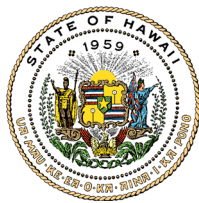


JOSH GREEN, M.D.  
GOVERNOR




KEITH T. HAYASHI  
SUPERINTENDENT

**STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
P.O. BOX 2360  
HONOLULU, HAWAII 96804**

OFFICE OF THE SUPERINTENDENT

April 11, 2024

TO: The Honorable William Arakaki  
Chairperson, Student Achievement Committee

FROM: Keith T. Hayashi  
Superintendent 

SUBJECT: Committee Action on Updated English Language Arts Content Performance Standards in Compliance with Chapter 302A-201, Hawai'i Revised Statutes

**1. EXECUTIVE SUMMARY**

The Hawai'i State Department of Education's (Department) Office of Curriculum and Instructional Design (OCID) is revising the Hawai'i Common Core Standards, also known as the Common Core State Standards (CCSS), for English Language Arts (ELA) pursuant to Section 302A-201, Hawai'i Revised Statutes. The standards revision process began in September 2022, following the process detailed in the Curriculum Management System (CMS):

- In fall 2022, the Department convened a review workgroup to determine whether the original CCSS for ELA needed to be revised or rewritten. The workgroup determined that these standards needed to be revised based upon the conditions of time, science of reading, early literacy development and local knowledge.
- In spring 2023, the Department convened a feedback workgroup to provide extensive line by line feedback on each of the standards for possible revision.
- In summer and fall 2023, the Department then worked with the standards revision writing committee, who reviewed the line-by-line feedback and made revisions to the standards, resulting in the revised Hawai'i Common Core Standards for ELA.

- In January 2024, the Department elicited feedback from internal and external stakeholders and again made revisions. Collectively, the feedback was supportive of the revisions.

The Department is recommending the Hawai'i State Board of Education (Board) approve the revised Hawai'i Common Core Standards for ELA for kindergarten through 12th grade.

**2. RECOMMENDATION**

The Department recommends Board approval of the revised Hawai'i Common Core Standards for ELA for kindergarten through 12th grade.

**3. RECOMMENDED EFFECTIVE DATE**

The Department recommends that the revised Hawai'i Common Core Standards for ELA take effect in school year (SY) 2024-2025, with the stipulation that schools will receive training on the revised standards throughout the school year in order to meet the compliance date of SY 2025-2026.

**4. RECOMMENDED COMPLIANCE DATE (if different from the effective date)**

The Department recommends that full implementation of the revised Hawai'i Common Core Standards for ELA take effect in SY 2025-2026. This will allow schools time to plan for and transition into implementation of the revised standards.

**5. DISCUSSION**

a. Conditions leading to the recommendation:

OCID oversees the adoption, revision, and rewriting of content area standards through the CMS ([bit.ly/HIDOEcms](https://bit.ly/HIDOEcms)), which was developed by OCID in 2020. The CMS provides the Department with guidance and support for conducting periodic standards review on a consistent basis. Within the CMS framework for standards review cycles, ELA is the first content area to undergo a CMS-based review process (see Attachment A - Standards Adoption Timeline).



	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27	SY 27-28	SY 28-29	SY 29-30	SY 30-31	SY 31-32	SY 32-33	SY 33-34	SY 34-35	SY 35-36	SY 36-37
Science																					
Social Studies																					
ELA																					
Mathematics																					
Health																					
Physical Education																					
Fine Arts																					
World Languages																					
ELD** (English Language Development)																					
Computer Science																					
Career and Technical Education***																					

Key

Light shading indicates the review process.

Dark shading indicates the target year for Board adoption.

**Key** *Light shading indicates the review process.*

Dark shading indicates the target year for Board adoption.

The CMS specifies that the standards review process is initiated by OCID through the convening of an initial stakeholder workgroup reflecting many Department role groups (see Attachment B - Standards Revision, Rewriting, and Replacement Committees). This stakeholder workgroup was convened in fall of 2022 to consider the local and national conditions impacting the ELA standards to date, per the requirements of the CMS. These conditions are described below:

- **Condition 1 - Time.** The Department adopted the CCSS for ELA and Mathematics on June 18, 2010. The standards have not been revised in the subsequent 13 years of implementation. However, many states have revised, amended, or rewritten their standards since the widespread adoption of the CCSS in 2010.<sup>1</sup>
- **Condition 2 - Science of Reading.** As states have been revising the CCSS over the past 13 years, there has simultaneously been significant movement towards research-informed curriculum, instruction, and assessment in literacy, which falls under the umbrella of ELA. In particular, the Science of Reading (SOR) movement has appreciably impacted governmental and educational agencies' approaches to ELA education, including standards-based instruction through a structured literacy framework.<sup>2 3</sup> Movements toward research-based practices in literacy education have necessarily resulted in states examining their standards to ensure the presence of scientifically-informed milestones in reading and writing development.
- **Condition 3 - Early Literacy Development.** Research has consistently demonstrated that attending to the essential elements of literacy instruction at the most appropriate times in students' reading, writing, speaking, and listening development is critically important for preventing difficulties with literacy. This is especially true for our youngest learners, who are at a critical period of linguistic and cognitive development, and are especially primed for acquiring foundational literacy skills.<sup>4</sup> However, the Foundational Skills section of the original CCSS has been criticized for lacking the necessary specificity, rigor, and intensity for all children to read and write at grade level.<sup>5</sup>

---

<sup>1</sup> EdGate. (2024). United States standards. <https://edgate.com/standards/us-state-map>

<sup>2</sup> Albert Shanker Institute. (2023). Reading reform across America: A survey of state legislation. <https://www.shankerinstitute.org/resource/reading-legislation-data-dashboard>

<sup>3</sup> Schwartz, S. (2024). The "science of reading" in 2024: 5 state initiatives to watch. <https://www.edweek.org/teaching-learning/the-science-of-reading-in-2024-5-state-initiatives-to-watch/2024/01>

<sup>4</sup> Foorman, B., et al. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade*. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences. [https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf)

<sup>5</sup> Moats, L. (2012). Reconciling the Common Core State Standards with reading research. *Perspectives on Language*, 38(2), 1-5.

