

CORRELATIONS BETWEEN

State of Hawaii English Language Arts Education Standards
For Grade 5

and

Seeds of Science/Roots of Reading[®]

Units for Grades 2 through 5:

Soil Habitats
Shoreline Science
Designing Mixtures
Gravity & Magnetism
Light Energy
Weather & Water
Variation and Adaptation
Digestion and Body Systems
Planets & Moons
Aquatic Ecosystems
Models of Matter
Chemical Changes

Hawaii English/Language Arts Standards – 5th Grade

| Hawaii English/Language Arts Standards – 5th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|---|---|-------------------|--------------------|---------------------|---|-----------------|--------------------------|--------------------------|---|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| <p>Reading</p> <p>Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</p> <p>Vocabulary and Concept Development</p> <p>LA.5.1.1 Use new grade-appropriate vocabulary learned through reading print and online resources and word study, including meanings of roots, affixes, word origins</p> | | | | | | | | | | | | |
| | • | • | • | • | •• | •• | •• | •• | •• | •• | •• | •• |
| <p>Locating Sources/ Gathering Information</p> <p>LA.5.1.2 Use a variety of grade-appropriate print and online resources to research a topic</p> | | | | | | | | | | | | |
| | • | •• | • | • | ••• | ••• | ••• | ••• | ••• | ••• | ••• | ••• |
| <p>Reading</p> <p>Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts</p> <p>Understanding Text Structures</p> <p>LA.5.2.1 Use organizational patterns (e.g., compare and contrast, proposition and support) to access information</p> | | | | | | | | | | | | |
| | • | •• | • | • | • | • | •• | • | • | • | • | • |
| <p>Constructing Meaning</p> <p>LA.5.2.2 Make inferences and draw conclusions about grade-appropriate texts</p> | | | | | | | | | | | | |
| | •• | • | • | • | • | • | •• | • | •• | •• | ••• | •• |

- = Major focus on concept, skill, or understanding, explicitly taught
- = Moderate focus on concept, skill, or understanding with explicit teaching or practice
- = Peripheral focus on concept, skill, or understanding with practice

Hawaii English/Language Arts Standards – 5th Grade

| Hawaii English/Language Arts Standards – 5th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|---|---|-------------------|--------------------|---------------------|---|-----------------|--------------------------|--------------------------|---|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| LA.5.2.3 Distinguish between explicit and implied information | ●● | ● | ● | ● | ● | ● | ●● | ● | ●● | ●● | ●●● | ●● |
| Reading | | | | | | | | | | | | |
| Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical | | | | | | | | | | | | |
| Interpretive Stance | | | | | | | | | | | | |
| LA.5.3.1 Cite specific information or ideas in the text that support and develop the author's message or theme | | | | | | | | | | | | |
| LA.5.3.2 Explain the relationship between plot events and how they build to the resolution of the selection's primary conflict | | | | | | | | | | | | |
| LA.5.3.3 Explain how characters evolve over the course of a work | | | | | | | | | | | | |
| Critical Stance | | | | | | | | | | | | |
| LA.5.3.4 Compare a literary element (e.g., characters, setting, plot) as it occurs in two or more texts and explain how effectively it is realized in each text | | | | | | | | | | | | |
| LA.5.3.5 Describe how the author's choice of words or use of imagery contributes to overall quality and | | | | | | | | | | | | |

- = Major focus on concept, skill, or understanding, explicitly taught
- = Moderate focus on concept, skill, or understanding with explicit teaching or practice
- = Peripheral focus on concept, skill, or understanding with practice

Hawaii English/Language Arts Standards – 5th Grade

| Hawaii English/Language Arts Standards – 5th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|---|---|-------------------|--------------------|---------------------|---|-----------------|--------------------------|--------------------------|---|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| reader's enjoyment | | | | | | | | | | | | |
| Literary Elements | | | | | | | | | | | | |
| LA.5.3.6 Identify the meaning of common idioms (e.g., from the frying pan into the fire, cat got your tongue, raining cats and dogs) found in a text | | | | | | | | | | | | |
| Personal Connection | | | | | | | | | | | | |
| LA.5.3.7 Describe similarities and differences between characters and themes in literary texts and personal or real world experiences | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | |
| Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms | | | | | | | | | | | | |
| Range of Writing | | | | | | | | | | | | |
| LA.5.4.3 Recognize and correct run-on sentences and fragments | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

- ● ● = Major focus on concept, skill, or understanding, explicitly taught
- ● = Moderate focus on concept, skill, or understanding with explicit teaching or practice
- = Peripheral focus on concept, skill, or understanding with practice

