

## 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 / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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]").
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	<b>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.</b>
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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.
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EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5 Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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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UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

Hawaii Content and Performance Standards  
Language Arts  
Grade 5 - Adopted: 2010

**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RF. Reading Standards: Foundational Skills**  
5.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Fluency</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**  
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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 / PERFORMANCE INDICATOR / DOMAIN		<b>Production and Distribution of Writing</b>
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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]").
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**CONTENT STANDARD / COURSE**      **HI.CC.W. 5. Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. 5. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	<b>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.</b>

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.
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EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION / TOPIC      L.5.1(d)      Recognize and correct inappropriate shifts in verb tense.

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

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



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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.6.</b>	<b>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).</b>

**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

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

**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.5.1.</b>	<b>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.</b>
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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 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5 Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

**Hawaii Content and Performance Standards**  
**Language Arts**  
Grade 5 - Adopted: 2010

**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills**  
**5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**  
**5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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]").
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**CONTENT STANDARD / COURSE**      **HI.CC.W. 5. Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. 5. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	<b>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.</b>

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.
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EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC      L.5.1(d)      Recognize and correct inappropriate shifts in verb tense.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / TOPIC      L.5.2(e)      Spell grade-appropriate words correctly, consulting references as needed.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.6.</b>	<b>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).</b>

**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature**  
**5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RF. Reading Standards: Foundational Skills 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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. Writing Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
--	--	--

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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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**

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

EXPECTATION / TOPIC      L.5.2(e)      Spell grade-appropriate words correctly, consulting references as needed.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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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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 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RF. Reading Standards: Foundational Skills 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.4.</b>	<b>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.)</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.6.</b>	<b>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.</b>



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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.5.1.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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**

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

EXPECTATION / TOPIC      L.5.1(d)      Recognize and correct inappropriate shifts in verb tense.

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

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

EXPECTATION / TOPIC      L.5.2(e)      Spell grade-appropriate words correctly, consulting references as needed.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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 STANDARD / COURSE** **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RF. Reading Standards: Foundational Skills 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Fluency</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

STANDARD / PERFORMANCE 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 5.**

STANDARD / PERFORMANCE 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 / PERFORMANCE 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. Writing Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.5.1.</b>	<b>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.</b>
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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.
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EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

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

EXPECTATION / TOPIC      L.5.1(d)      Recognize and correct inappropriate shifts in verb tense.

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

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

EXPECTATION / TOPIC      L.5.2(e)      Spell grade-appropriate words correctly, consulting references as needed.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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. Reading Standards for Informational Text 5.**



<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**  
5.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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]").
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION / TOPIC      L.5.1(d)      Recognize and correct inappropriate shifts in verb tense.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
--	--	--

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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 STANDARD / COURSE** **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RF. Reading Standards: Foundational Skills 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Fluency</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

STANDARD / PERFORMANCE 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 5.**

STANDARD / PERFORMANCE 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 / PERFORMANCE 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. Writing Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.5.1.</b>	<b>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.</b>
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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.
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EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

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

EXPECTATION / TOPIC      L.5.1(d)      Recognize and correct inappropriate shifts in verb tense.

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

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

EXPECTATION / TOPIC      L.5.2(e)      Spell grade-appropriate words correctly, consulting references as needed.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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. Reading Standards for Informational Text**  
**5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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. Reading Standards for Informational Text**  
**5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**  
5.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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 / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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 / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Writing</b>
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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 / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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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**

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

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**

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

EXPECTATION / TOPIC L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**  
5.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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 / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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 / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Writing</b>
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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 / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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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**

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

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**

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

EXPECTATION / TOPIC    L.5.2(e)    Spell grade-appropriate words correctly, consulting references as needed.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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.RL. Reading Standards for Literature**  
5.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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. Reading Standards: Foundational Skills**  
5.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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.
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EXPECTATION / TOPIC	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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]").
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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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 / PERFORMANCE 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 / PERFORMANCE 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. Reading Standards for Literature 5.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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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. Reading Standards for Informational Text 5.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.4.</b>	<b>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.)</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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]").
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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**



<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.5.4.	<b>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.</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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. Reading Standards for Literature 5.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 5.

