

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

**Louisiana Academic Standards  
Health and PE**

Grade: **3** - Adopted: **Health 2011 / PE 2009**

<b>STRAND</b>	<b>LA.HE.</b>	<b>Health Education</b>
<b>TITLE</b>	<b>1-E.</b>	<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1-E-3.</b>	<b>Describe ways to prevent common childhood injuries and health problems.</b>
<b>INDICATOR</b>	<b>1-E-3.1.</b>	<b>List ways to prevent injuries at home, school, and in the community.</b>  <u>Rising Star Studios</u> Obedience
<b>STRAND</b>	<b>LA.HE.</b>	<b>Health Education</b>
<b>TITLE</b>	<b>1-E.</b>	<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1-E-4.</b>	<b>Describe ways in which a safe and healthy school and community environment can promote personal health.</b>
<b>INDICATOR</b>	<b>1-E-4.2.</b>	<b>List school safety rules (e.g., playground, halls, lunch room, etc.) and how they promote health.</b>  <u>Rising Star Studios</u> Obedience
<b>STRAND</b>	<b>LA.HE.</b>	<b>Health Education</b>
<b>TITLE</b>	<b>1-E.</b>	<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1-E-5.</b>	<b>Identify when it is important to seek health care.</b>
<b>INDICATOR</b>	<b>1-E-5.1.</b>	<b>Recognize when and how to seek help from a trusted adult.</b>  <u>Rising Star Studios</u> Trustworthiness Wisdom
<b>STRAND</b>	<b>LA.HE.</b>	<b>Health Education</b>
<b>TITLE</b>	<b>4-E.</b>	<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4-E-4.</b>	<b>Demonstrate how to ask for assistance to enhance personal health.</b>
<b>INDICATOR</b>	<b>4-E-4.1.</b>	<b>List ways to ask for help in uncomfortable situations.</b>  <u>Rising Star Studios</u> Independence
<b>INDICATOR</b>	<b>4-E-4.2.</b>	<b>Identify adults in the school and community who can provide personal health guidance.</b>  <u>Rising Star Studios</u> Independence
<b>STRAND</b>	<b>LA.HE.</b>	<b>Health Education</b>
<b>TITLE</b>	<b>5-E.</b>	<b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5-E-1.</b>	<b>Illustrate the outcomes of a health-related decision.</b>
<b>INDICATOR</b>	<b>5-E-1.2.</b>	<b>Recognize when assistance is needed when making health-related decisions.</b>  <u>Rising Star Studios</u> Helpfulness Independence

<b>STRAND</b>	<b>LA.PE.</b>	<b>Physical Education</b>
<b>TITLE</b>	<b>5-E:</b>	<b>Demonstrates responsible personal and social behavior in physical activity settings.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5-E-1:</b>	<b>Demonstrates good sportsmanship and fair play in a variety of settings.</b>
<b>INDICATOR</b>	<b>5-E-1.1</b>	Identify and model examples of good sportsmanship and fair play.  <u>Rising Star Studios</u> Sportsmanship
<b>INDICATOR</b>	<b>5-E-1.2</b>	Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments)  <u>Rising Star Studios</u> Sportsmanship
<b>STRAND</b>	<b>LA.PE.</b>	<b>Physical Education</b>
<b>TITLE</b>	<b>5-E:</b>	<b>Demonstrates responsible personal and social behavior in physical activity settings.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5-E-2:</b>	<b>Recognizes and avoids unsafe practices and situations.</b>
<b>INDICATOR</b>	<b>5-E-2.1</b>	State safety rules and practice for participation in selected grade level activities.  <u>Rising Star Studios</u> Obedience
<b>INDICATOR</b>	<b>5-E-2.2</b>	Comply with rules and procedures during grade appropriate group and individual activities.  <u>Rising Star Studios</u> Obedience
<b>INDICATOR</b>	<b>5-E-2.3</b>	Remain on assigned task until directed by teacher.  <u>Rising Star Studios</u> Obedience
<b>INDICATOR</b>	<b>5-E-2.4</b>	Demonstrate understanding and concern for safety of self and others during games/activities.  <u>Rising Star Studios</u> Obedience
<b>STRAND</b>	<b>LA.PE.</b>	<b>Physical Education</b>
<b>TITLE</b>	<b>5-E:</b>	<b>Demonstrates responsible personal and social behavior in physical activity settings.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5-E-3:</b>	<b>Works cooperatively with teachers and peers to reach a common goal.</b>
<b>INDICATOR</b>	<b>5-E-3.1</b>	Follow directions and rules during school hours. (e.g. line behavior, entering and exiting gym and play area)  <u>Rising Star Studios</u> Cooperation
<b>INDICATOR</b>	<b>5-E-3.2</b>	Identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings  <u>Rising Star Studios</u> Cooperation
<b>INDICATOR</b>	<b>5-E-3.3</b>	Demonstrate self-control in physical activity settings (e.g., good sportsmanship, teamwork, cooperation, diversity)  <u>Rising Star Studios</u> Cooperation
<b>STRAND</b>	<b>LA.PE.</b>	<b>Physical Education</b>
<b>TITLE</b>	<b>5-E:</b>	<b>Demonstrates responsible personal and social behavior in physical activity settings.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5-E-4:</b>	<b>Exhibits independence and ability to succeed in groups.</b>
<b>INDICATOR</b>	<b>5-E-4.1</b>	Cooperate with classmates by staying on task, taking turns, and sharing equipment.

