# Main Criteria: Frontiers in Writing

Secondary Criteria: Hawaii Content and Performance Standards

**Subject:** Language Arts

**Grade:** 5

### **Frontiers in Writing**

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

## **Hawaii Content and Performance Standards**

Language Arts		
		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD /		Language Anchor Standards  Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	L.3.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	L.3.	Comprehension and Collaboration  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	L.3.	Comprehension and Collaboration  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	L.3.	Comprehension and Collaboration  Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.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; speak clearly at an understandable pace.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

5.L.5.

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).

Lesson 02: Unit 2 Writing from Notes, p. 19-28

## **Hawaii Content and Performance Standards**

Language Arts  Grade 5 - Adopted: 2025		
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT		Speaking and Listening Anchor Standards
STANDARD / COURSE		Speaking and Listening Anchor Standards
		Comprehension and Collaboration
STANDARD / PERFORMANCE INDICATOR /	SL.1.	
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	SL.1.	Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	SL.1.	Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	SL.1.	Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Language Anchor Standards

CONTENT STANDARD COURSE
STANDARD PERFORMAI INDICATOR DOMAIN

EXPECTATION / BENCHMARK

### Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD /		Reading Informational  Integration of Knowledge and Ideas

CONTENT	
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#### **Reading Informational**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

Lesson 03: Unit 2 Writing from Notes, p. 29-34

## **Hawaii Content and Performance Standards**

Language Arts		
Grade <b>5</b> - Adopted: <b>2025</b>		
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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### Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:

EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD /		Speaking & Listening  Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	5.SL.1.	

EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

Lesson 04: Unit 2 Writing from Notes, p. 35-42

## **Hawaii Content and Performance Standards**

		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT ST ANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.

#### CONTENT STANDARD / COURSE

TOPIC

#### **Writing Foundations**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION /	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and

events or show the responses of characters to situations.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
PERFORMANCE INDICATOR /	5.L.3.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.L.3.</b> a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases
PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of
PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Language

CONTENT	
<b>STANDARD</b>	ı
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CONTENT STANDARD /

COURSE

#### Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

## Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

## **Hawaii Content and Performance Standards**

#### Language Arts

Language Arts		
		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

**Writing Anchor Standards** 

ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.2.	Analyze literary text development:

EXPECTATION / TOPIC	a.	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.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.10.	Read and comprehend literary texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing
STANDARD /		Writing  Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	5.W.3.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.3.</b> b.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  Speaking & Listening

EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.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; speak clearly at an understandable pace.
CONTENT ST ANDARD / COURSE		Language
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR /	
GRADE LEVEL	
EXPECTATION	/
BENCHMARK	

5.L.5.

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).

## Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

## **Hawaii Content and Performance Standards**

Language Arts			
	Grade <b>5</b> - Adopted: <b>2025</b>		
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.	
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT STANDARD / COURSE		Language Anchor Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Literature
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.
CONTENT STANDARD / COURSE		Writing Foundations
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:

EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

## Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

## **Hawaii Content and Performance Standards**

### **Language Arts**

Grade **5** - Adopted: **2025** 

CONTENT STANDARD / COURSE

**Reading Anchor Standards** 

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.2.	Analyze literary text development:

EXPECTATION / TOPIC	a.	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.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.10.	Read and comprehend literary texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:

EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD /		Writing  Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	5.W.4.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	5.W.4.	Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	5.W.4.	Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	5.W.4.	Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)  Speaking & Listening

EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR /		Vocabulary Acquisition and Use
DOMAIN		
	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.L.4.</b> c.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Word meanings:  Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Word meanings:  Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /		Word meanings:  Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  Language

## Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

## **Hawaii Content and Performance Standards**

**Language Arts** 

Grade **5** - Adopted: **2025** 

CONTENT STANDARD / COURSE

**Reading Anchor Standards** 

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.2.	Analyze literary text development:

EXPECTATION / TOPIC	a.	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.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.10.	Read and comprehend literary texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:

EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD /		Writing  Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	5.W.4.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	5.W.4.	Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	5.W.4.	Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	5.W.4.	Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)  Speaking & Listening

		Hawaii Content and Performance Standards
	L	esson 09: Unit 4 Summarizing a Reference, p. 73-80
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
CONTENT STANDARD / COURSE		Language
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
CONTENT STANDARD / COURSE		Language
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
CONTENT STANDARD / COURSE		Language
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

#### **Language Arts**

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CONTENT
STANDARD /
COURSE

**Reading Anchor Standards** 

STANDARD /
<b>PERFORMANCE</b>
INDICATOR /
DOMAIN

Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT ST ANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION /	e.	Provide a concluding statement or section related to the information or explanation presented.
TOPIC		
CONTENT STANDARD / COURSE		Writing
CONTENT STANDARD /		Writing  Text Types and Purposes
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	5.W.3.	
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.3.</b>	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CONTENT STANDARD / COURSE Writing

ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.6.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD /		Language  Vocabulary Acquisition and Use
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	5.L.3.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.L.3.</b> a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /		Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Language

CONTENT	
<b>STANDARD</b>	
COURSE	

#### Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

# Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

# **Hawaii Content and Performance Standards**

# **Language Arts**

		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards

**Comprehension and Collaboration** 

ST ANDARD / PERFORMANCE INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION /	b.	Spell grade-appropriate words correctly, consulting references as needed.
TOPIC		g
		Writing
TOPIC  CONTENT STANDARD /		
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	5.W.2.	Writing
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /		Writing  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Writing  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly:  Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / TOPIC  EXPECTATION /	<b>5.W.2.</b> a.	Writing  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly:  Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and

EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD /		Writing  Research to Build and Present Knowledge
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	5.W.6.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.6.</b>	Research to Build and Present Knowledge  Conduct short research projects that use several sources to build knowledge through
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Research to Build and Present Knowledge  Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Research to Build and Present Knowledge  Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:  Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /		Research to Build and Present Knowledge  Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Speaking & Listening

EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

## Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

# **Hawaii Content and Performance Standards**

#### **Language Arts**

Grade **5** - Adopted: **2025** 

CONTENT STANDARD / COURSE

**Reading Anchor Standards** 

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational

COURSE

ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT ST ANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:

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EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD /		Writing
COURSE		
		Text Types and Purposes
STANDARD / PERFORMANCE INDICATOR /	5.W.3.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.3.</b> b.	Write narratives to develop real or imagined experiences or events using effective
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CONTENT STANDARD / COURSE
STANDARD / PERFORMAN INDICATOR / DOMAIN

### Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.6.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD /		Language  Vocabulary Acquisition and Use
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	5.L.3.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.L.3.</b> a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC	a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /	a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

# Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

#### **Hawaii Content and Performance Standards**

#### **Language Arts**

#### Grade **5** - Adopted: **202**9

CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR /		Craft and Structure

DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT		Writing Anchor Standards
STANDARD / COURSE		
		Production and Distribution of Writing
STANDARD / PERFORMANCE INDICATOR /	W.4.	Production and Distribution of Writing  Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning,
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.  Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:

EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	a.	Use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

# Lesson 13: Unit 5 Writing from Pictures, p. 111-116

# **Hawaii Content and Performance Standards**

		Language Arts
		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT ST ANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.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; speak clearly at an understandable pace.
CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	a.	Use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

### Lesson 14: Unit 5 Writing from Pictures, p.117-122

# **Hawaii Content and Performance Standards**

		Language Arts
		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT ST ANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD /		Handwriting, Spelling, and Sentence Formation
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR /	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.WF.2.</b> b.	Know and apply phonics and word analysis skills when encoding words:  Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		
INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /		Spell grade-appropriate words correctly, consulting references as needed.  Writing

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE		Research to Build and Present Knowledge

- PERFORMANCE INDICATOR / DOMAIN

  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

  S.W.6. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
  - EXPECTATION / TOPIC
- b.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT	
STANDARD	ı
COURSE	

#### **Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

# Lesson 15: Unit 5 Writing from Pictures, p.123-130

### **Hawaii Content and Performance Standards**

#### **Language Arts**

Grade <b>5</b> - Adopted: <b>2025</b>	
	Grade <b>5</b> - Adopted: <b>2025</b>

CONTENT STANDARD / COURSE **Writing Anchor Standards** 

STANDARD / Text Types and Purposes
PERFORMANCE
INDICATOR /
DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.6.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT ST ANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.

EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

# Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

# **Hawaii Content and Performance Standards**

### Language Arts

		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
COURSE		
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
STANDARD / PERFORMANCE INDICATOR /	W.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	W.2. SL.1.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

Explain how an author uses reasons and evidence to support particular points in a text identifying which reasons and evidence support which points).			
STANDARD / PERFORMANCE INDICATOR / DOMAIN  NDICATOR / S.R.I.O. Read and comprehend informational texts appropriately complex for grade 5.  Read and comprehend informational texts appropriately complex for grade 5.  Read and comprehend informational texts appropriately complex for grade 5.  READELEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / PERFORMANCE INDICATOR / INDICATO	GRADE LEVEL EXPECTATION /	5.Rl.8.	
PERFORMANCE   IDOIGNATOR	STANDARD /		Reading Informational
GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / DENCHMARK  S.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  EXPECTATION / DENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  Speaking & Listening  Comprehension and Collaboration  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  S.S.L.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  EXPECTATION / DENCHMARK  EXPE	PERFORMANCE INDICATOR /		Range of Reading and Level of Text Complexity
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL STANDARD / TOPIC  CONTENT STANDARD / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  D. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  Speaking & Listening  Comprehension and Collaboration  Course  STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  C. 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 and elaborate on the remarks of others.  Speaking & Listening  STANDARD / PERFORMANCE INDICATOR / COURSE  STANDARD / PERFORMANCE INDICATOR / PERFORMANCE INDIC	GRADE LEVEL EXPECTATION /	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
INDICATOR   GRADE LEVEL	STANDARD /		Writing
EXPECTATION   BENCHMARK	PERFORMANCE INDICATOR /		Text Types and Purposes
CONTENT STANDARD / PERFORMANCE INDICATOR / CRADE LEVECTATION / TOPIC  EXPECTATION / TOPIC  EXPECTATION / TOPIC  EXPECTATION / TOPIC  EXPECTATION / TOPIC  Speaking & Listening  Comprehension and Collaboration  Comprehension and Collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  EXPECTATION / TOPIC  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Speaking & Listening  Speaking & Listening  Presentation of Knowledge and Ideas  Presentation of Knowledge and Ideas	GRADE LEVEL EXPECTATION /	5.W.3.	
STANDARD / COURSE  STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Speaking & Listening  STANDARD / PERFORMANCE INDICATOR / INDICATOR		b.	
PERFORMANCE INDICATOR / DOMAIN  INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /  Presentation of Knowledge and Ideas  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  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.  EXPECTATION / TOPIC  C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  CONTENT STANDARD / PERFORMANCE INDICATOR /	STANDARD /		Speaking & Listening
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 and elaborate on the remarks of others.    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.    EXPECTATION / TOPIC	PERFORMANCE INDICATOR /		Comprehension and Collaboration
TOPIC preparation and other information known about the topic to explore ideas under discussion.  EXPECTATION / c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / Presentation of Knowledge and Ideas	GRADE LEVEL EXPECTATION /	5.SL.1.	teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas
TOPIC elaborate on the remarks of others.  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / Presentation of Knowledge and Ideas		a.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / PROBLEM	EXPECTATION /	C.	
PERFORMANCE INDICATOR /			elaborate on the remarks of others.
	TOPIC  CONTENT STANDARD /		

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.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; speak clearly at an understandable pace.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

# Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

# **Hawaii Content and Performance Standards**

		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD /		Writing Anchor Standards  Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	W.2.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	W.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	W.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	W.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:

EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.6.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	a.	Use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CONTENT STANDARD / COURSE		Language

# STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Vocabulary Acquisition and Use Vocabulary Acquisition and Use Vocabulary Acquisition and Use Standard Content of Clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:

EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

# Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

# **Hawaii Content and Performance Standards**

		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT ST ANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION /	W.2.	
GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	W.2.	and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	W.2.	and accurately through the effective selection, organization, and analysis of content.  Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE		Key Ideas and Details
INDICATOR / DOMAIN		
	5.RI.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
INDICATOR / GRADE LEVEL EXPECTATION /	5.Rl.3.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	5.RI.3.	concepts in a historical, scientific, or technical text based on specific information in the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
INDICATOR / GRADE LEVEL EXPECTATION /	5.W.3. b.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /		Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  Speaking & Listening

EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.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; speak clearly at an understandable pace.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).
	Lesso	on 19: Unit 6 Summarizing Multiple References, p. 159-164

## Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

# **Hawaii Content and Performance Standards**

	Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE	Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN	Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD /		Reading Anchor Standards  Range of Reading and Level of Text Complexity
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	R.10.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	R.10.	Range of Reading and Level of Text Complexity
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	R.10.	Range of Reading and Level of Text Complexity  Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	R.10.	Range of Reading and Level of Text Complexity  Read and comprehend complex literary and informational texts independently and proficiently.  Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.

#### CONTENT STANDARD / COURSE

### **Writing Foundations**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION /	e.	Provide a concluding statement or section related to the information or explanation presented.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE		Research to Build and Present Knowledge
INDICATOR / DOMAIN		
	5.W.6.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.6.</b> b.	
DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION /		investigation of different aspects of a topic:
DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Investigation of different aspects of a topic:  Draw evidence from literary or informational texts to support analysis, reflection, and research.

Come to discussions prepared, having read or studied required material; explicitly draw on that

Pose and respond to specific questions by making comments that contribute to the discussion and

preparation and other information known about the topic to explore ideas under discussion.

elaborate on the remarks of others.

EXPECTATION /

EXPECTATION /

TOPIC

TOPIC

CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT ST ANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT ST ANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).
		Lesson 20: Unit 7 Inventive Writing, p. 165-172

## **Hawaii Content and Performance Standards**

## **Language Arts**

CONTENT STANDARD / COURSE

Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN

**Text Types and Purposes** 

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD / COURSE		Writing Foundations

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
PERFORMANCE INDICATOR /	5.W.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.2.</b> a.	Write informative/explanatory texts to examine a topic and convey ideas and
PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine a topic and convey ideas and information clearly:  Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to
PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC	a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:  Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and
PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION / TOPIC	a. b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:  Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Link ideas within and across categories of information using words, phrases, and clauses (e.g., in
PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION / TOPIC  EXPECTATION / TOPIC	a. b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:  Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT		
STANDARD / COURSE		Language
STANDARD /		Vocabulary Acquisition and Use

# Lesson 21: Unit 7 Inventive Writing, p. 173-180

# **Hawaii Content and Performance Standards**

		Language Arts
		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.

#### CONTENT STANDARD / COURSE

### Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
000.102		
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
STANDARD / PERFORMANCE INDICATOR /	5.W.3.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.3.</b> b.	Write narratives to develop real or imagined experiences or events using effective
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.6.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).
		Lesson 22: Unit 7 Inventive Writing, p. 181-188
		Hawaii Content and Performance Standards
		Language Arts

	Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT ST ANDARD / COURSE	Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN	Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD /		Language Anchor Standards  Comprehension and Collaboration
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	L.2.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	L.2.	Comprehension and Collaboration  Demonstrate command of the conventions of English capitalization, punctuation, and spelling when
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	L.2.	Comprehension and Collaboration  Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	L.2.	Comprehension and Collaboration  Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.  Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing

STANDARD /		Text Types and Purposes
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL	5.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / BENCHMARK		
EXPECTATION /	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