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 5.**

STANDARD / PERFORMANCE 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. Reading Standards for Informational Text 5.**

STANDARD / PERFORMANCE 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. Reading Standards for Informational Text 5.**

STANDARD / PERFORMANCE 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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.4.</b>	<b>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.)</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.6.</b>	<b>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.</b>

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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 .**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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**

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

<b>EXPECTATION / TOPIC</b>	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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<b>EXPECTATION / TOPIC</b>	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

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

<b>EXPECTATION / TOPIC</b>	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

<b>EXPECTATION / TOPIC</b>	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>

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 / PERFORMANCE 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 15 Page 135-138

Hawaii Content and Performance Standards  
Language Arts  
Grade 5 - Adopted: 2010

**CONTENT STANDARD / COURSE** HI.CC.RL. Reading Standards for Literature 5.

**STANDARD / PERFORMANCE 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. Reading Standards for Informational Text 5.

**STANDARD / PERFORMANCE 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. Reading Standards for Informational Text 5.

**STANDARD / PERFORMANCE 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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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**



<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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**

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

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**

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

EXPECTATION / TOPIC L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.5.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	L.5.4.	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

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

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

STANDARD / PERFORMANCE 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 / PERFORMANCE 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.

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Hawaii Content and Performance Standards  
Language Arts  
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CONTENT STANDARD / COURSE HI.CC.W.5 Writing Standards

STANDARD / PERFORMANCE 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.

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 / PERFORMANCE 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 5.**

**STANDARD / PERFORMANCE 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. Writing Standards 5.**

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

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

EXPECTATION / TOPIC	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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EXPECTATION / TOPIC	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

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

EXPECTATION / TOPIC	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Knowledge of Language</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION / TOPIC	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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. 5. Writing Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.**



<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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

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**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RF. Reading Standards: Foundational Skills 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

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

STANDARD / PERFORMANCE 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]").
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**CONTENT STANDARD / COURSE**      **HI.CC.W. 5. Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

STANDARD / PERFORMANCE 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.
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EXPECTATION / TOPIC L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

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

STANDARD / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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).

**Hawaii Content and Performance Standards**  
**Language Arts**  
 Grade 5 - Adopted: 2010

**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature**  
**5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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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. Reading Standards for Informational Text**  
**5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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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. Reading Standards for Informational Text**  
**5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Integration of Knowledge and Ideas</b>
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. Reading Standards for Informational Text 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>



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 / PERFORMANCE 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 5.**

STANDARD / PERFORMANCE 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 / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge

<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>
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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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).

**CONTENT STANDARD / COURSE** HI.CC.RL. Reading Standards for Literature 5.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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.
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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.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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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).
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RI. Reading Standards for Informational Text 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.RF. Reading Standards: Foundational Skills 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Fluency</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION / TOPIC	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION / TOPIC	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Text Types and Purposes</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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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 / PERFORMANCE 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 5.

STANDARD / PERFORMANCE 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 / PERFORMANCE 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. Writing Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.6.</b>	<b>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).</b>

**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature**  
**5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RL.5.2.</b>	<b>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.</b>



**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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. Reading Standards: Foundational Skills 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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 / PERFORMANCE 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 / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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. Writing Standards 5.**

STANDARD / PERFORMANCE 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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>SL.5.1.</b>	<b>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.</b>
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 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Conventions of Standard English</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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).

**CONTENT STANDARD / COURSE**      **HI.CC.RL. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Key Ideas and Details</b>
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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. Reading Standards for Literature 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Reading and Level of Text Complexity</b>
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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. Reading Standards: Foundational Skills 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Fluency</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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 / PERFORMANCE 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 / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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 / PERFORMANCE 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]").
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.1.	<b>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.</b>
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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.
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EXPECTATION / TOPIC	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5. Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		<b>Conventions of Standard English</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

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

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

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Knowledge of Language</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>L.5.4.</b>	<b>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.</b>
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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**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Craft and Structure</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W.5 Writing Standards**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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EXPECTATION / TOPIC	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION / TOPIC	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards**  
**5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.W. Writing Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.SL. Speaking and Listening Standards 5.**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / COURSE**      **HI.CC.L.5 Language Standards .**

<b>STANDARD / PERFORMANCE INDICATOR / DOMAIN</b>		<b>Vocabulary Acquisition and Use</b>
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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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