	Health Education
PROFICIENCY STATEMENT / SUBSTRAND	5.5.	Students will demonstrate the ability to use decision-making skills to enhance health.
INDICATOR / STANDARD	5.5.4.	Identify important steps to take when making a health related decision. <u>Rising Star Studios</u> Helpfulness Independence
INDICATOR / STANDARD	5.5.6.	Assume responsibility for personal health decisions. <u>Rising Star Studios</u> Responsibility
STANDARD / STRAND	IN.HE.5.	Health Education
PROFICIENCY STATEMENT / SUBSTRAND	5.7.	Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.

INDICATOR / STANDARD	5.7.1.	<p>Explain character traits and behaviors of a healthy and safe person.</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>
STANDARD / STRAND	IN.PE.4.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	4.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	4.4.1.	Personal Responsibility
EXPECTATION / INDICATOR	4.4.1.A.	<p>Exhibits responsible behavior in both independent and group situations.</p> <p><u>Rising Star Studios</u></p>

		Dependable Responsibility Self-Reliance
EXPECTATION / INDICATOR	4.4.1.B.	Reflects on personal social behavior in physical activity. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
STANDARD / STRAND	IN.PE.4.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	4.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	4.4.3.	Working with Others
EXPECTATION / INDICATOR	4.4.3.A.	Praises the movement effort of others both more and less skilled. <u>Rising Star Studios</u> Commitment Consideration Discovering Talent
STANDARD / STRAND	IN.PE.4.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	4.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	4.4.4.	Rules & Etiquette
EXPECTATION / INDICATOR	4.4.4.A.	Exhibits etiquette and adherence to rules in a variety of physical activities. <u>Rising Star Studios</u> Sportsmanship
STANDARD / STRAND	IN.PE.4.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	4.4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others.
INDICATOR / STANDARD	4.4.5.	Safety
EXPECTATION / INDICATOR	4.4.5.A.	Works safely with peers, independently, and with/without equipment in physical activity settings. <u>Rising Star Studios</u> Obedience
STANDARD / STRAND	IN.PE.4.	Physical Education
PROFICIENCY STATEMENT / SUBSTRAND	4.5.	The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
INDICATOR / STANDARD	4.5.4.	Social Interaction
EXPECTATION / INDICATOR	4.5.4.A.	Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities. <u>Rising Star Studios</u> Cooperation

Indiana Academic Standards

Language Arts

Grade: 3 - Adopted: 2020

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Foundations

INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RF.1	Apply foundational reading skills to build reading fluency and comprehension. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Foundations
INDICATOR / STANDARD		Print Concepts
EXPECTATION / INDICATOR	3.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. (K.RF.2.1) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	3.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. (K.RF.2.2) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	3.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. (1.RF.2.3) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	3.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. (1.RF.2.4) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Foundations
INDICATOR / STANDARD		Fluency
EXPECTATION / INDICATOR	3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. <u>Rising Star Studios</u> Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	3.RL.2.2	<p>Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works. (Further guidance for support will be provided in the Literacy Framework.)</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION / INDICATOR	3.RL.2.3	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION / INDICATOR	3.RL.2.4	<p>Students are expected to build upon and continue applying concepts learned previously. (2.RL.2.4)</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	3.RL.3.1	<p>Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.</p> <p><u>Rising Star Studios</u> Initiative Perseverance</p>
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	3.RL.4.1	<p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
EXPECTATION / INDICATOR	3.RL.4.2	<p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><u>Rising Star Studios</u> Helpfulness Initiative Perseverance</p>
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Nonfiction

INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. <u>Rising Star Studios</u> Confidence Fairness
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	3.RN.2.2	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
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). <u>Rising Star Studios</u> Consideration Patriotism
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	3.RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words. <u>Rising Star Studios</u> Consideration Patriotism
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Learning Outcome

INDICATOR / STANDARD	3.W.1.	<p>Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Writing Genres: Argumentative, Informative, and Narrative
INDICATOR / STANDARD	3.W.3.2.	Write informative compositions on a variety of topics that —
EXPECTATION / INDICATOR		<p>State the topic, develop a main idea for the introductory paragraph, and group related information together.</p> <p><u>Rising Star Studios</u> Friendship Trustworthiness</p>
EXPECTATION / INDICATOR		<p>Develop the topic with facts and details.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation</p>

		Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Writing Genres: Argumentative, Informative, and Narrative
INDICATOR / STANDARD	3.W.3.3.	Write narrative compositions in a variety of forms that —
EXPECTATION / INDICATOR		Establish an introduction (e.g., situation, narrator, characters). <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
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
INDICATOR / STANDARD	3.W.5.	Conduct short research on a topic.
EXPECTATION / INDICATOR		Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). <u>Rising Star Studios</u> Determination
EXPECTATION / INDICATOR		Locate information in reference texts, electronic resources, or through interviews. <u>Rising Star Studios</u> Confidence

		Fairness Friendliness
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
INDICATOR / STANDARD	3.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	3.W.6.2c	Spelling —
INDICATOR		<p>Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.</p> <p><u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness</p>
INDICATOR		<p>Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p> <p><u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative</p>

		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
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		Learning Outcome
INDICATOR / STANDARD	3.SL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. <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
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		Discussion and Collaboration
INDICATOR / STANDARD	3.SL.2.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint

		<p> Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom </p>
<p>INDICATOR / STANDARD</p>	<p>3.SL.2.2.</p>	<p> Explore ideas under discussion by drawing on readings and other information. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness </p>

		Uniqueness Willpower Wisdom
INDICATOR / STANDARD	3.SL.2.3.	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects. <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
INDICATOR / STANDARD	3.SL.2.4.	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. <u>Rising Star Studios</u> Bravery Caring Citizenship

Cleanliness
 Commitment
 Confidence
 Consideration
 Cooperation
 Courage
 Courtesy
 Decency
 Dependable
 Determination
 Dignity
 Discovering Talent
 Enthusiasm
 Fairness
 Forgiveness
 Friendliness
 Friendship
 Generosity
 Goodness
 Goodwill
 Gratefulness
 Helpfulness
 Heroic
 Honesty
 Hygiene
 Imaginative
 Independence
 Initiative
 Integrity
 Joyfulness
 Kindness
 Loyalty
 Obedience
 Patience
 Patriotism
 Peacefulness
 Perseverance
 Politeness
 Promptness
 Punctuality
 Ready
 Resourcefulness
 Respect
 Responsibility
 Restraint
 Self-Acceptance
 Self-Control
 Self-Discipline
 Self-Reliance
 Selflessness
 Sharing
 Slow To Judge
 Sportsmanship
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 Truthfulness
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 Willpower
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INDICATOR /
STANDARD

3.SL.2.5.

Explain personal ideas and understanding in reference to the discussion.

Rising Star Studios
 Bravery
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 Consideration
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 Courage
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 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 Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		Comprehension
INDICATOR / STANDARD	3.SL.3.1.	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), 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
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INDICATOR /
STANDARD

3.SL.3.2.

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

Rising Star Studios

Bravery
 Caring
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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 Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		Presentation of Knowledge and Ideas
INDICATOR / STANDARD	3.SL.4.1.	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner. <u>Rising Star Studios</u> Commitment Discovering Talent Fairness Friendship Integrity Joyfulness Self-Reliance Sharing Slow To Judge
INDICATOR / STANDARD	3.SL.4.2.	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details. <u>Rising Star Studios</u> Friendship Sharing
INDICATOR / STANDARD	3.SL.4.3.	Students are expected to build upon and continue applying conventions learned previously. (2.SL.4.3) <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination

Dignity
 Discovering Talent
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 Fairness
 Forgiveness
 Friendliness
 Friendship
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 Heroic
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 Imaginative
 Independence
 Initiative
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 Joyfulness
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 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

STANDARD / STRAND		MEDIA LITERACY
PROFICIENCY STATEMENT / SUBSTRAND		Learning Outcome
INDICATOR / STANDARD	3.ML.1.	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture. <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

STANDARD / STRAND		MEDIA LITERACY
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD	3.ML.2.1.	<p>Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.</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>

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

Indiana Academic Standards

Language Arts

Grade: 4 - Adopted: 2020

STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Foundations
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RF.1	Apply foundational reading skills to build reading fluency and comprehension. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Foundations
INDICATOR / STANDARD		Print Concepts
EXPECTATION / INDICATOR	4.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. (K.RF.2.1) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

EXPECTATION / INDICATOR	4.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. (K.RF.2.2) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	4.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. (1.RF.2.3) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	4.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. (1.RF.2.4) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Foundations
INDICATOR / STANDARD		Fluency
EXPECTATION / INDICATOR	4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. <u>Rising Star Studios</u> Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	4.RL.2.2	Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

EXPECTATION / INDICATOR	4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EXPECTATION / INDICATOR	4.RL.2.4	Students are expected to build upon and continue applying concepts learned previously. (2.RL.2.4) <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	4.RL.3.2	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
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Literature
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. <u>Rising Star Studios</u> Confidence Fairness
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. <u>Rising Star Studios</u> Confidence Fairness
EXPECTATION / INDICATOR	4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details;