# Lesson 23: Unit 7 Inventive Writing, p. 189-196

# **Hawaii Content and Performance Standards**

Language Arts			
		Grade <b>5</b> - Adopted: <b>2025</b>	
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.	
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT STANDARD / COURSE		Language Anchor Standards	

ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:

EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

EXPECTATION / D. Use namative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  Writing  STANDARD / PREFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / PRODUCTION / PROJECT OF STANDARD / PREFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  Writing  Research to Build and Present Knowledge  Research to Build and Present Knowledge  Writing  Research to Build and Present Knowledge  Research to Build and Present Knowledge  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  DOMAIN  DOMAIN  DICATOR / GRADE LEVEL EXPECTATION / Benchmark / Ben			
STANDARD / PERFORMANCE INDICATOR / DOMAIN  SWA. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or tying a new approach. (Editing for conventions should demonstrate command of Writing Poundations and Language standards.)  Writing  STANDARD / PERFORMANCE INDICATOR / SWA. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:  EXPECTATION / BENCHMARK  STANDARD / PERFORMANCE INDICATOR / DOMAIN  BENCHMARK  STANDARD / PERFORMANCE INDICATOR / DOMAIN  BENCHMARK  STANDARD / PERFORMANCE INDICATOR / DOMAIN  DOMAIN  Draw evidence from library or informational texts to support analysis, reflection, and research. TOPIC  CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / Speaking & Listening  Comprehension and Collaboration  EXPECTATION / DOMAIN  INDICATOR / Speaking & Listening collaborative discussions (one-on-one, in groups, and teacheried) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  EXPECTATION / DOMAIN  EXPECTATION / DOMAIN  INDICATOR / Comprehension and other information known about the topic to explore ideas under discussion and elaborate on the remarks of others.  EXPECTATION / TOPIC  CONTENT STANDARD / PERFORMANCE INDICATOR / Peer ROMANCE IND		b.	
PERFORMANCE INDICATOR / DOMAIN    NDICATOR / S.W.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)  EXPECTATION / BENCHMARK  CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN    NDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / DOMAIN    Draw evidence from literary or informational texts to support analysis, reflection, and research. TOPIC  CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN    NDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK    Speaking & Listening    Comprehension and Collaboration    CONTENT STANDARD / PERFORMANCE    NDICATOR / DOMAIN    NDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK    Comprehension and Collaboration    Comprehension and Collaboration    NDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK    EXPECTATION / DOMAIN    NDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK    Comprehension and Collaboration    Comprehension	STANDARD /		Writing
Planning, revising, editing, revising, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)	PERFORMANCE INDICATOR /		Production and Distribution of Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / PERFORMANCE INDICATOR / OCCURRED  STANDARD / OCCURRED  Research to Build and Present Knowledge  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  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 and elaborate on the remarks of others.  EXPECTATION / TOPIC  CONTENT STANDARD / PERFORMANCE INDICATOR / OCCURRED  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use	GRADE LEVEL EXPECTATION /	5.W.4.	planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should
PERFORMANCE INDICATOR   CANDELLY CONTENT STANDARD   DOMAIN  EXPECTATION   Draw evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION   Draw evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION   Draw evidence from literary or informational texts to support analysis, reflection, and research.  EXPECTATION   Speaking & Listening  STANDARD   PERFORMANCE INDICATOR   DOMAIN  INDICATOR   Domain   EXPECTATION   S.S.L.1.	STANDARD /		Writing
Investigation of different aspects of a topic:   EXPECTATION   BENCHMARK	PERFORMANCE INDICATOR /		Research to Build and Present Knowledge
CONTENT SPEAKING & Listening  Speaking & Listening  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION / TOPIC  COMTENT STANDARD / PERFORMANCE INDICATOR / TOPIC  Speaking & Listening  Comprehension and Collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  EXPECTATION / TOPIC  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use	GRADE LEVEL EXPECTATION /	5.W.6.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  STANDARD / PERFORMANCE INDICATOR / COURSE  STANDARD / PERFORMANCE INDICATOR / Vocabulary Acquisition and Use		b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANCE INDICATOR / DOMAIN  INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /  INDICATOR / DOMAIN  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  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.  EXPECTATION / TOPIC  CONTENT STANDARD / PERFORMANCE INDICATOR /  Vocabulary Acquisition and Use	TOPIC		
TOPIC  CONTENT STANDARD / COURSE  Teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  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.  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /  Vocabulary Acquisition and Use	CONTENT STANDARD /		Speaking & Listening
TOPIC preparation and other information known about the topic to explore ideas under discussion.  EXPECTATION / c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / Vocabulary Acquisition and Use	CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		
CONTENT STANDARD / COURSE  Language  STANDARD / PERFORMANCE INDICATOR / Vocabulary Acquisition and Use	CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	5.SL.1.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas
STANDARD / COURSE  STANDARD / Vocabulary Acquisition and Use PERFORMANCE INDICATOR /	CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  Come to discussions prepared, having read or studied required material; explicitly draw on that
PERFORMANCE INDICATOR /	CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC	a.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  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.  Pose and respond to specific questions by making comments that contribute to the discussion and
	CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /	a.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:  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.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