[http://www.onlinedigeditions.com/publication/?m=13959&i=128301&view=articleBrowser&article\\_id=1191904&ver=html5](http://www.onlinedigeditions.com/publication/?m=13959&i=128301&view=articleBrowser&article_id=1191904&ver=html5)



- **Condition 4 - Local Knowledge.** The original CCSS included parenthetical examples that emphasized a western, Anglocentric perspective. These examples may have unintentionally influenced teachers to select only the content specifically listed instead of selecting other material that fully represents our multicultural society. Similarly, the original grade band reading lists in the appendices of the original CCSS heavily emphasized western literary traditions and authors. However, there is considerable research to suggest that it is beneficial for all students to experience multiple perspectives in the classroom<sup>6</sup>, especially as this embodies the diverse traditions, knowledge systems, languages, and literacies of our Hawaiian islands.

In light of these conditions, the initial review workgroup determined that a revision to the original CCSS was necessary and timely.

Upon determining that the standards must be revised, OCID then convened a feedback group to review each standard and provide line-by-line feedback to each standard and strand. This feedback group met twice for full-day review sessions in spring of 2023, providing feedback for any standards they deemed in need of potential revision, using a common Standards Revision Protocol. This protocol was adapted by OCID from criteria developed by Regional Educational Laboratory - Pacific (REL Pacific):<sup>7</sup>

Standards Review Protocol	
Rigor	Standard addresses complex knowledge and concepts, appropriate to grade level
	Standard supports skill development that will contribute to lifelong application in college, career, and community
Focus	Standard addresses what is most important for students to learn in English Language Arts
Specificity	Standard is specific enough to convey level of student performance
	Standard reflects end-of-year expectations for mastery, appropriate to grade level
Clarity	Standard is clear to a wide community audience
	Standard is observable in classroom setting
	Standard is measurable

<sup>6</sup> Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

<sup>7</sup> Regional Educational Laboratory - Pacific. <https://ies.ed.gov/ncee/rel/region/about/pacific>

OCID then convened the standards revisions writing committee in the spring and summer of 2023. This committee was made up of state and complex area educational specialists, including specialists in English learners and special education, complex area and school-level teachers, curriculum coaches, and representatives from institutes of higher education. The standards revision writing committee met six times over the course of the spring and summer of 2023 to carefully review feedback and draft revisions to the standards. Each piece of feedback provided by the committee was considered. Then, the affected standard was revised as determined appropriate by the writing committee, and an accompanying rationale for the revision was written (see Attachment C - Standards Revision Rationales).

Internal and external stakeholder feedback was elicited on these revised standards during the December and January 2023-2024 by disseminating digital surveys through an internal memo and on the Department's public website. An OCID committee of feedback reviewers compiled the actionable feedback provided from survey respondents, making applicable changes where necessary with written rationales (see Attachment C - Standards Revisions Rationales).

The final result of the CMS review process is the revised Hawai'i Common Core Standards for ELA (see Attachment D).

b. Previous action of the Board and Committee(s) on the same or similar matter:

On May 11, 2010, the Board's Curriculum, Instruction and Student Support Committee recommended the adoption of the original CCSS for English Language Arts and Mathematics to the full Board.

On May 20, 2010, the Board adopted the original CCSS for English Language Arts and Mathematics at its General Business Meeting.

On June 7, 2010, the Board adopted the CCSS for English Language Arts and Mathematics at its General Business Meeting.

The CCSS have subsequently been in place in Hawai'i since June 7, 2010.

c. Other policies affected:

The proposed action affects *Policy 102-2: K-12 Literacy*. The revised Hawai'i Common Core Standards for ELA are aligned with evidence-based structured literacy practices grounded in the science of reading.<sup>8</sup> *Policy 102-2: K-12 Literacy* alludes to balanced literacy, which is not in line with the science of reading. The Department respectfully suggests consideration of a future

---

<sup>8</sup> Spear-Swerling, L. (2019). Here's why schools should use structured literacy. *Perspectives on Language and Literacy*, 8(2). <https://dyslexiaida.org/heres-why-schools-should-use-structured-literacy/#:~:text=What%20is%20Structured%20Literacy%3F,reading%20comprehension%2C%20written%20expression>

recommendation to update the language in *Policy 102-2: K-12 Literacy* to reflect the importance of a structured literacy approach grounded in the science of reading for K-12 literacy instruction.

The proposed action is in alignment with the following current policies:

- *Policy E-102: Academic Mastery and Assessment*

The revised Hawai'i Common Core Standards for ELA ensure that all students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives by providing the foundation for educators to implement a standards-based system of education that incorporates high expectations for all students.

- *Policy 102-3: Statewide Content and Performance Standards*

Through the adoption of the revised Hawai'i Common Core Standards for ELA, the Board will continue to ensure high academic expectations by adopting statewide content standards, aligned with the most current research and evidence around effective literacy instruction, that specify what students in all public schools must know and be able to do.

d. Arguments in support of the recommendation:

The revised Hawai'i Common Core Standards for ELA represent the collective work of Department teachers and administrators across all levels of education; Department educational specialists in Literacy, English Language Arts, Early Childhood, English Learners, and Special Education; and higher education faculty members from multiple higher learning institutions. The recommendations have gone through several rounds of stakeholder feedback, including feedback collected at the Educational Leadership Institute and feedback collected from the Department stakeholders and community members. The recommendations support the conditions outlined above and further align to the goals of focus, clarity, rigor and specificity, which were guiding principles used during the standards revision process.