INDICATOR		summarize the text. <u>Rising Star Studios</u> Confidence Fairness
STANDARD / STRAND		READING
PROFICIENCY STATEMENT / SUBSTRAND		Reading: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	4.RV.1	Build and use accurately general academic and content-specific words and phrases. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Learning Outcome
INDICATOR / STANDARD	4.W.1.	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts. <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
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Writing Genres: Argumentative, Informative, and Narrative
INDICATOR / STANDARD	4.W.3.2.	Write informative compositions on a variety of topics that —
EXPECTATION / INDICATOR		Provide an introductory paragraph with a clear main idea. <u>Rising Star Studios</u> Friendship Trustworthiness
EXPECTATION / INDICATOR		Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. <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
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Writing Genres: Argumentative, Informative, and Narrative
INDICATOR / STANDARD	4.W.3.3.	Write narrative compositions in a variety of forms that —
EXPECTATION / INDICATOR		Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
EXPECTATION / INDICATOR		Provide an ending that follows the narrated experiences or events. <u>Rising Star Studios</u>

		Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
INDICATOR / STANDARD	4.W.5.	Conduct short research on a topic.
EXPECTATION / INDICATOR		Identify a specific question to address (e.g., What is the history of the Indy 500?). <u>Rising Star Studios</u> Determination
STANDARD / STRAND		WRITING
PROFICIENCY STATEMENT / SUBSTRAND		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
INDICATOR / STANDARD	4.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
EXPECTATION / INDICATOR	4.W.6.2c	Spelling — Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable 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
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY		Learning Outcome

STATEMENT / SUBSTRAND		
INDICATOR / STANDARD	4.SL.1.	<p>Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</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>
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		Discussion and Collaboration
INDICATOR /	4.SL.2.1.	Engage effectively in a range of collaborative discussions (one-on-one, in

STANDARD		<p>groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</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>
INDICATOR / STANDARD	4.SL.2.3.	<p>Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration</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
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 Wisdom

INDICATOR /
STANDARD

4.SL.2.4.

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.

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
INDICATOR / STANDARD	4.SL.2.5.	Review the key ideas expressed and explain personal ideas in reference to the discussion. <u>Rising Star Studios</u> Caring Citizenship Confidence Cooperation Courage Courtesy Determination Dignity Discovering Talent Enthusiasm Forgiveness Friendliness Goodwill Helpfulness Imaginative Joyfulness Loyalty Perseverance Restraint Self-Acceptance Selflessness Sharing Sportsmanship Willpower
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY		Comprehension

STATEMENT / SUBSTRAND		
INDICATOR / STANDARD	4.SL.3.1.	<p>Summarize major ideas and supportive evidence from 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 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>
INDICATOR / STANDARD	4.SL.3.2.	<p>Identify and use evidence a speaker provides to support particular points.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness</p>

		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
STANDARD / STRAND		SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND		Presentation of Knowledge and Ideas
INDICATOR / STANDARD	4.SL.4.1.	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace. <u>Rising Star Studios</u> Commitment Discovering Talent Fairness Friendship Integrity Joyfulness

		Self-Reliance Sharing Slow To Judge
INDICATOR / STANDARD	4.SL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (2.SL.4.3) <u>Rising Star Studios</u> Friendship Sharing
STANDARD / STRAND		MEDIA LITERACY
PROFICIENCY STATEMENT / SUBSTRAND		Learning Outcome
INDICATOR / STANDARD	4.ML.1.	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture. <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
STANDARD / STRAND		MEDIA LITERACY
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD	4.ML.2.1.	<p>Recognize claims in print, image, and multimedia and identify evidence used to support these claims.</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>

Indiana Academic Standards

Social Studies

Grade: 3 - Adopted: 2020/Impl 2020

STANDARD / STRAND		Social Studies: Grade 3/The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND		History
INDICATOR / STANDARD	Standard 1:	Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.
EXPECTATION / INDICATOR		Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research
INDICATOR	3.1.7	Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. <u>Rising Star Studios</u> Slow To Judge
STANDARD / STRAND		Social Studies: Grade 3/The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government
INDICATOR / STANDARD	Standard 2:	Students explain what it means to be citizens of their community, state, and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state, and national governments; and demonstrate understanding of democratic principles and practices.
EXPECTATION / INDICATOR		Role of Citizens
INDICATOR	3.2.5	Explain the importance of being a responsible citizen of your community, the state, and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship. <u>Rising Star Studios</u> Citizenship Patriotism
STANDARD / STRAND		Social Studies: Grade 3/The Local Community and Regional Communities
PROFICIENCY STATEMENT / SUBSTRAND		Grade 3 Economics
INDICATOR / STANDARD	Standard 4:	Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants and needs; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.
EXPECTATION / INDICATOR	3.4.2	Give examples of goods and services provided by local business and industry. <u>Rising Star Studios</u> Confidence
EXPECTATION / INDICATOR	3.4.9	Identify different ways people save their income and explain advantages and disadvantages of each. <u>Rising Star Studios</u> Initiative Willpower

