Main Criteria: Structure and Style for Students

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts

Grade: 5

## Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

## Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / HI.CC.RI. Reading Standards for Informational Text

**COURSE** 

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / **COURSE** 

HI.CC.RI. Reading Standards for Informational Text 5.

STANDARD / **PERFORMANC** E INDICATOR /

**DOMAIN** 

RI.5.4.

5.

RI.5.8.

Craft and Structure

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

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** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

Integration of Knowledge and Ideas

INDICATOR / **GRADE LEVEL** EXPECTATION /

**BENCHMARK** 

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 /

HI.CC.RI. Reading Standards for Informational Text

**COURSE** 

Range of Reading and Level of Text Complexity

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION /	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

BENCHMARK

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION / TOPIC	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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	L.5.4(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	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, **GRADE LEVEL** EXPECTATION / moreover, in addition). **BENCHMARK** UNIT 2: WRITING FROM NOTES Week 2 Page 19-30 Hawaii Content and Performance Standards Language Arts Grade 5 - Adopted: 2010 CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / **COURSE** STANDARD / **Key Ideas and Details PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **GRADE LEVEL** EXPECTATION / BENCHMARK CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 5. **COURSE** Craft and Structure STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 **GRADE LEVEL** topic or subject area. EXPECTATION / **BENCHMARK** CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 5. **COURSE** STANDARD / Integration of Knowledge and Ideas **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and **GRADE LEVEL** evidence support which point(s). EXPECTATION / **BENCHMARK** CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / 5. COURSE STANDARD / Range of Reading and Level of Text Complexity PERFORMANC

E INDICATOR /
DOMAIN

INDICATOR / RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. **GRADE LEVEL** EXPECTATION / **BENCHMARK** CONTENT HI.CC.RF. Reading Standards: Foundational Skills STANDARD / **COURSE** STANDARD / Fluency **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RF.5.4. Read with sufficient accuracy and fluency to support comprehension. **GRADE LEVEL EXPECTATION** / BENCHMARK EXPECTATION / RF.5.4(a) Read on-level text with purpose and understanding. **TOPIC** EXPECTATION / RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **TOPIC** CONTENT **HI.CC.W.5 Writing Standards** STANDARD / **COURSE** STANDARD / **Text Types and Purposes PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **GRADE LEVEL EXPECT ATION** / BENCHMARK EXPECTATION / W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include **TOPIC** formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. EXPECTATION / W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the **TOPIC** EXPECTATION / W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. **TOPIC** CONTENT HI.CC.W. Writing Standards STANDARD / 5. COURSE STANDARD / Production and Distribution of Writing

PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W.	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	. Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION / TOPIC	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## HI.CC.SL. Speaking and Listening Standards 5.

COURSE		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
ST ANDARD / PERFORMANC E INDICATOR /		Conventions of Standard English

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 ${\sf EXPECTATION\,/} \quad {\sf L.5.2(e)} \qquad {\sf Spell\,grade-appropriate\,words\,correctly,\,consulting\,\,references\,\,as\,\,needed.}$ 

TOPIC

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### CONTENT STANDARD / COURSE

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECT ATION / 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 a word or phrase.

EXPECTATION / L.5.4(a) TOPIC

CONTENT STANDARD / COURSE HI.CC.L.5 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

# Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.5.2.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT H STANDARD / . COURSE

HI.CC.W.5 Writing Standards

## $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 5.

COURSE		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	. Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

HI.CC.W. Writing Standards 5.

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

**Production and Distribution of Writing** 

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

W.5.5.

