

Main Criteria: Washington State K-12 Learning Standards and Guidelines

Secondary Criteria: Rising Star Studios

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

Grades: 5, 6

Correlation Options: Show Correlated

Washington State K-12 Learning Standards and Guidelines

Health and PE

Grade: 5 - Adopted: 2016

EALR	WA.H.5.	Health Education
BIG IDEA / CORE CONTENT	H.W.	Wellness (W)
CORE CONTENT / CONTENT STANDARD	H.W2.	Hygiene
CONTENT STANDARD / PERFORMANCE EXPECTATION	H1.W2.5.	Explain how family, peers, media, and culture influence decision-making related to hygiene practices. <u>Rising Star Studios</u> Cleanliness Hygiene
EALR	WA.H.5.	Health Education
BIG IDEA / CORE CONTENT	H.Sa.	Safety (Sa)
CORE CONTENT / CONTENT STANDARD	H.Sa1.	Injury Prevention
CONTENT STANDARD / PERFORMANCE EXPECTATION	H1.Sa1.5 b.	Identify safety precautions for playing and working outdoors. <u>Rising Star Studios</u> Obedience
EALR	WA.H.5.	Health Education
BIG IDEA / CORE CONTENT	H.Sa.	Safety (Sa)
CORE CONTENT / CONTENT STANDARD	H.Sa2.	First Aid
CONTENT STANDARD / PERFORMANCE EXPECTATION	H1.Sa2.5.	Explain how to respond to emergency situations. <u>Rising Star Studios</u> Ready
EALR	WA.H.5.	Health Education
BIG IDEA / CORE CONTENT	H.N.	Nutrition (N)
CORE CONTENT / CONTENT STANDARD	H.N6.	Nutritional Planning
CONTENT STANDARD / PERFORMANCE EXPECTATION	H4.N6.5.	Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating. <u>Rising Star Studios</u> Trustworthiness Wisdom
EALR	WA.H.5.	Health Education
BIG IDEA / CORE CONTENT	H.Se.	Health Education Core Idea: Sexual Health (Se)
CORE CONTENT / CONTENT STANDARD	H.Se5.	Self-Identity
CONTENT STANDARD / PERFORMANCE EXPECTATION	H8.Se5.5.	Promote ways to show respect for all people. <u>Rising Star Studios</u> Respect

CONTENT STANDARD / PERFORMANCE EXPECTATION	H2.Se5.5 b.	Identify trusted adults to ask questions about gender identity and sexual orientation. <u>Rising Star Studios</u> Trustworthiness Wisdom
EALR	WA.H.5.	Health Education
BIG IDEA / CORE CONTENT	H.So.	Health Education Core Idea: Social Emotional Health (So)
CORE CONTENT / CONTENT STANDARD	H.So1.	Self-Esteem
CONTENT STANDARD / PERFORMANCE EXPECTATION	H1.So1.5 a.	Explain how high self-esteem is a sign of emotional well-being. <u>Rising Star Studios</u> Self-Acceptance
CONTENT STANDARD / PERFORMANCE EXPECTATION	H1.So1.5 b.	Recognize how self-esteem is impacted by family and peers. <u>Rising Star Studios</u> Self-Acceptance
EALR	WA.H.5.	Health Education
BIG IDEA / CORE CONTENT	H.So.	Health Education Core Idea: Social Emotional Health (So)
CORE CONTENT / CONTENT STANDARD	H.So5.	Harassment, Intimidation, and Bullying
CONTENT STANDARD / PERFORMANCE EXPECTATION	H1.So5.5 c.	Understand cyberbullying. <u>Rising Star Studios</u> Kindness Peacefulness
EALR	WA.PE.5.	Physical Education
BIG IDEA / CORE CONTENT	PE3.	Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
CORE CONTENT / CONTENT STANDARD		Fitness
CONTENT STANDARD / PERFORMANCE EXPECTATION	PE3.5.	Fitness Assessment
PERFORMANCE EXPECTATION	PE3.5.5.	Analyze fitness assessment results for goal-setting and identify strategies for improvement. <u>Rising Star Studios</u> Self-Control
EALR	WA.PE.5.	Physical Education
BIG IDEA / CORE CONTENT	PE4.	Students will exhibit responsible personal and social behavior that respects self and others.
CORE CONTENT / CONTENT STANDARD	PE4.2.	Rules and Etiquette
CONTENT STANDARD / PERFORMANCE EXPECTATION	PE4.2.5.	Analyze importance of etiquette in a variety of physical activities. <u>Rising Star Studios</u> Cooperation Fairness Obedience Sportsmanship
EALR	WA.PE.5.	Physical Education
BIG IDEA / CORE CONTENT	PE4.	Students will exhibit responsible personal and social behavior that respects self and others.
CORE CONTENT / CONTENT STANDARD	PE4.3.	Receiving and Providing Feedback
CONTENT STANDARD /	PE4.3.5.	Provide encouragement and feedback to peers without teacher prompting.