		<u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
INDICATOR	5-E-4.2	Demonstrate responsible behavior in game/activity settings.  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
INDICATOR	5-E-4.3	Utilize positive statements to encourage others in games and activities.  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
STRAND	LA.PE.	Physical Education
TITLE	6-E:	Demonstrates understanding and respect for differences among people in physical activity settings.
PERFORMANCE EXPECTATION	6-E-1:	Displays positive attitudes toward self and others through physical activity.
INDICATOR	6-E-1.1	Recognize and understand disabilities that may affect one's participation in physical activity  <u>Rising Star Studios</u> Uniqueness
INDICATOR	6-E-1.2	Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately through physical activity.  <u>Rising Star Studios</u> Uniqueness
STRAND	LA.PE.	Physical Education
TITLE	6-E:	Demonstrates understanding and respect for differences among people in physical activity settings.
PERFORMANCE EXPECTATION	6-E-3:	Explores the role of history in physical activities/games, sports of United States and other countries.
INDICATOR	6-E-3.2	Participate in popular activities/games and sports played by children in other countries.  <u>Rising Star Studios</u> Tolerance Uniqueness

### Louisiana Academic Standards

#### Health and PE

Grade: 4 - Adopted: Health 2011 / PE 2009

STRAND	LA.HE.	Health Education
TITLE	4-E.	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
PERFORMANCE EXPECTATION	4-E-3.	Adopt non-violent strategies to manage or resolve conflict.
INDICATOR	4-E-3.2.	Discuss strategies to prevent bullying.  <u>Rising Star Studios</u> Kindness Peacefulness
STRAND	LA.HE.	Health Education
TITLE	4-E.	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
PERFORMANCE EXPECTATION	4-E-4.	Demonstrate how to ask for assistance to enhance personal health.
INDICATOR	4-E-4.1.	Identify situations where personal health assistance may be required.  <u>Rising Star Studios</u> Independence

INDICATOR	4-E-4.2.	Demonstrate how to seek personal health assistance from a trusted adult.  <u>Rising Star Studios</u> Trustworthiness Wisdom
STRAND	LA.PE.	Physical Education
TITLE	2-E:	Applies movement concepts and principles to the learning and development of motor skills.
PERFORMANCE EXPECTATION	2-E-4:	Employs the concept of efficient and effective practice to improve skills in appropriate settings (e.g., repeating the skill of basketball lay-ups in a gym or playground setting).
INDICATOR	2-E-4.3	Identify and practice skills for which improvement is needed in lead-up game settings.  <u>Rising Star Studios</u> Commitment Discovering Talent
STRAND	LA.PE.	Physical Education
TITLE	5-E:	Demonstrates responsible personal and social behavior in physical activity settings.
PERFORMANCE EXPECTATION	5-E-1:	Demonstrates good sportsmanship and fair play in a variety of settings.
INDICATOR	5-E-1.1	Identify and model examples of good sportsmanship and fair play.  <u>Rising Star Studios</u> Sportsmanship
INDICATOR	5-E-1.2	Demonstrate respect for all students regardless of individual differences in skills and abilities during individual and group activities. (e.g., taking turns, sharing equipment, encouraging others, making positive comments).  <u>Rising Star Studios</u> Sportsmanship
STRAND	LA.PE.	Physical Education
TITLE	5-E:	Demonstrates responsible personal and social behavior in physical activity settings.
PERFORMANCE EXPECTATION	5-E-2:	Recognizes and avoids unsafe practices and situations.
INDICATOR	5-E-2.1	Remain on task and model responsible behavior in individual and group settings.  <u>Rising Star Studios</u> Obedience
INDICATOR	5-E-2.2	Use equipment properly and safely.  <u>Rising Star Studios</u> Obedience
INDICATOR	5-E-2.3	Play within the rules of the game or activity.  <u>Rising Star Studios</u> Obedience
INDICATOR	5-E-2.4	Model self-control by accepting controversial decisions.  <u>Rising Star Studios</u> Obedience
INDICATOR	5-E-2.5	Exhibit good sportsmanship and fair play during games/activities.  <u>Rising Star Studios</u> Obedience
STRAND	LA.PE.	Physical Education
TITLE	5-E:	Demonstrates responsible personal and social behavior in physical activity settings.
PERFORMANCE EXPECTATION	5-E-3:	Works cooperatively with teachers and peers to reach a common goal.
INDICATOR	5-E-3.1	Follow directions and rules during school hours (e.g. line behavior, entering and exiting play area).  <u>Rising Star Studios</u>