W.5.4.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

W.5.6.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### CONTENT STANDARD / **COURSE**

HI.CC.W.5 Writing Standards

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

Research to Build and Present Knowledge

INDICATOR / **GRADE LEVEL EXPECT ATION** 

W.5.9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / **TOPIC** 

/ BENCHMARK

W.5.9(b)

Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT STANDARD / **COURSE** 

HI.CC.W. Writing Standards

5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	. Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION / TOPIC	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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 / Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.4(a) **TOPIC** CONTENT **HI.CC.L.5 Language Standards** STANDARD / COURSE STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, **GRADE LEVEL** moreover, in addition). EXPECTATION / **BENCHMARK** UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44 Hawaii Content and Performance Standards Language Arts Grade 5 - Adopted: 2010 CONTENT HI.CC.RL. Reading Standards for Literature STANDARD / **COURSE** STANDARD / **Key Ideas and Details PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama **GRADE LEVEL** respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. EXPECTATION / BENCHMARK CONTENT HI.CC.RL. Reading Standards for Literature STANDARD / **COURSE** Craft and Structure STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, **GRADE LEVEL** drama, or poem. EXPECTATION / **BENCHMARK** INDICATOR / RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. **GRADE LEVEL** EXPECTATION / **BENCHMARK** CONTENT HI.CC.RL. Reading Standards for Literature STANDARD / COURSE STANDARD / Range of Reading and Level of Text Complexity **PERFORMANC** E INDICATOR / **DOMAIN** 

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.			
CONTENT STANDARD / COURSE	HI.CC.RF 5.	Reading Standards: Foundational Skills			
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.			
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.			
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
CONTENT STANDARD / COURSE	HI.CC.W.	5 Writing Standards			
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes			
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
EXPECTATION / TOPIC	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			
EXPECTATION / TOPIC	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.			
EXPECTATION / TOPIC	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.			
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards			
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing			
INDICATOR /	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)			

audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL

EXPECTATION / BENCHMARK

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing a well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W.S	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	. Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION / TOPIC	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## HI.CC.SL. Speaking and Listening Standards 5.

COURSE		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
ST ANDARD / PERFORMANC E INDICATOR /		Conventions of Standard English

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 ${\sf EXPECTATION\,/} \quad {\sf L.5.2(e)} \qquad {\sf Spell\,grade-appropriate\,words\,correctly,\,consulting\,\,references\,\,as\,\,needed.}$ 

TOPIC

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION / TOPIC	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### CONTENT STANDARD / COURSE

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.4.	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 / L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. TOPIC

### CONTENT STANDARD / COURSE

## HI.CC.L.5 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

## Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / COURSE

**DOMAIN** 

HI.CC.RL. Reading Standards for Literature

STANDARD /	<b>Key Ideas and Details</b>
PERFORMANC	
F INDICATOR /	

5.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / COURSE	HI.CC.RL. 5.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / COURSE	HI.CC.RL. 5.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

HI.CC.W. Writing Standards

5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### CONTENT STANDARD / COURSE

HI.CC.W.5 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	Draw evidence from literary or informational texts to support analysis, reflection, and research.

TOPIC

EXPECTATION / W.5.9(a) Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CONTENT STANDARD / **COURSE** 

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION / TOPIC	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION /	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

TOPIC

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

### CONTENT STANDARD / COURSE

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION / TOPIC	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

## CONTENT STANDARD / COURSE

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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	L.5.4(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	L.5.4(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 I STANDARD / . COURSE

## HI.CC.L.5 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Vocabulary Acquisition and Use
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INDICATOR / L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including **GRADE LEVEL** those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, EXPECTATION / moreover, in addition). **BENCHMARK** 

#### UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

## Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature

**Key Ideas and Details** 

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

5.

RI 5.2

INDICATOR / GRADE LEVEL **EXPECTATION /** 

**BENCHMARK** 

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

CONTENT STANDARD / **COURSE** 

HI.CC.RL. Reading Standards for Literature

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

Craft and Structure

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

RL.5.5.

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

INDICATOR / **GRADE LEVEL EXPECTATION /** 

**BENCHMARK** 

RL.5.6.

Describe how a narrator's or speaker's point of view influences how events are described.

CONTENT STANDARD / **COURSE** 

HI.CC.RL. Reading Standards for Literature

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

Range of Reading and Level of Text Complexity

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

RL.5.10.