The revised Hawai'i Common Core Standards for ELA also provide updated guidance in the existing Reading Foundations standards, as well as in the proposed addition of the Writing Foundations standards. These revisions have been proposed to more closely align with the research regarding the importance of comprehensive foundational skills instruction in the early grades to achieve grade level literacy by third grade and beyond, which is especially relevant for

achieving the Strategic Plan Desired Outcome 1.1.2.<sup>9</sup> The revisions address the science of reading and require a structured literacy approach to be realized.<sup>10</sup>

- The Reading Foundations strand was updated to include important specificity regarding phonics content addressed in each grade level, with the intention of increasing focus, clarity, rigor and specificity in decoding instruction. This improved specificity will better allow schools to analyze the quality and comprehensiveness of their phonics materials to ensure each grade level is reaching all necessary decoding milestones. A similar level of specificity was applied to the phonological awareness standards, which were extended to second grade to account for the multiple years of instruction required for children to master grade-level literacy skills. Finally, the fluency standard was extended through eighth grade to reflect the length of time it takes for students to achieve high levels of literacy proficiency and to emphasize the importance of ongoing fluency practice in older grades.<sup>11</sup>
- The Writing Foundations strand was added to the proposed revisions in order to address the foundational writing skills that students need to master in the early grades. Importantly, these are *not* newly created standards; rather, these standards were removed from the original Language strand and placed into a separate strand called Writing Foundations. The purpose of this was to provide necessary clarity and focus regarding the importance of these standards, with focus specifically on fostering foundational writing skills (as opposed to other language skills more broadly). Doing so also provides helpful symmetry to the standards, underscoring the fact that both reading and writing have foundational skill sets that students must master in the early grades.<sup>12 13</sup>

Other proposed revisions throughout the standards emphasize the importance of a multicultural perspective in the provision of language arts instruction. For example, parentheticals referencing specific Western canonical authors such as Ovid and Shakespeare were removed in order to revise the language towards a more inclusive literary tradition (see Table 1). The purpose of this was to emphasize the critical importance of teachers selecting literature that reflects a global perspective, which includes Western authors without privileging their importance relative to other impactful authors from around the world.

---

<sup>9</sup> Vellutino, F. R., et al. (2007). Components of reading ability: Multivariate evidence for a convergent skills model of reading development. *Scientific Studies of Reading*, 11(1), 3-32.

<https://www.tandfonline.com/doi/abs/10.1080/10888430709336632>

<sup>10</sup> Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51, 201-211. <https://www.corelearn.com/wp-content/uploads/2020/04/structured-literacy-and-typical-literacy-practices.pdf>

<sup>11</sup> Hasbrouck, J., & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Behavioral Research and Teaching, University of Oregon. <https://files.eric.ed.gov/fulltext/ED594994.pdf>

<sup>12</sup> Scarborough, H. (2001). The reading rope. <https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/>

<sup>13</sup> Sedita, J. (2020). The writing rope. <https://dyslexiaida.org/joan-seditas-writing-rope/>

**Table 1**

Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Analyze how an author draws on and transforms source material (e.g., other literature, myths, religious texts, etc.) in a specific work.	<b>Rigor:</b> Reinforces that students should read widely. Provides clarity in the examples, emphasizing that authors draw on works of other authors without referring to specific examples in a way that does not allow for analysis of a broad range of text.

Note: **Red text** indicates text that was deleted and **blue text** indicates text that was revised by the Department workgroup.

e. Arguments against the recommendation:

Taking into consideration the conditions above, the initial stakeholder workgroup also considered these counterclaims in favor of retaining the CCSS without further review:

- **Counterclaim 1 - Post-COVID Recovery.** With schools still working to recover from the effects of the pandemic, de-implementation of the original CCSS and implementation of a new set of standards could be a challenge. Considerations for sustaining recovery are important, and any change to the standards will require significant state-level support.

The Department carefully considered the status of schools as they recovered from the COVID pandemic. However, schools returned to in-person instruction in 2022 and post-pandemic systems have been established. The Department is prepared to comprehensively support the schools as they enact the revised Hawai'i Common Core Standards for ELA during the gradual roll-out, including providing training and professional development.

- **Counterclaim 2 - Focus on Instruction.** Some proponents of the original CCSS argue that the standards are sufficiently rigorous for achieving grade-

level reading and writing skills and that emphasis should be placed instead on how to effectively teach the standards with evidence-based practices.<sup>14</sup>

Although effective, evidence-based teaching is essential, the conditions outlined above indicate strong justification for the revision of the original CCSS, particularly relative to the foundational skills standards.

f. Other agencies or departments of the State of Hawai'i involved in the action:

Support and intellectual collaboration was generously provided throughout the process by:

- The Student Services and Exceptional Support branches of the Office of Student Support Services, representing the specialist areas of Special Education and English Learners;
- The Assessment and Accountability Branch of the Office of Strategy, Innovation and Performance; and
- Institutions of higher education including the University of Hawai'i at Mānoa, Kapi'olani Community College, and Chaminade University.

Intellectual collaboration and insight was also generously provided by the Office of Hawaiian Education, and future work addressing the co-construction of Hawaiian Language Arts and English Language Arts towards a dual-language system is planned.

g. Possible reaction of the public, professional organizations, unions, Department staff, and/or others to the recommendations:

The Department elicited feedback from various internal and external stakeholders regarding the proposed standards revisions, posting an internal Department survey and a public-facing external survey. These surveys were publicized via departmental memorandum, as well as on the public-facing website. OCID also presented the feedback opportunities to the Principals Advisory Council.

This feedback is especially useful for gauging the possible reactions of the public and other stakeholders. For example, 75% of responding Department stakeholders were either "satisfied or strongly satisfied" with the proposed standards revisions, and 67% of community stakeholders believed that the proposed standards revisions would guide Department teachers "well or very well." Community members (72%) also believed that the proposed standards

---

<sup>14</sup> Achieve the Core. (2020). Priority instructional content in English language arts/literacy and mathematics. <https://achievethecore.org/page/3267/priority-instructional-content-in-english-language-arts-literacy-and-mathematics>

were “appropriately difficult” for the Department’s K-12 students. Collectively, the feedback from internal and external stakeholders was generally positive.

Conversely, a small number of respondents, approximately 9%, did express concern about the standards revision. The prevailing concern from this subset of respondents was the timing of the standards revision, given that some schools are also in the process of adopting new instructional materials. An even smaller number of respondents, approximately 2%, also worried about the difficulty of the standards for struggling learners, though specific standards were not indicated as a primary concern.

h. Educational implication:

The revised Hawai‘i Common Core Standards for ELA for kindergarten through 12th grade will strengthen students’ foundations in reading, writing, speaking and listening, and language. They reflect the Department’s commitment to culturally responsive education, thus better preparing Hawai‘i public school graduates for college, career success, and community and civic engagement.

i. Personnel implications:

OCID is recommending full implementation of the revised Hawai‘i Common Core Standards for ELA in SY 2025-2026, allowing for a transition period throughout SY 2024-2025. During SY 2024-2025, OCID will provide ongoing professional development around the content and implementation of the standards, impacting educators at both the complex area and school levels.

j. Facilities implications: Not applicable.

k. Financial implications:

The Department will rely on existing resources and personnel to support schools and teachers with the implementation of the revised Hawai‘i Common Core Standards for ELA. Further, the Department will actively seek grants to support ongoing professional learning.