		Cooperation
INDICATOR	5-E-3.2	Describe key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings  <u>Rising Star Studios</u> Cooperation
INDICATOR	5-E-3.3	Demonstrate self-control in physical activity settings (e.g., sportsmanship, cooperation, diversity).  <u>Rising Star Studios</u> Cooperation
STRAND	LA.PE.	Physical Education
TITLE	5-E:	Demonstrates responsible personal and social behavior in physical activity settings.
PERFORMANCE EXPECTATION	5-E-4:	Exhibits independence and ability to succeed in groups.
INDICATOR	5-E-4.1	Demonstrate a willingness to achieve success when participating in physical education class (gives best effort, displays enjoyment, improves skill development).  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
INDICATOR	5-E-4.2	Demonstrate cooperation with a partner in order to achieve successful participation in a game or activity.  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
INDICATOR	5-E-4.3	Apply problem-solving strategies to work with a group in order to achieve a pre-determined outcome.  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
STRAND	LA.PE.	Physical Education
TITLE	6-E:	Demonstrates understanding and respect for differences among people in physical activity settings.
PERFORMANCE EXPECTATION	6-E-1:	Displays positive attitudes toward self and others through physical activity.
INDICATOR	6-E-1.1	Demonstrate respect of classmates with or without disabilities that may affect one's participation in physical activity.  <u>Rising Star Studios</u> Uniqueness
INDICATOR	6-E-1.2	Demonstrate respect for the ideas of others, attempting to compromise and communicate appropriately.  <u>Rising Star Studios</u> Uniqueness
INDICATOR	6-E-1.3	Demonstrate responsibility for practicing fair play by using socially appropriate behavior and accepting decisions of the person in charge.  <u>Rising Star Studios</u> Uniqueness
STRAND	LA.PE.	Physical Education
TITLE	6-E:	Demonstrates understanding and respect for differences among people in physical activity settings.
PERFORMANCE EXPECTATION	6-E-2:	Demonstrates tolerance for individual differences.
INDICATOR	6-E-2.1	Cooperate with any child in the class as a partner or in group settings.  <u>Rising Star Studios</u> Cooperation

INDICATOR	6-E-2.2	Demonstrate cooperation by supporting and encouraging others of different abilities/skill levels and ethnicity.  <u>Rising Star Studios</u> Cooperation
INDICATOR	6-E-2.3	Continue to work willingly with a partner when initially unsuccessful.  <u>Rising Star Studios</u> Cooperation
STRAND	LA.PE.	Physical Education
TITLE	6-E:	Demonstrates understanding and respect for differences among people in physical activity settings.
PERFORMANCE EXPECTATION	6-E-3:	Explores the role of history in physical activities/games, sports of United States and other countries.
INDICATOR	6-E-3.3	Compare/contrast how games and activities are played by children in the United States and other countries (Use graphic organizer or thinking map).  <u>Rising Star Studios</u> Tolerance Uniqueness

### Louisiana Academic Standards

#### Language Arts

Grade: 3 - Adopted: 2019

STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
PERFORMANCE EXPECTATION	3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.  <u>Rising Star Studios</u> Honesty
PERFORMANCE EXPECTATION	5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  <u>Rising Star Studios</u> Initiative
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE	2.	Determine the main idea of a text; recount the key details and explain how they