5.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT STANDARD / **COURSE** 

HI.CC.RF. Reading Standards: Foundational Skills

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

HI.CC.W.5 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

## CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR /	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as

## INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT	
<b>STANDARD</b>	I
COLIBSE	

## **HI.CC.W.5 Writing Standards**

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**TOPIC** 

Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

#### CONTENT STANDARD / **COURSE**

## HI.CC.W. Writing Standards

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Range of Writing

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### CONTENT STANDARD / **COURSE**

### HI.CC.SL. Speaking and Listening Standards

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

Comprehension and Collaboration

INDICATOR / **GRADE LEVEL EXPECT ATION** / BENCHMARK

SL.5.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION / **TOPIC** 

SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

TOPIC

EXPECTATION / SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

**TOPIC** 

EXPECTATION / SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

#### CONTENT STANDARD / **COURSE**

#### HI.CC.SL. Speaking and Listening Standards

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION / TOPIC	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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	L.5.4(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	HI.CC.L.5	Language Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68
		Hawaii Content and Performance Standards
		Language Arts
		Grade 5 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION / W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

TOPIC

COURSE

CONTENT HI.CC.W. Writing Standards STANDARD / 5.

COURSE		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / COURSE	HI.CC.W.	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION / TOPIC	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.5.1(d) TOPIC

Recognize and correct inappropriate shifts in verb tense.

#### CONTENT STANDARD / COURSE

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English	
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

EXPECTATION / L.5.2(e) **TOPIC** 

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

#### CONTENT STANDARD / COURSE

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / L.5.3(a) TOPIC

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### CONTENT STANDARD / COURSE

## HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.4.	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 / L.5.4(a) TOPIC

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

HI.CC.L.5 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

## Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / **COURSE** 

HI.CC.RI. Reading Standards for Informational Text 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION /	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / **COURSE** 

BENCHMARK

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**BENCHMARK** 

EXPECTATION /

HI.CC.RI. Reading Standards for Informational Text

CONTENT STANDARD / 5. **COURSE** 

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION /	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT STANDARD / **COURSE** 

**BENCHMARK** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD /		Text Types and Purposes
PERFORMANC E INDICATOR / DOMAIN		
E INDICATOR /	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION	W.5.2. W.5.2(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 group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION /		Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION /	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION / TOPIC	W.5.2(a) W.5.2(b) W.5.2(d)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD /	HI.CC.W. 5.	Writing Standards

**COURSE** 

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR /	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize

**GRADE LEVEL** EXPECTATION / BENCHMARK

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT STANDARD / **COURSE** 

HI.CC.W.5 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	Draw evidence from literary or informational texts to support analysis, reflection, and research.

TOPIC

5.

EXPECTATION / W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT STANDARD / **COURSE** 

HI.CC.W. Writing Standards

Range of Writing

STANDARD / PERFORMANC E INDICATOR / **DOMAIN** 

INDICATOR /

**GRADE LEVEL** 

EXPECTATION / BENCHMARK

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / **COURSE** 

**HI.CC.SL. Speaking and Listening Standards** 

5.

STANDARD / PERFORMANC		Comprehension and Collaboration
E INDICATOR / DOMAIN		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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	L.5.4(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	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84
		Hawaii Content and Performance Standards
		Language Arts  Grade 5 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	. Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

 ${\sf EXPECTATION\,/} \quad {\sf W.5.2(d)} \quad {\sf Use\,\,precise\,\,language\,\,and\,\,domain-specific\,\,vocabulary\,\,to\,\,inform\,\,about\,\,or\,\,explain\,\,the\,\,topic.}$ 

TOPIC

COURSE

CONTENT HI.CC.W. Writing Standards STANDARD / 5.

COURSE		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / COURSE	HI.CC.W.	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION / TOPIC	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / L.5.1(d) TOPIC

Recognize and correct inappropriate shifts in verb tense.

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.5.2(e) **TOPIC** 

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

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / L.5.3(a) TOPIC

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.4.	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 / L.5.4(a) TOPIC

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**HI.CC.L.5 Language Standards** 

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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#### Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / **COURSE** 

HI.CC.RI. Reading Standards for Informational Text 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION /	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / **COURSE** 

**BENCHMARK** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL	RI.5.4.	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** 

5.