## 6. **OTHER SUPPLEMENTARY RECOMMENDATIONS**

The Department respectfully suggests consideration of a future recommendation to update the language in *Policy 102-2: K-12 Literacy* to reflect the importance of a structured literacy approach grounded in the science of reading for K-12 literacy instruction.

KTH:tu

c: Office of Curriculum and Instructional Design

The Honorable William Arakaki

April 11, 2024

Page 12

Attachments:

Attachment A - Standards Adoption Timeline

Attachment B - Standards Revision, Rewriting, and Replacement Committees

Attachment C - Standards Revision Rationales

Attachment D - Hawai'i Common Core Standards for English Language Arts

Attachment E - Presentation Slides





OFFICE OF  
Curriculum & Instructional Design  
<https://learningdesign.hawaiipublicschools.org/>

## Hawaii Curriculum Management System and Instructional Materials Approval Process

### Standards Adoption Timeline\*

	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27	SY 27-28	SY 28-29	SY 29-30	SY 30-31	SY 31-32	SY 32-33	SY 33-34	SY 34-35	SY 35-36	SY 36-37
Science																					
Social Studies																					
English Language Arts																					
Mathematics																					
Health																					
Physical Education																					
Fine Arts																					
World Languages																					
ELD** (English Language Development)																					
Computer Science																					
Career and Technical Education***																					
Key	Light shading indicates the review process.										Dark shading indicates the target year for Board adoption.										

\* Board adoption is the first step in standards implementation. See Roles and Responsibilities for tri-level standards implementation functions.

\*\*WIDA ELD standards were adopted in 2009 and are refreshed by WIDA periodically, and the Office of Student Support Services provides ongoing support.

\*\*\*Career and Technical Education standards will be reviewed on an ongoing basis as needed.



OFFICE OF  
**Curriculum & Instructional Design**  
<https://learningdesign.hawaiipublicschools.org/>

## Hawaii Curriculum Management System and Instructional Materials Approval Process

### **Standards Revision, Rewriting, and Replacement Committees**

The Office of Curriculum and Instructional Design (OCID) will convene the appropriate committee under the direction of the relevant content area educational specialist to revise, rewrite, or replace current academic standards. The Office of Hawaiian Education (OHE) will lead a standards revision, rewriting, or replacement committee process collaboratively and concurrently with the OCID process for the non-Kaipuni standards, at the discretion of OHE. The OCID committee makeup may vary; however, the following role groups should be included in some capacity:

- **Content/Pedagogy Experts** – State/complex area educational specialists (e.g., content areas, Kaipuni), complex area and school-level teachers, curriculum coaches, academy leads, institutes of higher education, educational associations, professional organizations, industry partners
- **Diversity, Equity, and Inclusion Experts** – Cultural experts/practitioners, specialists in English Learner Education/Special Education/Gifted and Talented Education, civil rights specialists

OCID will work to ensure balanced representation through intentional advertisement and active recruitment of committee members. Any review committee should include both beginning and experienced teachers; reflect gender and ethnic diversity; and ensure geographic representation. The committee will include representatives with expertise in developmentally appropriate curriculum, instruction, and assessment for all grade levels. Effective committee members would remain open to all discussions and perspectives and, at the same time, be able to make decisions based upon the objective evidence gathered during the process, including current research.

The Standards Revision, Rewriting, and Replacement Committees will follow the general steps outlined in the Standards Review and Adoption Process Flowchart and the Sample Timelines for Revise, Rewrite, or Replace Process. However, the details of the committee work will be planned by the specific content committee (see table below).

### **Standards Feedback**

Whether standards are revised, rewritten, or replaced, public feedback is an essential part of the process prior to Board of Education adoption. The various role groups listed on page 4 should be invited to provide feedback via various mechanisms (e.g., meetings, presentations, surveys) as appropriate.



**Sample Timelines for Revision, Rewriting, or Replacement Processes**

	Summer Year 1	Fall Year 1	Spring Year 1	Summer Year 2	Fall Year 2	Spring Year 2	Summer Year 3	Fall Year 3	Spring Year 3
<b>All strands</b>	OCID Planning	Convene standards review committee to complete initial checklist	Ongoing communication and updates from OCID to the field  Implementation planning			OCID obtains feedback on new standards	Prepare for BOE Adoption	Bring to BOE for Adoption	Finalize and Share Implementation Plan
<b>Revise</b>		Convene revision committee for planning	Committee reviews existing standards with common tools	Committee organizes learning progressions vertically and horizontally	Committee drafts standards revisions		Committee completes revisions as needed		
<b>Rewrite</b>		Convene writing committee for planning	Committee meets to organize the work	Committee organizes learning progressions vertically and horizontally	Committee drafts standards		Committee completes revisions as needed		
<b>Replace</b>		Convene workgroup for implementation planning	Workgroup provides feedback/input on standards and implementation		Workgroup develops/shares supporting material for standards implementation		Workgroup adapts implementat ion plan as needed		

## READING FOUNDATIONS

## Standards Revision Rationales

The following table indicates each standard, by content strand, that was revised. **Red text** indicates text that was deleted. **Blue text** indicates text that was revised by the Department work group. **Green text** indicates text that was revised based on external community feedback.

