

| Anchor | Standard | Read Iowa History | Read Aloud | History Mystery | Think Like... |
|--------------|--|-------------------|------------|-----------------|---------------|
| Inquiry | SS.5.1. Develop and refine questions to actively shape and advance the investigation of the topic. | X | | | |
| Inquiry | SS.5.2. Interpret information about specific perspectives or beliefs from sources. | X | | X | |
| Inquiry | SS.5.3. Make a claim about a topic and support it with evidence from one or more sources. | X | | | |
| Inquiry | SS.5.4. Construct responses to questions using reasoning, examples, and relevant details. | X | X | | X |
| Inquiry | SS.5.5. Identify the strategies people and/or groups use to advocate for a cause, and evaluate the civic virtues reflected by those strategies. | X | X | X | X |
| Civics/Gov | SS.5.6. Describe the origin, purpose, and impact of the Constitution and Bill of Rights. | X | X | X | |
| Civics/Gov | SS.5.7. Explain the processes by which laws are created, changed, limited, upheld, and removed. | X | X | | |
| Civics/Gov | SS.5.8. Describe how the Constitution ensures federalism, including examples of how power is shared between federal and state government. | X | X | | |
| Civics/Gov | SS.5.9. Explain the protections provided under the Bill of Rights and the responsibilities that accompany exercising these rights. | X | X | | |
| History | SS.5.10. Analyze the multiple economic, political, and social changes and divisions that brought about and affected the Civil War. | | | | |
| Geography | SS.5.11. Generate geographic representations to illustrate how cultural and physical characteristics of U.S. regions affected the Civil War. | | | | |
| Civics/Gov | SS.5.12. Examine legislative efforts, court decisions, and social movements intended to promote peace before, during and after the Civil War. | X | | X | |
| Geography | SS.5.13. Examine the impact that railroad transportation had on the movement of populations in the United States. | | | | |
| History | SS.5.14. Analyze the impacts of significant inventions of the Industrial Revolution. | | | | |
| History | SS.5.15. Identify how the Industrial Revolution changed living conditions for people in both rural areas and growing cities. | | | | |
| Econ/Fin Lit | SS.5.16. Explain how the Industrial Revolution caused significant population shifts and analyze the effects of these shifts on cities and rural populations, labor, and society. | | | | |
| Civics/Gov | SS.5.17. Analyze key events, individuals, and campaigns that have been driven by a desire to create positive social change. | X | X | X | X |
| Civics/Gov | SS.5.18. Examine various laws and their impact on the equal rights of American citizens. | X | X | | |
| History | SS.5.19. Evaluate the progression of key events of the Civil Rights Movement. | X | X | | |
| History | SS.5.20. Investigate how youth played a role in the Civil Rights Movement by engaging in various forms of activism in Iowa and around the nation. | | | | |
| Econ/Fin Lit | SS.5.21. Describe reasons and considerations for financial borrowing. | | | | |
| Econ/Fin Lit | SS.5.22. Compare different ways to save and invest money. | | | | |
| Civics/Gov | SS.5.23. Determine aspects of long-term financial goals. | | | | |
| Econ/Fin Lit | SS.5.24. Describe different types of taxes, including how they are collected and the public benefits they fund. | | | | |

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| Reading: Literature | 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. (DOK 2,3) | | X |
| Reading: Literature | RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (DOK 2,3) | | X |
| Reading: Literature | RL.5.6. Describe how a narrator's or speaker's point of view and/or perspective influences how events are described. (DOK 2,3,4) | | X |
| Reading: Literature | 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. (DOK 3,4) | | X |
| Reading: Informational Text | RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (DOK 2,3) | X | |
| Reading: Informational Text | RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific and/or technical text based on specific information in the text(s). (DOK 2,3) | X | |
| Reading: Informational Text | RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (DOK 2,3) | X | |
| Reading: Informational Text | 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). (DOK 2,3) | X | |
| Writing | W.5.1. Write opinion pieces that explain a perspective or point of view with supporting reasons and evidence. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented. (DOK 2,3,4) | X | |
| Writing | W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia elements when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. (DOK 2,3,4) | X | |
| Writing | W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (DOK 3,4) | X | |
| Writing | 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. (DOK 1,2,3) | X | |
| Writing | W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics"). b. Apply <i>grade 5 Reading standards</i> 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)"). | X | |

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| Speaking & Listening | <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (DOK 1,2,3) | X | |
| Speaking & Listening | <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (DOK 2,3)</p> | X | |
| Speaking & Listening | <p>SL.5.4. 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 or central ideas; speak clearly at an understandable pace. (DOK 1,2,3)</p> | X | |

*Only the Iowa Literacy Standards applied in the Goldie's History Kit are listed.