RI.5.8.

EXPECTATION / **BENCHMARK** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / Integration of Knowledge and Ideas PERFORMANC E INDICATOR / DOMAIN	
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INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

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** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD /		Text Types and Purposes
PERFORMANC E INDICATOR / DOMAIN		
E INDICATOR /	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION		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 group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION /		Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION /	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION / TOPIC	W.5.2(a) W.5.2(b) W.5.2(d)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### **HI.CC.W.5 Writing Standards**

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / TOPIC

W.5.9(b)

Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

#### CONTENT STANDARD / COURSE

### HI.CC.W. Writing Standards

5.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

# Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION /

**BENCHMARK** 

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### CONTENT STANDARD / COURSE

# HI.CC.SL. Speaking and Listening Standards 5.

#### STANDARD / PERFORMANC E INDICATOR / DOMAIN

#### Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.5.2(e) TOPIC

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

#### CONTENT STANDARD / **COURSE**

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / L.5.3(a) TOPIC

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### CONTENT STANDARD / **COURSE**

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Vocabulary Acquisition and Use
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.

TOPIC

EXPECTATION / L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

HI.CC.L.5 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

## Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / **COURSE** 

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

HI.CC.RI. Reading Standards for Informational Text

Key Ideas and Details		

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

RI.5.2.

RI.5.4.

RI.5.8.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / **COURSE** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

**Craft and Structure** 

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

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** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

Integration of Knowledge and Ideas

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

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** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD /		Text Types and Purposes
PERFORMANC E INDICATOR / DOMAIN		
E INDICATOR /	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION		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 group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION /		Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION /	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  EXPECTATION / TOPIC	W.5.2(a) W.5.2(b) W.5.2(d)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### **HI.CC.W.5 Writing Standards**

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / TOPIC

W.5.9(b)

Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

#### CONTENT STANDARD / COURSE

### HI.CC.W. Writing Standards

5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### CONTENT STANDARD / COURSE

# HI.CC.SL. Speaking and Listening Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

#### Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CONTENT STANDARD / COURSE

HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.5.2(e) TOPIC

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

#### CONTENT STANDARD / **COURSE**

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / L.5.3(a) TOPIC

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### CONTENT STANDARD / **COURSE**

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Vocabulary Acquisition and Use
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.

TOPIC

EXPECTATION / L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

#### HI.CC.L.5 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

## Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION /	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.RF. Reading Standards: Foundational Skills

STANDARD / PERFORMANC E INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

Fluency

TOPIC

EXPECTATION / RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / COURSE

TOPIC

HI.CC.W.5 Writing Standards

EXPECTATION / RF.5.4(a) Read on-level text with purpose and understanding.

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION / TOPIC	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

HI.CC.W. Writing Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT STANDARD / COURSE

HI.CC.W.5 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION /	W 5 9(a)	Apply grade 5 reading standards to literature (e.g. "Compare and contrast two or more characters settings or

TOPIC

EXPECTATION / W.5.9(a) Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE

**HI.CC.SL. Speaking and Listening Standards** 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION / TOPIC	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT	HI.CC.L.5.	Language Standards

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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	L.5.4(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	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122
		Hawaii Content and Performance Standards  Language Arts  Grade 5 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RL. 5.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details

**DOMAIN** 

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	. Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION /	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

BENCHMARK

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / COURSE	HI.CC.W.	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
		Range of Writing
STANDARD / PERFORMANC E INDICATOR / DOMAIN		

 $\mbox{HI.CC.SL.}$  Speaking and Listening Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD /	HI.CC.L.5	Language Standards  Conventions of Standard English
STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR /	HI.CC.L.5	
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION		Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	<b>L.5.2.</b> L.5.2(e)	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /	<b>L.5.2.</b> L.5.2(e)	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR /	<b>L.5.2.</b> L.5.2(e)	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards

HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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	L.5.4(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	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134
		Hawaii Content and Performance Standards  Language Arts  Grade 5 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RL. 5.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR /		Key Ideas and Details

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

E INDICATOR / DOMAIN

INDICATOR /

GRADE LEVEL EXPECTATION / BENCHMARK

INDICATOR /

GRADE LEVEL EXPECTATION / BENCHMARK RI.5.1.