Reading Foundations			
Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
<b>K.RF.1</b>	Demonstrate understanding of the organization and basic features of print:  a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Demonstrate understanding of the organization and basic features of print:  a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <b>e. Recognize the distinguishing features of a sentence:</b> - First word capitalization - Ending punctuation	<b>Rigor:</b> Students are expected to demonstrate the use of capitalization and ending punctuation in writing in kindergarten. They must be able to recognize these features as a scaffold to application in writing.  <b>Clarity:</b> The added skills are both measurable and observable.
<b>1.RF.1</b>	Demonstrate understanding of the organization and basic features of print:	Demonstrate understanding of the organization and basic features of print:	<b>Rigor:</b> The original standard shifted to kindergarten. Students are expected to demonstrate the use of

## READING FOUNDATIONS

	<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>a. Recognize the capitalization of proper nouns.  b. Recognize the meaning of ending punctuation.  c. Recognize the meaning of a comma within text.</p>	<p>capitalization and ending punctuation in writing in kindergarten. They must be able to recognize these features as a scaffold to application in writing. Students must be able to recognize that proper nouns begin with a capital letter as a scaffold to applying that knowledge in writing. They must also recognize the meaning of ending punctuation and commas in order to apply their knowledge in writing.</p>
<b>K.RF.2</b>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <p>a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in spoken words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)  e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <p>a. Recognize and produce rhyming words.  b. Count, pronounce, blend, and segment syllables in multisyllabic words.  c. Blend and segment onsets and rimes of single-syllable spoken words.  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)  e. Blend and segment 2- and 3-phoneme words including long and short vowel sounds, diphthongs, and</p>	<p><b>Rigor:</b> Addition and substitution are more complex phonemic awareness skills, and it is not developmentally appropriate to expect students to have mastered these phoneme manipulation skills by the end of kindergarten. Blending and segmenting phonemes is a critical literacy skill that provides the foundation for students to accurately and fluently decode words when reading.</p> <p><b>Clarity and Specificity:</b> Blending and segmenting 2- and 3-phoneme words is developmentally appropriate for kindergarten students. Including both long and short vowel sounds, diphthongs, and digraphs provides clarity to teachers around the types of</p>

## READING FOUNDATIONS

		digraphs.	phonemes they should include in the instruction and practice of phonemic awareness.
<b>1.RF.2</b>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p> <p>a. Add, delete, and substitute syllables in multisyllabic words.</p> <p>b. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>c. Blend sounds (phonemes) to orally produce single-syllable words, including short and long vowel sounds, consonant blends, digraphs, and diphthongs.</p> <p>d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>e. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes), including short and long vowel sounds.</p> <p>f. Add, delete, or substitute (in words with 5-6 phonemes) individual sounds (phonemes) in initial and final positions in simple, one-syllable words to make new words.</p>	<p><b>Rigor:</b> Evidence-based continua of phonological awareness skills outline the skills which are developmentally appropriate at each grade level. Addition, deletion, and substitution of initial and final sounds in single syllable words is developmentally appropriate for first grade.</p> <p><b>Clarity:</b> Number of phonemes was added for clarity to support the selection of words.</p>

## READING FOUNDATIONS

<b>2.RF.2</b>	Standard does not exist in current Hawai'i Common Core Standards.	<p><b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</b></p> <p>a. Add, delete, or substitute individual sounds in initial, medial, or final position in single-syllable words to make new words, including substitution within consonant blends.</p>	<p><b>Rigor:</b> Students in second grade continue to develop more complex phonemic awareness skills. Research indicates that explicit instruction in complex phonemic awareness skills should continue through second grade.</p>
<b>3.RF.2</b>	Standard does not exist in current Hawai'i Common Core Standards.	<p><b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</b></p> <p>a. Add, delete, or substitute any sound in more complex words.  b. Add, delete, or substitute any morpheme, including affixes, in multisyllabic words.</p>	<p><b>Rigor:</b> Students in third grade continue to develop more complex phonemic awareness skills. Research indicates that explicit instruction in complex phonemic awareness skills should continue through third grade.</p>
<b>K.RF.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound <b>or many of the most frequent sounds</b> for each consonant.  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  c. Read common high-frequency</p>	<p>Know and apply grade-level phonics and word analysis skills <b>to read:</b></p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant <b>and all five vowels</b>.  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels <b>(closed and open syllables)</b>.  c. Read regularly spelled one-syllable</p>	<p><b>Rigor:</b> Students in kindergarten should master reading VC, CVC, and CV words by the end of the year. Research supports teaching syllable types such as closed and open syllables to transfer knowledge of syllable patterns to read words with similar patterns and to lay the foundation for reading multisyllabic words in later grades.</p> <p><b>Clarity:</b> Specific skills are stated to ensure that teachers are clear on the</p>

## READING FOUNDATIONS

	<p>words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>words in isolation and in text, including:</p> <ul style="list-style-type: none"> <li>- Vowel-Consonant (VC)</li> <li>- CVC</li> <li>- CV</li> <li>- All of the above word types with digraphs sh, ch, and th</li> </ul> <p>d. Read common grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., can, the, of, to, you, she, my, is, are do, does).</p>	<p>skills that must be mastered by the end of kindergarten.</p>
<b>1.RF.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p>	<p>Know and apply grade-level phonics and word analysis skills to read:</p> <p>a. Read regularly spelled one and two-syllable words in isolation and in text, including:</p> <ul style="list-style-type: none"> <li>- Short vowel CVC, CCVC, CVCC, CCVCC (including floss/double final consonants)</li> <li>- Vowel consonant silent e (VCe)</li> <li>- Vowel teams (long vowels)</li> <li>- R-Controlled (er, ar, or, ir, ur)</li> <li>- Digraphs (sh, ch, wh, th, ng, ck)</li> <li>- Diphthongs</li> <li>- Closed syllables</li> <li>- Open syllables</li> <li>- Inflectional suffixes</li> </ul>	<p><b>Clarity:</b> Specific skills are stated to ensure that teachers are clear on the skills that must be mastered by the end of first grade. These skills are identified as developmentally appropriate for first grade in evidence-based continua of phonics.</p> <p><b>Rigor:</b> Students in first grade must master the listed skills in order to access grade level text and read fluently by the end of first grade. Research supports teaching syllable types such as closed, open, vowel teams, r-controlled, and vowel consonant silent e (VCe) syllables to transfer knowledge of syllable patterns to read words with similar patterns and to lay the foundation for</p>