Indiana Academic Standards

Social Studies

Grade: 4 - Adopted: 2020/Impl 2020

STANDARD / STRAND		Social Studies: Grade 4/Indiana in the Nation and the World
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PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government
INDICATOR / STANDARD	Standard 2:	Students describe the components and characteristics of Indiana's constitutional form of government; explain the levels and three branches of Indiana's government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.
EXPECTATION / INDICATOR		Role of Citizens
INDICATOR	4.2.6	Define and provide examples of civic virtues in a democracy. <u>Rising Star Studios</u> Citizenship Patriotism
STANDARD / STRAND		Social Studies: Grade 4/Indiana in the Nation and the World
PROFICIENCY STATEMENT / SUBSTRAND		Economics
INDICATOR / STANDARD	Standard 4:	Students study and compare the characteristics of Indiana's changing economy in the past and present.
EXPECTATION / INDICATOR	4.4.8	Define profit and describe how profit is an incentive for entrepreneurs. <u>Rising Star Studios</u> Initiative
EXPECTATION / INDICATOR	4.4.10	Explain how people save, develop a savings plan, and create a budget in order to make a future purchase. <u>Rising Star Studios</u> Initiative Willpower

**Indiana Academic Standards
Social and Emotional Learning**

Grade: 3 - Adopted: 2015

STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		2. Insight – Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.
INDICATOR / STANDARD	2A.	Students identify a wide range of emotions.
EXPECTATION / INDICATOR	2A.3.	Students continue to add feelings to journal writings or other writings. <u>Rising Star Studios</u> Consideration
EXPECTATION / INDICATOR	2A.4.	Students continue to learn about their brain and its role in emotions. <u>Rising Star Studios</u> Consideration
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		2. Insight – Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.
INDICATOR / STANDARD	2B.	Students recognize personal strengths.
EXPECTATION / INDICATOR	2B.1.	Students continue to identify their unique strengths and with the support of adults, find ways to build on them. <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
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		2. Insight – Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.
INDICATOR / STANDARD	2C.	Students demonstrate self-efficacy.
EXPECTATION / INDICATOR	2C.1.	Students participate eagerly and frequently without the prompt from the teacher. <u>Rising Star Studios</u> Confidence Forgiveness Gratefulness

		Self-Reliance Thankfulness
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		3. Regulation – Regulation refers to the ability to recognize and manage one’s emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.
INDICATOR / STANDARD	3C.	Students practice personal responsibility.
EXPECTATION / INDICATOR	3C.1.	Students, with the teacher, co-create class roles and responsibilities where students rotate specific tasks and roles that all students will be responsible for completing in the classroom. <u>Rising Star Studios</u> Dependable Responsibility
EXPECTATION / INDICATOR	3C.2.	Students demonstrate an understanding of the impact of their choices/actions. <u>Rising Star Studios</u> Consideration
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		4. Collaboration – Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.
INDICATOR / STANDARD	4B.	Students understand teamwork and works with others.
EXPECTATION / INDICATOR	4B.2.	Students will work with a partner or small group to model turn -taking, listening skills and picking up on verbal and nonverbal communication with others. This activity needs to be frequent and consistent with followed up feedback and reflection from both educator and child. <u>Rising Star Studios</u> Cooperation
EXPECTATION / INDICATOR	4B.3.	Students will begin to understand how our brains are social organs and we need each other to survive and experience the world around us. <u>Rising Star Studios</u> Cooperation
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		5. Connection – Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.
INDICATOR / STANDARD	5A.	Students treat others fairly and respectfully, is able to see multiple perspectives and is open-minded.
EXPECTATION / INDICATOR	5A.1.	Students demonstrate an awareness of one’s own worldview. <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> Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom </p>
EXPECTATION / INDICATOR	5A.2.	<p>Students sense how other people might feel about something and try to view situations through other's worldviews.</p> <p><u>Rising Star Studios</u> Consideration Wisdom</p>
EXPECTATION / INDICATOR	5A.3.	<p>Students continue try to understand how the other student might think, feel and/or respond.</p> <p><u>Rising Star Studios</u> Consideration Wisdom</p>
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		5. Connection – Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.
INDICATOR / STANDARD	5B.	Students demonstrate care and concern for others.
EXPECTATION / INDICATOR	5B.3.	<p>Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult).</p> <p><u>Rising Star Studios</u> Consideration</p>
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		6. Critical Thinking – Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.
INDICATOR / STANDARD	6A.	Students demonstrate an understanding of metacognition.