RI.5.2.

# HI.CC.RI. Reading Standards for Informational Text

STANDARD / COURSE	5.	
STANDARD / PERFORMANC E INDICATOR DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD /	5.	Reading Standards for Informational Text  Integration of Knowledge and Ideas
STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR	FI.5.8.	
STANDARD / COURSE  STANDARD / PERFORMANCE INDICATOR DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION /	RI.5.8.	Integration of Knowledge and Ideas  Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT STANDARD / COURSE HI.CC.RF. Reading Standards: Foundational Skills 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

W.5.6.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### HI.CC.W. Writing Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / COURSE	HI.CC.W.	5 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	Draw evidence from literary or informational texts to support analysis, reflection, and research.

TOPIC

EXPECTATION / W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

#### CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

Range of Writing

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

W.5.10.

5.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### CONTENT STANDARD / **COURSE**

HI.CC.SL. Speaking and Listening Standards 5.

STANDARD /
<b>PERFORMANC</b>
E INDICATOR /
DOMAIN

#### Comprehension and Collaboration

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.5.2(e) TOPIC

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

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / L.5.3(a) TOPIC

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### CONTENT STANDARD / **COURSE**

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Vocabulary Acquisition and Use	
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.	

EXPECTATION / Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.4(a) **TOPIC** CONTENT **HI.CC.L.5 Language Standards** STANDARD / COURSE STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, **GRADE LEVEL** moreover, in addition). EXPECTATION / **BENCHMARK** UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138 Hawaii Content and Performance Standards Language Arts Grade 5 - Adopted: 2010 CONTENT HI.CC.RL. Reading Standards for Literature STANDARD / **COURSE** STANDARD / **Key Ideas and Details PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **GRADE LEVEL** EXPECTATION / BENCHMARK CONTENT HI.CC.RI. Reading Standards for Informational Text STANDARD / **COURSE** STANDARD / Key Ideas and Details **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **GRADE LEVEL** EXPECTATION / **BENCHMARK** INDICATOR / RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **GRADE LEVEL** EXPECTATION / **BENCHMARK** HI.CC.RI. Reading Standards for Informational Text CONTENT STANDARD / 5. COURSE STANDARD / Craft and Structure **PERFORMANC** E INDICATOR / **DOMAIN** 

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF.	. Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT HI. STANDARD / 5. COURSE

HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION /	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT HI.CC.L.5. Language Standards STANDARD / COURSE

BENCHMARK

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

EXPECTATION / L.5.2(e) TOPIC

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / L.5.3(a) TOPIC

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Vocabulary Acquisition and Use
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.

EXPECTATION / L.5.4(a) TOPIC

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

HI.CC.L.5 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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# Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.W.5 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

#### CONTENT STANDARD / COURSE

HI.CC.W. Writing Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN

Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

W.5.4.

W.5.5.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarior paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5	i. Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152
		Hawaii Content and Performance Standards  Language Arts  Grade 5 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.W.5	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented. EXPECTATION / W.5.2(e) **TOPIC** CONTENT **HI.CC.W. Writing Standards** STANDARD / 5. COURSE STANDARD / **Production and Distribution of Writing PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** EXPECTATION / **BENCHMARK** INDICATOR / W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, **GRADE LEVEL** editing, rewriting, or trying a new approach. EXPECTATION / **BENCHMARK** INDICATOR / W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as **GRADE LEVEL** well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. EXPECTATION / **BENCHMARK** CONTENT HI.CC.W. Writing Standards STANDARD / 5. **COURSE** STANDARD / Research to Build and Present Knowledge **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize **GRADE LEVEL** or paraphrase information in notes and finished work, and provide a list of sources. EXPECTATION / **BENCHMARK** CONTENT HI.CC.W. Writing Standards STANDARD / 5. **COURSE** STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. EXPECTATION / **BENCHMARK** CONTENT HI.CC.SL. Speaking and Listening Standards STANDARD / 5. **COURSE** STANDARD / Comprehension and Collaboration **PERFORMANC** E INDICATOR /