## READING FOUNDATIONS

	<p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>- Prefixes</li> <li>- Compound words</li> <li>- Contractions</li> <li>- Possessives</li> <li>- Plurals</li> </ul> <p>b. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>c. Read <b>common</b>, grade-appropriate <b>decodable</b> and irregularly-spelled <b>high-frequency</b> words <b>by sight</b> (e.g., eat, can, the, of, to, you, she, my, is, are, do, does).</p>	<p>reading multisyllabic words in later grades.</p>
<b>2.RF.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know <b>spelling-sound correspondences</b> for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words <b>with long vowels</b>.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Know and apply grade-level phonics and word analysis skills <b>to read</b>:</p> <p>a. Read one- and two-syllable words in isolation and in text, including:</p> <ul style="list-style-type: none"> <li>- Three-consonant blends</li> <li>- Digraphs ph (/f/), gh (/f/), and ch (/k/ and /sh)</li> <li>- Trigraphs</li> <li>- Complex vowel-r combinations (e.g., are, air, our, ore, ear, eer, ure, etc.)</li> <li>- Diphthongs (/aw/ and /ow/)</li> <li>- Schwa</li> <li>- Possessives</li> <li>- Plurals</li> <li>- Silent letter combinations</li> </ul>	<p><b>Specificity:</b> Specific skills in Part A are stated to ensure that teachers are clear on the skills that must be mastered by the end of second grade. These skills are identified as developmentally appropriate for first grade in evidence-based continua of phonics. The application of the six syllable types is a skill that should be mastered by the end of second grade and serves as a scaffold for reading multisyllabic words.</p> <p><b>Rigor:</b> The skills listed in Part A of the revised second grade standard build upon the skills mastered in kindergarten and first grade. They are</p>

## READING FOUNDATIONS

	<p>f. <b>Recognize and</b> read grade-appropriate irregularly spelled words.</p>	<p>(kn-, -lm, -mb, gh-, wr-)          - Common derivational suffixes          - Less common prefixes (e.g., fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, etc.)          b. Apply knowledge of the six syllable types when reading one and two-syllable words (open, closed, VCe, r-controlled, consonant + le, vowel teams).          c. Read <b>common</b>, grade-appropriate <b>decodable and</b> irregularly-spelled <b>high-frequency</b> words <b>by sight</b> (e.g., eat, can, the, of, to, you, she, my, is, are, do, does).</p>	<p>developmentally and grade level-appropriate in evidence-based continua of phonics.</p> <p><b>Focus:</b> The skills in Part A address what is most important for second graders to learn. Part C addresses the misconception that high-frequency words should be memorized and are not decodable. Current research recognizes that the English language is predictable and the majority of words have decodable phonemes, even in words with some irregular spellings.</p> <p><b>Clarity:</b> The skills in Parts A, B, and C are observable and measurable.</p>
<b>3.RF.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. <b>Identify and know the meaning</b> of the most common prefixes and derivational suffixes.          b. Decode words with common Latin suffixes.          c. Decode multisyllable words.          d. Read grade-appropriate irregularly spelled words.</p>	<p>Know and apply grade-level phonics and word analysis skills <b>to read</b>:</p> <p>a. Read <b>regularly spelled single-syllable</b> and multisyllabic words <b>in isolation and in text, including</b>:</p> <ul style="list-style-type: none"> <li>- Multisyllabic words with the patterns: VC/CV, V/CV, VC/V, CV/VC</li> <li>- Possessives and plurals</li> <li>- Irregular past tense and plurals</li> <li>- Common Latin affixes and</li> </ul>	<p><b>Specificity:</b> Specific skills in Part A are stated to ensure that teachers are clear on the skills that must be mastered by the end of second grade. These skills are identified as developmentally appropriate for first grade in evidence-based continua of phonics. The application of the six syllable types is a skill that should be mastered by the end of second grade and serves as a scaffold for reading multisyllabic words.</p>

## READING FOUNDATIONS

		<p style="text-align: center;">roots</p> <p>b. Demonstrate and apply knowledge of syllable division and morpheme meaning when reading multisyllabic words.</p> <p>c. Read common grade appropriate decodable and irregular high frequency words.</p>	<p><b>Rigor:</b> The skills listed in Part A of the revised second grade standard build upon the skills mastered in kindergarten and first grade. They are developmentally and grade level-appropriate in evidence-based continua of phonics.</p> <p><b>Focus:</b> The skills in Part A address what is most important for second graders to learn. Part C addresses the misconception that high-frequency words should be memorized and are not decodable. Current research recognizes that the English language is predictable and the majority of words have decodable phonemes, even in words with some irregular spellings.</p> <p><b>Clarity:</b> The skills in Parts A, B, and C are observable and measurable.</p>
<b>4.RF.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar</p>	<p>Know and apply grade-level phonics and word analysis skills to read:</p> <p>a. Read multisyllabic words in isolation and in text, including:</p> <ul style="list-style-type: none"> <li>- Latin roots and affixes</li> <li>- Common Greek roots and affixes</li> </ul> <p>b. Read complex decodable and</p>	<p><b>Focus:</b> Standard addresses what is most important for students to learn in phonics. Students continue to build their knowledge in the area of phonics, following an evidence-based scope and sequence.</p> <p><b>Clarity:</b> Standard is measurable and observable.</p>

## READING FOUNDATIONS

	<p>multisyllabic words in context and out of context.</p>	<p>irregular high frequency words.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level and supports skill development that will contribute to lifelong application in college, career, and community. Students in fourth grade should learn Latin roots and suffixes as well as common Greek roots and suffixes, not only to support decoding, but also to support their morphological development to build vocabulary and support comprehension. This will prepare them to engage with increasingly complex text as well as disciplinary text.</p>
<p><b>5.RF.3</b></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. Use <b>combined</b> knowledge of all <b>letter-sound correspondences</b>, syllabication patterns, and morphology (e.g., roots and affixes) to read <b>accurately unfamiliar</b> multisyllabic words in context and out of context.</p>	<p>Know and apply grade-level phonics and word analysis skills <b>to read:</b></p> <p>a. Read multisyllabic words in isolation and in text, including:              - <b>Greek and Latin roots and affixes</b></p> <p>b. Apply knowledge of syllables, <b>word origins, and morphemes</b> when reading and <b>determining word meaning</b>.</p> <p>c. Read complex and decodable and <b>irregular high frequency words</b>.</p>	<p><b>Specificity:</b> The standard reflects end-of-year expectations for grade level.</p> <p><b>Focus:</b> Standard addresses what is most important for students to learn in phonics. Students continue to build their knowledge in the area of phonics, following an evidence-based scope and sequence.</p> <p><b>Clarity:</b> Standard is measurable and observable.</p> <p><b>Rigor:</b> Standard addresses complex</p>