EXPECTATION / INDICATOR	6A.3.	Students continue to learn about their brain and its functioning. Students can set short-term learning goals. <u>Rising Star Studios</u> Determination Perseverance
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		7. Mindset – Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.
INDICATOR / STANDARD	7B.	Student practices flexible and innovative thinking.
EXPECTATION / INDICATOR	7B.2.	Students apply creative learning skills and strategies. <u>Rising Star Studios</u> Imaginative Resourcefulness

**Indiana Academic Standards
Social and Emotional Learning**

Grade: 4 - Adopted: 2015

STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		2. Insight – Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.
INDICATOR / STANDARD	2A.	Students identify a wide range of emotions.
EXPECTATION / INDICATOR	2A.3.	Students continue to add feelings to journal writings or other writings. <u>Rising Star Studios</u> Consideration
EXPECTATION / INDICATOR	2A.4.	Students continue to learn about their brain and its role in emotions. <u>Rising Star Studios</u> Consideration
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		2. Insight – Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.
INDICATOR / STANDARD	2B.	Students recognize personal strengths.
EXPECTATION / INDICATOR	2B.1.	Students continue to identify their unique strengths and with the support of adults, find ways to build on them. <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
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		2. Insight – Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.
INDICATOR / STANDARD	2C.	Students demonstrate self-efficacy.
EXPECTATION / INDICATOR	2C.1.	Students participate eagerly and frequently without the prompt from the teacher. <u>Rising Star Studios</u> Confidence Forgiveness Gratefulness Self-Reliance Thankfulness
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		3. Regulation – Regulation refers to the ability to recognize and manage one’s emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.
INDICATOR / STANDARD	3C.	Students practice personal responsibility.
EXPECTATION / INDICATOR	3C.1.	Students, with the teacher, co-create class roles and responsibilities where students rotate specific tasks and roles that all students will be responsible for completing in the classroom. <u>Rising Star Studios</u>

		Dependable Responsibility
EXPECTATION / INDICATOR	3C.2.	Students demonstrate an understanding of the impact of their choices/actions. <u>Rising Star Studios</u> Consideration
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		4. Collaboration – Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.
INDICATOR / STANDARD	4B.	Students understand teamwork and works with others.
EXPECTATION / INDICATOR	4B.2.	Students will work with a partner or small group to model turn -taking, listening skills and picking up on verbal and nonverbal communication with others. This activity needs to be frequent and consistent with followed up feedback and reflection from both educator and child. <u>Rising Star Studios</u> Cooperation
EXPECTATION / INDICATOR	4B.3.	Students will begin to understand how our brains are social organs and we need each other to survive and experience the world around us. <u>Rising Star Studios</u> Cooperation
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		5. Connection – Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.
INDICATOR / STANDARD	5A.	Students treat others fairly and respectfully, is able to see multiple perspectives and is open-minded.
EXPECTATION / INDICATOR	5A.1.	Students demonstrate an awareness of one's own worldview. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism

		Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
EXPECTATION / INDICATOR	5A.2.	Students sense how other people might feel about something and try to view situations through other's worldviews. <u>Rising Star Studios</u> Consideration Wisdom
EXPECTATION / INDICATOR	5A.3.	Students continue try to understand how the other student might think, feel and/or respond. <u>Rising Star Studios</u> Consideration Wisdom
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		5. Connection – Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.
INDICATOR / STANDARD	5B.	Students demonstrate care and concern for others.
EXPECTATION / INDICATOR	5B.3.	Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult). <u>Rising Star Studios</u> Consideration
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		6. Critical Thinking – Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.
INDICATOR / STANDARD	6A.	Students demonstrate an understanding of metacognition.
EXPECTATION / INDICATOR	6A.3.	Students continue to learn about their brain and its functioning. Students can set short-term learning goals. <u>Rising Star Studios</u> Determination Perseverance
STANDARD / STRAND		Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)
PROFICIENCY STATEMENT / SUBSTRAND		7. Mindset – Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.
INDICATOR / STANDARD	7B.	Student practices flexible and innovative thinking.

EXPECTATION / INDICATOR	7B.2.	Students apply creative learning skills and strategies. <u>Rising Star Studios</u> Imaginative Resourcefulness
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