PERFORMANCE EXPECTATION		<u>Rising Star Studios</u> Commitment Consideration Discovering Talent
EALR	WA.PE.5.	Physical Education
BIG IDEA / CORE CONTENT	PE4.	Students will exhibit responsible personal and social behavior that respects self and others.
CORE CONTENT / CONTENT STANDARD	PE4.4.	Working with Others
CONTENT STANDARD / PERFORMANCE EXPECTATION	PE4.4.5a	Apply concept of inclusion by inviting students of all skill abilities into physical activities. <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
EALR	WA.PE.5.	Physical Education
BIG IDEA / CORE CONTENT	PE4.	Students will exhibit responsible personal and social behavior that respects self and others.
CORE CONTENT / CONTENT STANDARD	PE4.5.	Safety
CONTENT STANDARD / PERFORMANCE EXPECTATION	PE4.5.5.	Apply safety principles in physical activities (with self, with peers, with equipment). <u>Rising Star Studios</u> Obedience

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade: 5 - Adopted: 2011

EALR	WA.RL.5.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EALR	WA.RL.5.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. <u>Rising Star Studios</u> Helpfulness
EALR	WA.RL.5.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
EALR	WA.RI.5.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported

/CONTENT STANDARD		by key details; summarize the text. <u>Rising Star Studios</u> Confidence Fairness
EALR	WA.RI.5.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT /CONTENT STANDARD	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <u>Rising Star Studios</u> Confidence Imaginative Resourcefulness
CORE CONTENT /CONTENT STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <u>Rising Star Studios</u> Confidence Fairness
EALR	WA.RI.5.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT /CONTENT STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>Rising Star Studios</u> Confidence Fairness
EALR	WA.RF.5.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT /CONTENT STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4 (a)	Read on-level text with purpose and understanding. <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
EALR	WA.W.5.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT /CONTENT STANDARD	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CONTENT STANDARD / PERFORMANCE 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. <u>Rising Star Studios</u> Punctuality
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.1(b)	Provide logically ordered reasons that are supported by facts and details. <u>Rising Star Studios</u> Punctuality
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.1(c)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). <u>Rising Star Studios</u> Punctuality
EALR	WA.W.5.	Writing Standards
BIG IDEA / CORE		Text Types and Purposes

CONTENT		
CORE CONTENT / CONTENT STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(a)	<p>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.</p> <p><u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness</p>
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(b)	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower</p>
EALR	WA.W.5.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	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.</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</p>

		Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(b)	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events. <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
EALR	WA.W.5.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	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.) <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Cooperation Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill

		Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
CORE CONTENT /CONTENT STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <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
EALR	WA.W.5.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <u>Rising Star Studios</u> Caring Determination
CORE CONTENT / CONTENT STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <u>Rising Star Studios</u> Confidence
EALR	WA.W.5.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE 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]"). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
CONTENT STANDARD / PERFORMANCE 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]"). <u>Rising Star Studios</u> Confidence Fairness
EALR	WA.W.5.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	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. <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
EALR	WA.SL.5.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness

		Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles. <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

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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. <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
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(d)	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity 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
EALR	WA.SL.5.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	SL.5.2.	<p>Summarize a written 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>
CORE CONTENT / CONTENT STANDARD	SL.5.3.	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration</p>

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

EALR	WA.SL.5.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.5.4.	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Rising Star Studios</u> Friendship Sharing Thankfulness</p>
CORE CONTENT / CONTENT STANDARD	SL.5.6.	<p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><u>Rising Star Studios</u> Friendship</p>
EALR	WA.L.5.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English

CORE CONTENT / CONTENT STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed. <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
EALR	WA.L.5.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). <u>Rising Star Studios</u> Helpfulness Initiative Perseverance

Washington State K-12 Learning Standards and Guidelines

Social Studies

Grade: 5 - Adopted: 2019

EALR		Social Studies Skills
BIG IDEA / CORE CONTENT	SSS1:	Uses critical reasoning skills to analyze and evaluate claims.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that there are many sides to an argument and can share one’s own side with evidence-based research.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS1.5.2.	Construct arguments using claims and evidence from multiple sources. <u>Rising Star Studios</u> Confidence Determination Friendship

		Helpfulness Restraint Willpower
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS1.5.3.	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. <u>Rising Star Studios</u> Confidence Determination Friendship Helpfulness Restraint Willpower
EALR		Social Studies Skills
BIG IDEA / CORE CONTENT	SSS2:	Uses inquiry-based research.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS2.5.1.	Explain how supporting questions help answer compelling questions in an inquiry. <u>Rising Star Studios</u> Confidence Determination Willpower
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS2.5.2.	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. <u>Rising Star Studios</u> Confidence Determination Willpower
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS2.5.3.	Critique arguments. <u>Rising Star Studios</u> Confidence Determination Willpower
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS2.5.4	Critique explanations. <u>Rising Star Studios</u> Confidence Determination Friendship Helpfulness Restraint Willpower
EALR		Social Studies Skills
BIG IDEA / CORE CONTENT	SSS3:	Deliberates public issues.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one’s own voice to enact change.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS3.5.1.	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. <u>Rising Star Studios</u> Citizenship Patriotism
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS3.5.2.	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. <u>Rising Star Studios</u> Citizenship Patriotism
EALR		Social Studies Skills

BIG IDEA / CORE CONTENT	SSS4:	Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one’s own knowledge and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS4.5.1	Research multiple perspectives to take a position on a public or historical issue in a paper or presentation. <u>Rising Star Studios</u> Confidence Determination Willpower
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS4.5.3	Use evidence to develop claims in response to compelling questions. <u>Rising Star Studios</u> Confidence Determination Willpower
CONTENT STANDARD / PERFORMANCE EXPECTATION	SSS4.5.4	Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). <u>Rising Star Studios</u> Friendship Helpfulness Restraint
EALR		Civics
BIG IDEA / CORE CONTENT	C1:	Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that different communities create rules to promote the common good and individual liberties.
CONTENT STANDARD / PERFORMANCE EXPECTATION	C1.5.1.	Apply civic virtues and democratic principles in school. <u>Rising Star Studios</u> Citizenship Patriotism
CONTENT STANDARD / PERFORMANCE EXPECTATION	C1.5.5.	Describe and apply the key ideals of unity and diversity within the context of the United States. <u>Rising Star Studios</u> Tolerance Uniqueness
EALR		Civics
BIG IDEA / CORE CONTENT	C2:	Understands the purposes, organization, and function of governments, laws, and political systems.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Recognizes that one has rights and responsibilities as a citizen in one’s own community.
CONTENT STANDARD / PERFORMANCE EXPECTATION	C2.5.2.	Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. <u>Rising Star Studios</u> Citizenship Loyalty Patriotism
CONTENT STANDARD / PERFORMANCE EXPECTATION	C2.5.3.	Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. <u>Rising Star Studios</u> Fairness Obedience
EALR		Civics
BIG IDEA / CORE CONTENT	C3:	Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.
CORE CONTENT		Enduring Understanding – Knows that there are different communities nearby