**DOMAIN** 

#### INDICATOR / SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, **GRADE LEVEL** quantitatively, and orally. EXPECTATION / **BENCHMARK** CONTENT HI.CC.L.5. Language Standards STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **GRADE LEVEL** speaking. **EXPECTATION** / BENCHMARK EXPECTATION / L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular **TOPIC** sentences. EXPECTATION / L.5.1(d) Recognize and correct inappropriate shifts in verb tense. **TOPIC** CONTENT HI.CC.L.5. Language Standards STANDARD / **COURSE** STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** spelling when writing. **EXPECT ATION** / BENCHMARK EXPECTATION / L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed. **TOPIC** CONTENT HI.CC.L.5. Language Standards STANDARD / **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **GRADE LEVEL EXPECT ATION** / BENCHMARK

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Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

EXPECTATION /

**TOPIC** 

L.5.3(a)

#### HI.CC.W.5 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CONTENT STANDARD / COURSE

#### HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### CONTENT STANDARD / COURSE

## HI.CC.W. Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# CONTENT STANDARD / COURSE

**HI.CC.SL. Speaking and Listening Standards** 

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD /	HI.CC.L.5	Language Standards  Conventions of Standard English
STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR /	HI.CC.L.5	
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	<b>L.5.2.</b> L.5.2(e)	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC  CONTENT STANDARD /	<b>L.5.2.</b> L.5.2(e)	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR /	<b>L.5.2.</b> L.5.2(e)	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards

CONTENT HI.CC.L.5 Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176
		Hawaii Content and Performance Standards
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CONTENT STANDARD / **COURSE** 

**DOMAIN** 

HI.CC.RL. Reading Standards for Literature

STANDARD / **PERFORMANC** E INDICATOR /

**Key Ideas and Details** 

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

RL.5.1.

RI.5.1.

RI.5.2.

RI.5.4.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / **COURSE** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

**Key Ideas and Details** 

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / **COURSE** 

HI.CC.RI. Reading Standards for Informational Text

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

Craft and Structure

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK** 

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### HI.CC.W.5 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### CONTENT STANDARD / **COURSE**

HI.CC.W. Writing Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION /	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.W. Writing Standards 5.

STANDARD /
PERFORMANC
E INDICATOR /
DOMAIN

#### Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

W.5.7.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / COURSE	HI.CC.W.	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5	. Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

EXPECTATION / L.5.1(d) Recognize and correct inappropriate shifts in verb tense. **TOPIC** CONTENT HI.CC.L.5. Language Standards STANDARD / COURSE Conventions of Standard English STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **GRADE LEVEL** spelling when writing. **EXPECT ATION** / BENCHMARK Spell grade-appropriate words correctly, consulting references as needed. EXPECTATION / L.5.2(e) **TOPIC** CONTENT HI.CC.L.5. Language Standards STANDARD / **COURSE** STANDARD / Knowledge of Language **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **GRADE LEVEL EXPECTATION** / BENCHMARK EXPECTATION / L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. **TOPIC** CONTENT HI.CC.L.5. Language Standards STANDARD / **COURSE** STANDARD / Vocabulary Acquisition and Use **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **GRADE LEVEL** 5 reading and content, choosing flexibly from a range of strategies. **EXPECT ATION** / BENCHMARK EXPECTATION / Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.4(a) **TOPIC** CONTENT **HI.CC.L.5 Language Standards** STANDARD / COURSE STANDARD / **Vocabulary Acquisition and Use PERFORMANC** E INDICATOR / **DOMAIN** 

PERFORMANC
E INDICATOR /
DOMAIN

INDICATOR /
GRADE LEVEL
EXPECTATION /
EXPECTATION /

PERFORMANC
E INDICATOR /
DOMAIN

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).

