Hawaii English Language Arts

5th Grade

Reading Foundations

Print Concepts

1 (Not addressed in 5th grade) 5.RF.1

Phonological Awareness

2 (Not addressed in 5th grade) 5.RF.2

Phonics and Word Recognition

3 Know and apply grade-level phonics and word analysis skills to read: 5.RF.3

- a Read multisyllabic words in isolation and in text, including: 5.RF.3.A
  - 1 Greek and Latin Roots and Affixes 5.RF.3.A.1
- b Apply knowledge of syllables, word origins, and morphemes when reading and determining word meaning. 5.RF.3.B
- c Read complex and decodable and irregular high frequency words. 5.RF.3.C

Fluency

4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms. 5.RF.4

Reading Informational

Key Ideas and Details

1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.1

2 Analyze informational text development: 5.RI.2

- a Determine two or more main/central ideas of a text and explain how they are supported by the key details. 5.RI.2.A
- b Summarize the text, incorporating how the key details support the main/central ideas. 5.RI.2.B

3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.3

Craft and Structure

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. 5.RI.4

Skip to main content

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. 5.RI.5

6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view/perspective they represent. 5.RI.6

Integration of Knowledge and Ideas

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. 5.RI.7

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). 5.RI.8

9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 5.RI.9

Range of Reading and Level of Text Complexity

10 Read and comprehend informational texts appropriately complex for grade 5. 5.RI.10

Reading Literature

Key Ideas and Details

1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RL.1

2 Analyze literary text development: 5.RL.2

- a Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. 5.RL.2.A
- b Summarize the text, incorporating a theme determined from details in the text. 5.RL.2.B

3 Describe story elements: 5.RL.3

- a Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama. 5.RL.3.A

Craft and Structure

4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.RL.4

5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 5.RL.5

6 Describe how a narrator's or speaker's perspective influences how events are described, including the impact of the point of view. 5.RL.6

Integration of Knowledge and Ideas

Skip to main content

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 5.RL.7

9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 5.RL.9

Range of Reading and Level of Text Complexity

10 Read and comprehend literary texts appropriately complex for grade 5. 5.RL.10

Writing Foundations

Handwriting, Spelling, and Sentence Formation

1 Demonstrate and apply correct handwriting skills: 5.WF.1

- a Legibly and fluently write in manuscript to produce grade-appropriate tasks. 5.WF.1.A

2 Know and apply phonics and word analysis skills when encoding words: 5.WF.2

- a Use knowledge of Greek and Latin roots to accurately spell multisyllabic words. 5.WF.2.A
- b Spell grade-appropriate words correctly, consulting references as needed. 5.WF.2.B

3 Demonstrate command of the conventions of English when writing, including multi-paragraph texts: 5.WF.3

- a Use punctuation to separate items in a series. 5.WF.3.A
- b Use a comma to separate an introductory element from the rest of the sentence. 5.WF.3.B
- c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). 5.WF.3.C
- d Use underlining, quotation marks, or italics to indicate titles of works. 5.WF.3.D

Writing

Text Types and Purposes

1 Write argumentative/opinion pieces on topics or texts, supporting a claim with reasons and information: 5.W.1

- a Introduce a topic or text clearly, state a claim, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. 5.W.1.A
- b Provide logically ordered reasons that are supported by facts and details. 5.W.1.B
- c Link the claim and reasons using words, phrases, and clauses (e.g., consequently, specifically). 5.W.1.C
- d Provide a conclusion that follows from the argument presented, as appropriate to the task. 5.W.1.D

Skip to main content

2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly: 5.W.2

- a Introduce a topic clearly, provide a general observation and focus, and organize related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. 5.W.2.A
- b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 5.W.2.B
- c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 5.W.2.C
- d Use precise language and domain-specific vocabulary to inform about or explain the topic. 5.W.2.D
- e Provide a concluding statement or section related to the information or explanation presented. 5.W.2.E

3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: 5.W.3

- a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 5.W.3.A
- b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 5.W.3.B
- c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 5.W.3.C
- d Use concrete words and phrases and sensory details to convey experiences and events precisely. 5.W.3.D
- e Provide a conclusion that follows from the narrated experiences or events. 5.W.3.E

Production and Distribution of Writing

4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.) 5.W.4

5 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. 5.W.5

Research to Build and Present Knowledge

Skip to main content

6 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic: 5.W.6

a Summarize or paraphrase in notes and finished work the relevant information collected from experiences and/or print and digital sources, and provide a list of sources. 5.W.6.A

b Draw evidence from literary or informational texts to support analysis, reflection, and research. 5.W.6.B

Speaking and Listening

Comprehension and Collaboration

1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly: 5.SL.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. 5.SL.1.A

b Follow agreed-upon rules for discussions and carry out assigned roles. 5.SL.1.B

c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 5.SL.1.C

d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 5.SL.1.D

2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 5.SL.2

3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 5.SL.3

Presentation of Knowledge and Ideas

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. 5.SL.4

5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills. 5.SL.5

Language

Conventions of English

Skip to main content

1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: 5.L.1

- a Use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 5.L.1.A
- b Use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 5.L.1.B
- c Use verb tense to convey various times, sequences, states, and conditions. 5.L.1.C
- d Use correct verb tense. 5.L.1.D
- e Use correlative conjunctions (e.g., either/or, neither/nor). 5.L.1.E

2 (Addressed in Writing Foundations) 5.L.2

Vocabulary Acquisition and Use

3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: 5.L.3

- a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 5.L.3.A
- b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 5.L.3.B
- 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. 5.L.3.C

4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: 5.L.4

- a Interpret figurative language, including similes and metaphors, in context. 5.L.4.A
- b Recognize and explain the meaning of common idioms, adages, and proverbs. 5.L.4.B
- c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 5.L.4.C

5 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). 5.L.5