EXPECTATION		support the main idea.  <u>Rising Star Studios</u> Confidence Fairness
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANCE EXPECTATION	5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  <u>Rising Star Studios</u> Confidence
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  <u>Rising Star Studios</u> Consideration Patriotism
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.  <u>Rising Star Studios</u> Confidence Fairness
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	1.	Write opinion pieces on topics or texts, supporting a point of view with reasons.
INDICATOR	a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  <u>Rising Star Studios</u> Punctuality
INDICATOR	b.	Provide reasons that support the opinion.  <u>Rising Star Studios</u> Punctuality
INDICATOR	c.	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  <u>Rising Star Studios</u> Punctuality
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

		<u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Sportsmanship Trustworthiness
INDICATOR	b.	Develop the topic with facts, definitions, and details.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  <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
INDICATOR	b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

		<u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
<b>STRAND</b>		<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  <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
<b>STRAND</b>		<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>

PERFORMANCE EXPECTATION	7.	Conduct short research projects that build knowledge about a topic.  <u>Rising Star Studios</u> Caring Determination
PERFORMANCE EXPECTATION	8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  <u>Rising Star Studios</u> Confidence
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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.

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

b.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Rising Star Studios

- Bravery
- Caring
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- Commitment
- Confidence

Consideration  
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 Heroic  
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 Hygiene  
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 Thankfulness  
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INDICATOR

c.

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Rising Star Studios

Bravery  
 Caring  
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 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness

		Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND</b>		<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>INDICATOR</b>	d.	Explain their own ideas and understanding in light of the 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  
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 Independence  
 Initiative  
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 Joyfulness  
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 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
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<b>STRAND</b>		<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE EXPECTATION</b>	3.	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</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</p>

Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
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 Willpower  
 Wisdom

<b>STRAND</b>		<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  <u>Rising Star Studios</u> Friendship Sharing
<b>STRAND</b>		<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness

		Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
INDICATOR	f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	a.	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).  <u>Rising Star Studios</u> Honesty
INDICATOR	b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness

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<b>STRAND</b>		<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	6.	<p>Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><u>Rising Star Studios</u>          Bravery          Caring          Citizenship          Cleanliness          Commitment          Confidence          Consideration          Cooperation          Courage          Courtesy</p>

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Louisiana Academic Standards

Language Arts

Grade: 4 - Adopted: 2019

<b>STRAND</b>		<b>Reading Standards for Literature</b>
<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	1.	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Rising Star Studios</u>            Helpfulness            Initiative            Perseverance</p>
<b>PERFORMANCE EXPECTATION</b>	3.	<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><u>Rising Star Studios</u>            Helpfulness            Initiative            Perseverance</p>
<b>STRAND</b>		<b>Reading Standards for Literature</b>

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  <u>Rising Star Studios</u> Helpfulness
STRAND		Reading Standards for Literature
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	7.	Make connections between the text of a story or drama and a visual or oral presentation of the text.  <u>Rising Star Studios</u> Helpfulness
PERFORMANCE EXPECTATION	9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  <u>Rising Star Studios</u> Helpfulness
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <u>Rising Star Studios</u> Confidence Fairness
PERFORMANCE EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.  <u>Rising Star Studios</u> Confidence Fairness
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  <u>Rising Star Studios</u> Consideration Patriotism
PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.  <u>Rising Star Studios</u> Confidence Fairness
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <u>Rising Star Studios</u> Confidence

		Fairness
<b>STRAND</b>		<b>Reading Standards for Foundational Skills</b>
<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	a.	Read on-level text with purpose and understanding.  <u>Rising Star Studios</u> Confidence Fairness Helpfulness Initiative Perseverance
<b>STRAND</b>		<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>INDICATOR</b>	a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  <u>Rising Star Studios</u> Punctuality
<b>INDICATOR</b>	b.	Provide reasons that are supported by facts and details.  <u>Rising Star Studios</u> Punctuality
<b>INDICATOR</b>	c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  <u>Rising Star Studios</u> Punctuality
<b>STRAND</b>		<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>INDICATOR</b>	a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Trustworthiness
<b>INDICATOR</b>	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness

		Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
<b>STRAND</b>		<b>Writing Standards</b>
<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>INDICATOR</b>	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity 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
<b>INDICATOR</b>	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.  <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
<b>INDICATOR</b>	e.	Provide a conclusion that follows from the narrated experiences or events.  <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
<b>STRAND</b>		<b>Writing Standards</b>
<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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<b>STRAND</b>		<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <u>Rising Star Studios</u> Caring Determination
<b>PERFORMANCE EXPECTATION</b>	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  <u>Rising Star Studios</u> Confidence
<b>STRAND</b>		<b>Writing Standards</b>
<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
<b>INDICATOR</b>	a.	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

		<u>Rising Star Studios</u> Helpfulness Initiative Perseverance
INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).  <u>Rising Star Studios</u> Confidence Fairness
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
INDICATOR	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.