**BENCHMARK** 

## Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION /	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / COURSE

BENCHMARK

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR /	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / COURSE

BENCHMARK

EXPECTATION / BENCHMARK

HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

EXPECTATION / BENCHMARK		
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / GRADE LEVEL EXPECTATION /	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## $\mbox{HI.CC.RI.}$ Reading Standards for Informational Text 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD /	HI.CC.RF. 5.	Reading Standards: Foundational Skills
COURSE		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
STANDARD / PERFORMANC E INDICATOR /	RF.5.4.	Fluency  Read with sufficient accuracy and fluency to support comprehension.
STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION		
STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / EXPECTATION /	RF.5.4(a)	Read with sufficient accuracy and fluency to support comprehension.
STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC	RF.5.4(a)	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.
STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / TOPIC  EXPECTATION / TOPIC  CONTENT STANDARD /	RF.5.4(a)  RF.5.4(c)  HI.CC.W.5	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / TOPIC  EXPECTATION / TOPIC  CONTENT STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR /	RF.5.4(a)  RF.5.4(c)  HI.CC.W.5	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge

#### 

# CONTENT HI.CC.W.5 Writing Standards STANDARD / COURSE

BENCHMARK

STANDARD /	Research to Build and Present Knowledge	
PERFORMANC		
E INDICATOR /		
DOMAIN		

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / TOPIC	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / COURSE	HI.CC.W.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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	L.5.4(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	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216

Hawaii Content and Performance Standards
Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / COURSE	HI.CC.RI. 5.	Reading Standards for Informational Text
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	5 Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION		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 group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION / W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. **TOPIC** CONTENT **HI.CC.W. Writing Standards** STANDARD / 5. COURSE **Production and Distribution of Writing** STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **GRADE LEVEL** EXPECTATION / **BENCHMARK** INDICATOR / W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, **GRADE LEVEL** editing, rewriting, or trying a new approach. EXPECTATION / **BENCHMARK** INDICATOR / W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as **GRADE LEVEL** well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a EXPECTATION / minimum of two pages in a single sitting. **BENCHMARK** CONTENT **HI.CC.W.** Writing Standards STANDARD / 5. **COURSE** STANDARD / Research to Build and Present Knowledge **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different **GRADE LEVEL** aspects of a topic. EXPECTATION / **BENCHMARK** INDICATOR / W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize **GRADE LEVEL** or paraphrase information in notes and finished work, and provide a list of sources. EXPECTATION / **BENCHMARK** CONTENT **HI.CC.W.5 Writing Standards** STANDARD / COURSE Research to Build and Present Knowledge STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. GRADE LEVEL **EXPECT ATION** / BENCHMARK

Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to

support particular points in a text, identifying which reasons and evidence support which point[s]").

EXPECTATION /

**TOPIC** 

W.5.9(b)

### HI.CC.W. Writing Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT		Speaking and Listoning Standards

#### CONTENT STANDARD / COURSE

### HI.CC.SL. Speaking and Listening Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.5.2(e) TOPIC

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

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION /	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

TOPIC

CONTENT STANDARD / **COURSE** 

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Vocabulary Acquisition and Use
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.

EXPECTATION / L.5.4(a) TOPIC

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** 

HI.CC.L.5 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

#### Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / COURSE

EXPECTATION / BENCHMARK

HI.CC.RL. Reading Standards for Literature

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

EXPECTATION / BENCHMARK

## HI.CC.RL. Reading Standards for Literature 5.

COURSE		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / COURSE	HI.CC.RL. 5.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	Reading Standards: Foundational Skills
STANDARD /		Reading Standards: Foundational Skills  Fluency
STANDARD / COURSE STANDARD / PERFORMANC E INDICATOR /	F.5.4.	
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Fluency
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	Fluency  Read with sufficient accuracy and fluency to support comprehension.
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK  EXPECTATION / TOPIC	RF.5.4(a)	Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.
STANDARD / COURSE  STANDARD / PERFORMANC E INDICATOR / DOMAIN  INDICATOR / GRADE LEVEL EXPECTATION / TOPIC  EXPECTATION / TOPIC  CONTENT STANDARD /	RF.5.4(a)  RF.5.4(c)  HI.CC.W.5	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EXPECTATION / TOPIC	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

HI.CC.W. Writing Standards

5.