## READING FOUNDATIONS

			<p>knowledge and concepts appropriate to grade level and supports skill development that will contribute to lifelong application in college, career, and community. Students in fifth grade should continue to develop their knowledge of Latin roots and suffixes as well as less common Greek roots and suffixes, not only to support decoding, but also to support their morphological development to build vocabulary and support comprehension. This will prepare them to engage with increasingly complex text as well as disciplinary text.</p>
<b>K.RF.4</b>	Read emergent-reader texts with purpose and understanding.	<p><b>Demonstrate emergent fluency through:</b></p> <ul style="list-style-type: none"> <li>a. Fluent letter and sound identification</li> <li>b. Fluent decoding of taught phonics patterns in single words</li> <li>c. Fluent decoding of taught phonics patterns in connected decodable text</li> </ul>	<p><b>Specificity:</b> The skills in parts A and B are skills that must be mastered by the end of kindergarten in order to provide the foundation for reading more complex spelling patterns in grade one and beyond.</p> <p><b>Focus:</b> Fluent letter and sound identification are critical foundational skills that are a necessary scaffold to fluent word and text reading. Context is appropriately addressed during comprehension instruction.</p> <p><b>Clarity:</b> Parts A, B, and C provide</p>

## READING FOUNDATIONS

			<p>measurable and observable skills for teachers to assess.</p> <p><b>Rigor:</b> The standard supports skill development that will contribute to lifelong application in college, career, and community. It is important that students practice learned phonics patterns in isolation as well as in context and develop the automaticity after the accuracy.</p>
<b>1.RF.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension in accordance with grade-level fluency norms.</p>	<p><b>Specificity:</b> End-of-year expectations appropriate to grade level are reflected in the revised standard.</p> <p><b>Focus:</b> The standard addresses what is most important for students to learn related to reading fluency.</p> <p><b>Clarity:</b> The revised standard clearly defines the components of fluency as well as the purpose. Including the grade-level fluency norms provides a clear goal for student proficiency. The standard is observable and measurable.</p> <p><b>Rigor:</b> Research and evidence indicate that using context as a strategy to decode is not a viable strategy. Application of phonics</p>

## READING FOUNDATIONS

			knowledge is critical to the accuracy and automaticity measures of fluency.
<b>2.RF.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension in accordance with grade-level fluency norms.</p>	<p><b>Specificity:</b> End-of-year expectations appropriate to grade level are reflected in the revised standard.</p> <p><b>Focus:</b> The standard addresses what is most important for students to learn related to reading fluency.</p> <p><b>Clarity:</b> The revised standard clearly defines the components of fluency as well as the purpose. Including the grade-level fluency norms provides a clear goal for student proficiency. The standard is observable and measurable.</p> <p><b>Rigor:</b> Research and evidence indicate that using context as a strategy to decode is not a viable strategy. Application of phonics knowledge is critical to the accuracy and automaticity measures of fluency.</p>
<b>3.RF.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <p>a. Read grade-level text with purpose</p>	<p>Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension in accordance with grade-level fluency</p>	<p><b>Specificity:</b> End-of-year expectations appropriate to grade level are reflected in the revised standard.</p>

## READING FOUNDATIONS

	<p>and understanding.</p> <p>b. Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>norms.</p>	<p><b>Focus:</b> The standard addresses what is most important for students to learn related to reading fluency.</p> <p><b>Clarity:</b> The revised standard clearly defines the components of fluency as well as the purpose. Including the grade-level fluency norms provides a clear goal for student proficiency. The standard is observable and measurable.</p> <p><b>Rigor:</b> Research and evidence indicate that using context as a strategy to decode is not a viable strategy. Application of phonics knowledge is critical to the accuracy and automaticity measures of fluency.</p>
<b>4.RF.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and</p>	<p>Read grade-level text orally with <b>fluency (accuracy, automaticity, and prosody)</b> to support comprehension in accordance with grade-level fluency norms.</p>	<p><b>Specificity:</b> End-of-year expectations appropriate to grade level are reflected in the revised standard.</p> <p><b>Focus:</b> The standard addresses what is most important for students to learn related to reading fluency.</p> <p><b>Clarity:</b> The revised standard clearly defines the components of fluency as</p>



## READING FOUNDATIONS

	understanding, rereading as necessary.		<p>well as the purpose. Including the grade-level fluency norms provides a clear goal for student proficiency. The standard is observable and measurable.</p> <p><b>Rigor:</b> Research and evidence indicate that using context as a strategy to decode is not a viable strategy. Application of phonics knowledge is critical to the accuracy and automaticity measures of fluency.</p>
<b>5.RF.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level <b>prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. <b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p>	<p>Read grade-level text orally with <b>fluency (accuracy, automaticity, and prosody)</b> to support comprehension <b>in accordance with grade-level fluency norms.</b></p>	<p><b>Specificity:</b> End-of-year expectations appropriate to grade level are reflected in the revised standard.</p> <p><b>Focus:</b> The standard addresses what is most important for students to learn related to reading fluency.</p> <p><b>Clarity:</b> The revised standard clearly defines the components of fluency as well as the purpose. Including the grade-level fluency norms provides a clear goal for student proficiency. The standard is observable and measurable.</p> <p><b>Rigor:</b> Research and evidence</p>