Rising Star Studios

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INDICATOR

b.

Follow agreed-upon rules for discussions and carry out assigned roles.

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INDICATOR

c.

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.

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INDICATOR

d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Rising Star Studios

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<b>STRAND</b>		<b>Speaking and Listening Standards</b>
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<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE EXPECTATION</b>	2.	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Rising Star Studios</u>          Bravery          Caring          Citizenship          Cleanliness          Commitment          Confidence          Consideration          Cooperation          Courage          Courtesy          Decency          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</p>
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		<p>Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
<p>PERFORMANCE EXPECTATION</p>	<p>3.</p>	<p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p><u>Rising Star Studios</u></p> <p>Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance</p>

		Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
<b>STRAND</b>		<b>Speaking and Listening Standards</b>
<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  <u>Rising Star Studios</u> Friendship Sharing Thankfulness
<b>PERFORMANCE EXPECTATION</b>	6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task, audience, and situation.  <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
<b>STRAND</b>		<b>Language Standards</b>
<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	a.	Use correct capitalization.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
<b>INDICATOR</b>	d.	Spell grade-appropriate words correctly, consulting references as needed.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dependable Dignity Discovering Talent Forgiveness Friendship

		Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
<b>STRAND</b>		<b>Language Standards</b>
<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>INDICATOR</b>	b.	Choose punctuation for effect.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness
<b>INDICATOR</b>	c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Rising Star Studios

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<b>STRAND</b>		<b>Language Standards</b>
<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  <u>Rising Star Studios</u> Bravery Caring Citizenship

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 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

**Louisiana Academic Standards**

**Social Studies**

Grade: 3 - Adopted: 2011

<b>STRAND</b>		<b>Civics</b>
<b>TITLE</b>		<b>Standard 5 - Government and Political Systems: Students analyze the structures and function of local and state government.</b>
<b>PERFORMANCE EXPECTATION</b>	3.5.1	<b>Explain the difference between rules and laws</b>  <u>Rising Star Studios</u> Fairness Obedience
<b>STRAND</b>		<b>Civics</b>
<b>TITLE</b>		<b>Standard 6 - Citizenship: Students investigate their role as a citizen of</b>

		Louisiana.
PERFORMANCE EXPECTATION	3.6.1	Explain the rights and responsibilities of individuals in making a community and state a better place to live  <u>Rising Star Studios</u> Citizenship Loyalty Patriotism
PERFORMANCE EXPECTATION	3.6.2	Describe the qualities of a good leader and citizen  <u>Rising Star Studios</u> Citizenship Patriotism
STRAND		Economics
TITLE		Standard 7 - Personal Finance: Students develop an understanding of earning income, saving, and spending money in order to acquire economic decision-making skills.
PERFORMANCE EXPECTATION	3.7.2	List different ways people save their income and explain the advantages and disadvantages of each  <u>Rising Star Studios</u> Initiative Willpower
STRAND		Economics
TITLE		Standard 9 - Careers: Students develop an understanding of key economic concepts and the role of certain types of occupations in the economy.
PERFORMANCE EXPECTATION	3.9.2	Investigate the responsibilities and characteristics of various jobs  <u>Rising Star Studios</u> Determination

### Louisiana Academic Standards

#### Social Studies

Grade: 4 - Adopted: 2011

STRAND		History
TITLE		Standard 3 - People and Events: Students examine the impact of scientific and technological advances on the development of the United States.
PERFORMANCE EXPECTATION	4.3.1	Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States  <u>Rising Star Studios</u> Imaginative
STRAND		Civics
TITLE		Standard 8 - Role of Citizen: Students examine the rights, responsibilities, and duties of a United States citizen in order to understand how individuals contribute to the democratic system of government.
PERFORMANCE EXPECTATION	4.8.2	Differentiate between citizens' rights, responsibilities, and duties  <u>Rising Star Studios</u> Citizenship Loyalty Patriotism
PERFORMANCE EXPECTATION	4.8.3	Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy  <u>Rising Star Studios</u> Citizenship Patriotism
STRAND		Economics
TITLE		Standard 9 - Fundamental Economic Concepts: Students demonstrate knowledge of economic concepts.
PERFORMANCE EXPECTATION	4.9.10	Analyze the benefits of increasing skills and knowledge in order to meet needs and wants  <u>Rising Star Studios</u> Determination