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT STANDARD / COURSE

**HI.CC.W.5 Writing Standards** 

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

TOPIC

EXPECTATION / W.5.9(a) Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CONTENT STANDARD / **COURSE** 

HI.CC.W. Writing Standards

STANDARD / **PERFORMANC** E INDICATOR / **DOMAIN** 

Range of Writing

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### HI.CC.SL. Speaking and Listening Standards 5.

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION / TOPIC	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION / TOPIC	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

#### CONTENT STANDARD / COURSE

#### **HI.CC.SL. Speaking and Listening Standards**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION /	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CONTENT STANDARD / COURSE

BENCHMARK

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

#### CONTENT STANDARD / COURSE

#### HI.CC.L.5. Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN	Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION / TOPIC	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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	L.5.4(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	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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### CONTENT STANDARD /

#### HI.CC.RL. Reading Standards for Literature 5.

COURSE		
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / COURSE	HI.CC.RL. 5.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / COURSE	HI.CC.RL. 5.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD / COURSE	HI.CC.RF. 5.	. Reading Standards: Foundational Skills

STANDARD / PERFORMANC E INDICATOR /

**DOMAIN** 

Fluency

INDICATOR / RF.5.4. **GRADE LEVEL EXPECT ATION** 

Read with sufficient accuracy and fluency to support comprehension.

/ BENCHMARK

EXPECTATION / RF.5.4(a) Read on-level text with purpose and understanding.

TOPIC

EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W.5	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION / TOPIC	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / COURSE	HI.CC.W.5	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or EXPECTATION / W.5.9(a) **TOPIC** events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). CONTENT **HI.CC.W. Writing Standards** STANDARD / 5. COURSE STANDARD / Range of Writing **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **GRADE LEVEL** EXPECTATION / **BENCHMARK** CONTENT HI.CC.SL. Speaking and Listening Standards STANDARD / **COURSE** STANDARD / Comprehension and Collaboration **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **GRADE LEVEL** with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own **EXPECT ATION** clearly. / BENCHMARK EXPECTATION / SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and **TOPIC** other information known about the topic to explore ideas under discussion. EXPECTATION / SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles. **TOPIC** EXPECTATION / SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the **TOPIC** remarks of others. CONTENT HI.CC.SL. Speaking and Listening Standards STANDARD / COURSE STANDARD / Comprehension and Collaboration **PERFORMANC** E INDICATOR / **DOMAIN** INDICATOR / Summarize a written text read aloud or information presented in diverse media and formats, including visually, SI 5.2 quantitatively, and orally. **GRADE LEVEL** EXPECTATION / BENCHMARK CONTENT HI.CC.L.5. Language Standards STANDARD / COURSE STANDARD / Conventions of Standard English **PERFORMANC** E INDICATOR / **DOMAIN** 

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION / TOPIC	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD / COURSE	HI.CC.L.5.	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	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 / L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. TOPIC

HI.CC.L.5 Language Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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#### Hawaii Content and Performance Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RI. Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION /	RI.5.4.	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

**BENCHMARK** 

HI.CC.W.5 Writing Standards

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 5.

STANDARD /	Production and Distribution of Writing
PERFORMANC	
PERFORMANC	
E INDICATOR /	
DOMAIN	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE	HI.CC.W. 5.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / COURSE	HI.CC.SL. 5.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / COURSE	HI.CC.L.5	Language Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use

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,

INDICATOR /

**GRADE LEVEL** 

EXPECTATION / BENCHMARK

L.5.6.

moreover, in addition).