/CONTENT STANDARD		and that there may be different rules for different communities.
CONTENT STANDARD / PERFORMANCE EXPECTATION	C3.5.2.	Discuss how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. <u>Rising Star Studios</u> Citizenship Loyalty Patriotism
CONTENT STANDARD / PERFORMANCE EXPECTATION	C3.5.3.	Explain the origins and purposes of rules, laws, and key provisions of the United States Constitution around treaty building and global relationships. <u>Rising Star Studios</u> Fairness Obedience
EALR		Civics
BIG IDEA / CORE CONTENT	C4:	Understands civic involvement.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."
CONTENT STANDARD / PERFORMANCE EXPECTATION	C4.5.1.	Demonstrate how civic participation relates to rights and responsibilities. <u>Rising Star Studios</u> Citizenship Patriotism
CONTENT STANDARD / PERFORMANCE EXPECTATION	C4.5.4.	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. <u>Rising Star Studios</u> Dependable Responsibility
EALR		History
BIG IDEA / CORE CONTENT	H2:	Understands and analyzes causal factors that have shaped major events in history.
CORE CONTENT / CONTENT STANDARD		Enduring Understanding – Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.
CONTENT STANDARD / PERFORMANCE EXPECTATION	H2.5.2.	Analyze and explain how people from various cultural and ethnic groups have shaped United States history. <u>Rising Star Studios</u> Uniqueness
CONTENT STANDARD / PERFORMANCE EXPECTATION	H2.5.3.	Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States. <u>Rising Star Studios</u> Consideration Tolerance

Washington State K-12 Learning Standards and Guidelines

Social and Emotional Learning

Grade: 5 - Adopted: 2020

EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 1.	SELF-AWARENESS – Individuals have the ability to identify their emotions, personal assets, and areas for growth, and potential external resources and supports.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 1A.	Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.
PERFORMANCE EXPECTATION	1A.1.	I can explain the different intensities of my emotions and feelings. <u>Rising Star Studios</u> Consideration

PERFORMANCE EXPECTATION	1A.2.	I can identify and describe physical symptoms and thoughts related to my emotions and feelings (e.g., hot, shoulders tight). <u>Rising Star Studios</u> Consideration
PERFORMANCE EXPECTATION	1A.3.	I can identify thoughts that are caused by emotions and feelings and how these thoughts affect my actions. <u>Rising Star Studios</u> Consideration
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 1.	SELF-AWARENESS – Individuals have the ability to identify their emotions, personal assets, and areas for growth, and potential external resources and supports.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 1B.	Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.
PERFORMANCE EXPECTATION	1B.1.	I can identify how I use my personal interests and my unique voice to engage with people in my school and community (when supported by adults). <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

		<p>Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom</p>
<p>PERFORMANCE EXPECTATION</p>	<p>1B.2.</p>	<p>I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets).</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</p>

		Wisdom
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 1.	SELF-AWARENESS – Individuals have the ability to identify their emotions, personal assets, and areas for growth, and potential external resources and supports.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 1C.	Demonstrates self-awareness and understanding of external influences—e.g., culture, family, school, and community resources and supports.
PERFORMANCE EXPECTATION	1C.1.	I can reflect on feedback from others and find personal satisfaction in meeting my goals. <u>Rising Star Studios</u> Determination Perseverance
PERFORMANCE EXPECTATION	1C.3.	I can identify situations in which I might need to seek adult/peer help, including in emergencies. <u>Rising Star Studios</u> Independence
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 2.	SELF-MANAGEMENT – Individuals have the ability to regulate emotions, thoughts, and behaviors.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 2A.	Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways.
PERFORMANCE EXPECTATION	2A.2.	I can select and practice specific self-management skills to maintain self-control. <u>Rising Star Studios</u> Self-Control
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 3.	SELF-EFFICACY – Individuals have the ability to motivate themselves, persevere, and see themselves as capable.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 3A.	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
PERFORMANCE EXPECTATION	3A.1.	I can learn in the midst of challenges, create a goal, and track progress toward achievement of that goal. <u>Rising Star Studios</u> Determination Perseverance
PERFORMANCE EXPECTATION	3A.2.	I can identify an accomplishment and reflect on the steps I took to get there. <u>Rising Star Studios</u> Determination Perseverance
PERFORMANCE EXPECTATION	3A.3.	I can evaluate how my attitude affects goal achievement. <u>Rising Star Studios</u> Determination Perseverance
PERFORMANCE EXPECTATION	3A.4.	I can identify and plan how to meet personal, school, and family goals in a variety of ways. <u>Rising Star Studios</u> Determination