5.L.5.

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).

## Lesson 24: Unit 8 Formal Essay Models, p. 197-206

## **Hawaii Content and Performance Standards**

		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDIOATOR /	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	G.I.W.20.	
GRADE LEVEL EXPECTATION /		Reading Literature
GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /		

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION /	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT		Writing
STANDARD / COURSE		
		Research to Build and Present Knowledge
STANDARD / PERFORMANCE INDICATOR /	5.W.6.	Research to Build and Present Knowledge  Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.6.</b>	Conduct short research projects that use several sources to build knowledge through
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:  Summarize or paraphrase in notes and finished work the relevant information collected from
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION /	a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:  Summarize or paraphrase in notes and finished work the relevant information collected from experiences and/or print and digital sources, and provide a list of sources.
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /	a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:  Summarize or paraphrase in notes and finished work the relevant information collected from experiences and/or print and digital sources, and provide a list of sources.  Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / TOPIC  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	a.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:  Summarize or paraphrase in notes and finished work the relevant information collected from experiences and/or print and digital sources, and provide a list of sources.  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Speaking & Listening

EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).
		Lesson 25: Unit 8 Formal Essay Models in 207-216

## Lesson 25: Unit 8 Formal Essay Models, p. 207-216

## **Hawaii Content and Performance Standards**

Language Arts			
	Grade <b>5</b> - Adopted: <b>2025</b>		
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STANDARD / COURSE		Writing Anchor Standards	

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.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.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT ST ANDARD / COURSE		Writing
STANDARD /		Writing  Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	5.W.4.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	5.W.4.	Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	5.W.4.	Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	5.W.4.	Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)  Writing

 $\ \, \text{Draw evidence from literary or informational texts to support analysis, reflection, and research.}$ 

EXPECTATION /

TOPIC

b.

CONTENT STANDARD / COURSE
STANDARD / PERFORMANO INDICATOR / DOMAIN

#### **Speaking & Listening**

STANDARD /		Comprehension and Collaboration
PERFORMANCE INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT		Lamping
STANDARD / COURSE		Language
		Vocabulary Acquisition and Use

## Lesson 26: Unit 8 Formal Essay Models, p. 217-222

## **Hawaii Content and Performance Standards**

# Language Arts Grade 5 - Adopted: 2025

Writing	Anchor	Standards	

ST ANDARD /
PERFORMANCE
INDICATOR /
DOMAIN

CONTENT STANDARD / COURSE

**Text Types and Purposes** 

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT ST ANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Writing Foundations
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.6.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:

EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	a.	Use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).
		Lesson 27: Unit 9 Formal Critique, p. 223-232

## **Hawaii Content and Performance Standards**

### **Language Arts**

Grade **5** - Adopted: **202**!