Hawaii English/Language Arts Standards – 5th Grade

| Hawaii English/Language Arts Standards – 5th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|---|---|-------------------|--------------------|---------------------|---|-----------------|--------------------------|--------------------------|---|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| Punctuation, Capitalization, Spelling, and Handwriting | | | | | | | | | | | | |
| LA.5.4.4 Use a variety of strategies and resources to spell grade-appropriate words | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| LA.5.4.5 Edit writing to correct use of following punctuation: • parentheses • commas with relative clauses • commas with appositives, if needed | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Citing Sources | | | | | | | | | | | | |
| LA.5.4.6 Write bibliographical entries for periodicals | | | | | | | | | | | | |
| Writing | | | | | | | | | | | | |
| Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose | | | | | | | | | | | | |
| Meaning | | | | | | | | | | | | |
| LA.5.5.1 Use information from appropriate sources: self, peers, and a variety of grade-appropriate sources | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●●● | ●●● | ●●● | ●●● |
| LA.5.5.2 Use significant details and relevant information to develop meaning | ●● | ●● | ●● | ●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● |

- ● ● = Major focus on concept, skill, or understanding, explicitly taught
- ● = Moderate focus on concept, skill, or understanding with explicit teaching or practice
- = Peripheral focus on concept, skill, or understanding with practice

Hawaii English/Language Arts Standards – 5th Grade

| Hawaii English/Language Arts Standards – 5th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|--|---|-------------------|--------------------|---------------------|---|-----------------|--------------------------|--------------------------|---|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| Design | | | | | | | | | | | | |
| LA.5.5.3 Organize writing to exclude extraneous details and inconsistencies | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● |
| LA.5.5.4 Use transitional words or phrases between sentences and paragraphs to guide the reader and give the writing cohesiveness | ● | ● | ● | ● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● |
| Clarity | | | | | | | | | | | | |
| LA.5.5.5 Use clear and precise vocabulary to support meaning | ●● | ●● | ●● | ●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● | ●●● |
| LA.5.5.6 Improve clarity by combining sentences, varying sentences, or rearranging text | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Voice | | | | | | | | | | | | |
| LA.5.5.7 Adjust voice to suit the purpose and form of writing (e.g., funny story, report, serious poem) | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Oral Communication | | | | | | | | | | | | |
| Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes | | | | | | | | | | | | |
| Discussion and Presentation | | | | | | | | | | | | |
| LA.5.6.1 Use speaking and listening skills to fill a | | | | | | | | | | | | |

- = Major focus on concept, skill, or understanding, explicitly taught
- = Moderate focus on concept, skill, or understanding with explicit teaching or practice
- = Peripheral focus on concept, skill, or understanding with practice

Hawaii English/Language Arts Standards – 5th Grade

| Hawaii English/Language Arts Standards – 5th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|---|---|-------------------|--------------------|---------------------|---|-----------------|--------------------------|--------------------------|---|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| prescribed role in group activities | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| LA.5.6.2 Give informal presentations or reports to inform | ●● | ● | ● | ● | ● | ●● | ● | ● | ● | ●● | ● | ●● |
| Critical Listening | | | | | | | | | | | | |
| LA.5.6.3 Recall oral messages by noting key ideas and relating them to the speaker's purpose | | | | | ● | ●● | ● | ● | ● | ● | ●● | ●● |
| LA.5.6.4 Form an opinion or draw a conclusion about key points in oral messages | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Delivery | | | | | | | | | | | | |
| LA.5.6.5 Vary pitch and stress to emphasize intended meaning | ● | | | | | | | | | ● | | ● |
| LA.5.6.6 Use gestures, facial expressions, and eye contact to enhance the spoken word | ● | | | | | | | | | ● | | ● |
| LA.5.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● |
| Media Comprehension and Interpretation | | | | | | | | | | | | |
| LA.5.6.8 Describe how advertising techniques are used in various media | | | | | | | | | | | | |

- = Major focus on concept, skill, or understanding, explicitly taught
- = Moderate focus on concept, skill, or understanding with explicit teaching or practice
- = Peripheral focus on concept, skill, or understanding with practice

Hawaii English/Language Arts Standards – 5th Grade

| Hawaii English/Language Arts Standards – 5th Grade | 2 nd - 3 rd Grade | | | | 3 rd - 4 th Grade | | | | 4 th - 5 th Grade | | | |
|--|---|-------------------|--------------------|---------------------|---|-----------------|--------------------------|--------------------------|---|--------------------|------------------|------------------|
| | Soil Habitats | Shoreline Science | Designing Mixtures | Gravity & Magnetism | Light Energy | Weather & Water | Variation and Adaptation | Digestion & Body Systems | Planets & Moons | Aquatic Ecosystems | Models of Matter | Chemical Changes |
| Oral Communication | | | | | | | | | | | | |
| Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation | | | | | | | | | | | | |
| Meaning | | | | | | | | | | | | |
| LA.5.7.1 Combine ideas from prior knowledge, input from others, and text resources to elaborate on and support ideas | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●● | ●●● | ●●● | ●●● | ●●● |
| Design | | | | | | | | | | | | |
| LA.5.7.2 Include an introduction, transitions, and a conclusion to organize speaking | ● | | | | | | | | | ●● | | ●● |
| Clarity | | | | | | | | | | | | |
| LA.5.7.3 Select words and construct sentences to clarify message when speaking | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |

- = Major focus on concept, skill, or understanding, explicitly taught
- = Moderate focus on concept, skill, or understanding with explicit teaching or practice
- = Peripheral focus on concept, skill, or understanding with practice