		Perseverance
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 3.	SELF-EFFICACY – Individuals have the ability to motivate themselves, persevere, and see themselves as capable.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 3B.	Demonstrates problem-solving skills to engage responsibly in a variety of situations.
PERFORMANCE EXPECTATION	3B.1.	<p>I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.</p> <p><u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness</p>

		Willpower Wisdom
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 4.	SOCIAL AWARENESS – Individuals have the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 4A.	Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.
PERFORMANCE EXPECTATION	4A.1.	I can identify verbal, physical, and situational cues that affect how others may feel. <u>Rising Star Studios</u> Consideration
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 4.	SOCIAL AWARENESS – Individuals have the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 4B.	Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.
PERFORMANCE EXPECTATION	4B.1.	I can identify how backgrounds can be similar and different and can demonstrate acceptance of differing social beliefs and perspectives. <u>Rising Star Studios</u> Tolerance Uniqueness
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 4.	SOCIAL AWARENESS – Individuals have the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 4C.	Demonstrates an understanding of the variation within and across cultures.
PERFORMANCE EXPECTATION	4C.2.	I can identify contributions of various social and cultural groups. <u>Rising Star Studios</u> Tolerance Uniqueness
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 5.	SOCIAL MANAGEMENT – Individuals have the ability to make safe and constructive choices about personal behavior and social interactions.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 5C.	Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities.
PERFORMANCE EXPECTATION	5C.2.	I can identify the value of having relationships with people whose backgrounds and identities are different than my own. <u>Rising Star Studios</u> Tolerance Uniqueness
PERFORMANCE EXPECTATION	5C.3.	I can demonstrate the ability to choose constructive friendships. <u>Rising Star Studios</u> Selflessness

EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 6.	SOCIAL ENGAGEMENT – Individuals have the ability to consider others and show a desire to contribute to the well-being of the school and community.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 6A.	Demonstrates a sense of school and community responsibility.
PERFORMANCE EXPECTATION	6A.2.	I can identify the existence of bias and stereotyping and relate to people as individuals, rather than representatives of social and cultural groups. <u>Rising Star Studios</u> Tolerance Uniqueness
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 6.	SOCIAL ENGAGEMENT – Individuals have the ability to consider others and show a desire to contribute to the well-being of the school and community.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 6B.	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
PERFORMANCE EXPECTATION	6B.1.	I can demonstrate appreciation for differences and practice inclusiveness in group interactions. <u>Rising Star Studios</u> Tolerance Uniqueness
EALR		Social Emotional Learning Standards, Benchmarks, and Indicators
BIG IDEA / CORE CONTENT		Late Elementary
CORE CONTENT / CONTENT STANDARD	STANDARD 6.	SOCIAL ENGAGEMENT – Individuals have the ability to consider others and show a desire to contribute to the well-being of the school and community.
CONTENT STANDARD / PERFORMANCE EXPECTATION	BENCHMARK 6C.	Contributes productively to one’s school, workplace, and community.
PERFORMANCE EXPECTATION	6C.2.	I can demonstrate respectful interactions in school while being responsive to the rights of others. <u>Rising Star Studios</u> Respect