CONTENT STANDARD / COURSE

**Reading Anchor Standards** 

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;

## demonstrate independence in gathering vocabulary knowledge when encountering an unknown EXPECTATION / BENCHMARK term important to comprehension or expression.

**Reading Literature** 

CONTENT

BENCHMARK

#### STANDARD / COURSE STANDARD / **Key Ideas and Details** PERFORMANCE INDICATOR / DOMAIN INDICATOR / 5.RL.2. Analyze literary text development: GRADE LEVEL EXPECTATION /

EXPECTATION /	a.	Determine a theme of a story, drama, or poem from details in the text, including how characters in
TOPIC		a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.10.	Read and comprehend literary texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD /		Text Types and Purposes
PERFORMANCE INDICATOR / DOMAIN		Tox Types and Turpesse
INDICATOR /	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.3.</b> b.	Write narratives to develop real or imagined experiences or events using effective
INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and
INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  Writing
INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  Writing  Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should
INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  Writing  Production and Distribution of Writing  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).
		Lesson 28: Unit 9 Formal Critique, p. 233-240

## **Hawaii Content and Performance Standards**

## Language Arts

		Grade <b>5</b> - Adopted: <b>2025</b>
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.

S	CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
	STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
	INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	CONTENT STANDARD / COURSE		Language Anchor Standards
	STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
	INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
	INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	CONTENT STANDARD / COURSE		Language Anchor Standards
	STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
	INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
	CONTENT STANDARD / COURSE		Reading Informational
	STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
	INDICATOR /	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing

inferences from the text.

GRADE LEVEL

EXPECTATION / BENCHMARK

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.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).
CONTENT STANDARD / COURSE		Reading Informational

Range of Reading and Level of Text Complexity

Read and comprehend informational texts appropriately complex for grade 5.

STANDARD / PERFORMANCE INDICATOR /

INDICATOR /

GRADE LEVEL EXPECTATION / BENCHMARK 5.RI.10.

**DOMAIN** 

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	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.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:

 $Spell\ grade-appropriate\ words\ correctly,\ consulting\ references\ as\ needed.$ 

CONTENT STANDARD / COURSE

TOPIC

EXPECTATION / b.

Writing Foundations

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
EXPECTATION / TOPIC	d.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD / COURSE		Writing
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

Lesson 29: Unit 9 Formal Critique, p. 241-248

## **Hawaii Content and Performance Standards**

## **Language Arts**

Grade <b>5</b> - Adopted: <b>2025</b>		
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	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.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.10.	Read and comprehend literary texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:

EXPECTATION / TOPIC	b.	Use a comma to separate an introductory element from the rest of the sentence.
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.

EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).

## Lesson 30: Unit 9 Formal Critique, p. 249-261

## **Hawaii Content and Performance Standards**

## **Language Arts**

Grade <b>5</b> - Adopted: <b>2025</b>			
CONTENT STANDARD / COURSE		Reading Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD /		Writing Anchor Standards  Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	W.2.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	W.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD /	W.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR /	W.2.	Text Types and Purposes  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine two or more main/central ideas of a text and explain how they are supported by the key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.Rl.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).
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RI.10.	Read and comprehend informational texts appropriately complex for grade 5.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.RL.2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	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.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	5.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	b.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION /	b.	Use a comma to separate an introductory element from the rest of the sentence.

TOPIC

EXPECTATION / TOPIC	d.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD / COURSE		Writing
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION /	e.	Provide a concluding statement or section related to the information or explanation presented.
TOPIC		
CONTENT STANDARD / COURSE		Writing
CONTENT STANDARD /		Writing  Text Types and Purposes
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	5.W.3.	
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	<b>5.W.3.</b> b.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and
CONTENT STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:  Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

#### CONTENT STANDARD / COURSE

#### **Speaking & Listening**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:
EXPECTATION / TOPIC	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	5.L.5.	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).