## READING FOUNDATIONS

			indicate that using context as a strategy to decode is not a viable strategy. Application of phonics knowledge is critical to the accuracy and automaticity measures of fluency.
<b>6.RF.4</b>	Standard does not exist in current Hawai'i Common Core Standards.	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension in accordance with grade-level fluency norms.	<p><b>Rigor:</b> Standard supports skill development that will contribute to lifelong application in college, career, and community. Research supports fluency comprehension still developing well throughout sixth through eighth grade, suggesting the importance of continuing to teach and assess fluency through these grades.</p> <p><b>Clarity:</b> Standard is observable and measurable.</p>
<b>7.RF.4</b>	Standard does not exist in current Hawai'i Common Core Standards.	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension in accordance with grade-level fluency norms.	<p><b>Rigor:</b> Standard supports skill development that will contribute to lifelong application in college, career, and community. Research supports fluency comprehension still developing well throughout sixth through eighth grade, suggesting the importance of continuing to teach and assess fluency through these grades.</p> <p><b>Clarity:</b> Standard is observable and</p>

## READING FOUNDATIONS

			measurable.
<b>8.RF.4</b>	Standard does not exist in current Hawai'i Common Core Standards.	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension in accordance with grade-level fluency norms.	<p><b>Rigor:</b> Standard supports skill development that will contribute to lifelong application in college, career, and community. Research supports fluency comprehension still developing well throughout sixth through eighth grade, suggesting the importance of continuing to teach and assess fluency through these grades.</p> <p><b>Clarity:</b> Standard is observable and measurable.</p>
<b>1.RF.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Know and apply grade-level phonics and word analysis skills to read:</p> <p>a. Read regularly spelled one and two-syllable words in isolation and in text, including:</p> <ul style="list-style-type: none"> <li>- Short vowel CVC, CCVC, CVCC, CCVCC (including floss/double final consonants)</li> <li>- Digraphs (sh, ch, wh, th, ng, ck)</li> <li>- Vowel consonant silent e (VCe)</li> <li>- Vowel teams (long vowels)</li> <li>- R-Controlled (er, ar, or, ir, ur)</li> <li>- Diphthongs</li> </ul>	<p><b>Clarity:</b> A community reader suggested that RF.3 could potentially be misread as defining a chronological scope and sequence for the individual phonics skills. To address this potential misunderstanding, we reordered an early-occurring skill (digraphs) in first grade, and eliminated the use of Roman Numerals in favor of dashes to avoid allusions to chronology.</p>

## READING FOUNDATIONS

	<p>e. Decode two-syllable words following basic patterns <b>by breaking the words into syllables</b>.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>- Closed syllables</li> <li>- Open syllables</li> <li>- Inflectional suffixes</li> <li>- Prefixes</li> <li>- Compound words</li> <li>- Contractions</li> <li>- Possessives</li> <li>- Plurals</li> </ul> <p>b. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>c. Read <b>common</b>, grade-appropriate <b>decodable and</b> irregularly-spelled <b>high-frequency</b> words <b>by sight</b> (e.g., eat, can, the, of, to, you, she, my, is, are, do, does).</p>	
<b>3.RF.2</b>	<p><b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</b></p> <p>a. Add, delete, or substitute any sound in more complex words.</p> <p>b. Add, delete, or substitute any morpheme, including affixes, in multisyllabic words.</p>	<p>Standard does not exist in revised Hawai'i Common Core Standards.</p>	<p><b>Specificity:</b> A Department reader provided a citation to a 2024 research synthesis that strongly suggests that the cumulative effects of phonological awareness instruction are concentrated to K-2. In response to these new findings, the team determined it appropriate to eliminate the phonological awareness standard for third grade.</p>

## READING INFORMATIONAL

Reading Informational			
Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
2.RI.1	Ask and answer <b>such</b> questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.	<p><b>Clarity:</b> Standard is clear to a wide community audience. The type of questions students should ask and answer are clear.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.	With prompting and support, identify the main/ <b>central</b> topic and retell key details of a text.	<b>Focus:</b> Main topic and central topic are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.
1.RI.2	Identify the main topic and retell key details of a text.	<p><b>Analyze informational text development:</b></p> <p>a. Identify the main/<b>central</b> topic of a text.</p> <p>b. Retell key details of a text.</p>	<b>Focus:</b> Main topic and central topic are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.
2.RI.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p><b>Analyze informational text development:</b></p> <p>a. Identify the main/<b>central</b> topic of a multiparagraph text.</p>	<b>Focus:</b> Main topic and central topic are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.

## READING INFORMATIONAL

		b. Identify the focus of specific paragraphs within a multiparagraph text.	
<b>3.RI.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p><b>Analyze informational text development:</b></p> <p>a. Determine the main/<b>central</b> idea of a text.</p> <p>b. Recount the key details and explain how they support the main idea.</p>	<b>Focus:</b> Main idea and central idea are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.
<b>4.RI.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p><b>Analyze informational text development:</b></p> <p>a. Determine the main/<b>central</b> idea of a text and explain how it is supported by key details.</p> <p>b. Summarize the text, <b>incorporating an explanation of how the key details support the main/central idea.</b></p>	<b>Focus:</b> Main idea and central idea are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.
<b>5.RI.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p><b>Analyze informational text development:</b></p> <p>a. Determine two or more main/<b>central</b> ideas of a text and explain how they are supported by the key details.</p> <p>b. Summarize the text, <b>incorporating how the key details support the main/central ideas.</b></p>	<b>Focus:</b> Main idea and central idea are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.
<b>6.RI.2</b>	Determine a central idea of a text and how it is conveyed through particular	<b>Analyze informational text development:</b>	<b>Focus:</b> Main idea and central idea are used interchangeably across the U.S.

## READING INFORMATIONAL

	details; provide a summary of the text <b>distinct from personal opinions or judgments.</b>	<p>a. Determine a <b>main/central</b> idea of a text.</p> <p>b. Incorporate key details that convey the main/central idea into an objective summary of the text.</p>	<p>There is no need instructionally to spend time delineating differences. They are essentially synonymous.</p> <p><b>Clarity:</b> The addition of the phrase "in order to" and the omission of the semicolon makes it explicit that determining the main idea is used for the purpose of providing a summary.</p>
<b>7.RI.2</b>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<p>Analyze informational text development:</p> <p>a. Determine two or more <b>main/central</b> ideas in a text and analyze their development over the course of a text.</p> <p>b. Incorporate the development of the main/central ideas into an objective summary.</p>	<p><b>Focus:</b> Main idea and central idea are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.</p> <p><b>Clarity:</b> The addition of the phrase "in order to" and the omission of the semicolon makes it explicit that determining the main idea is used for the purpose of providing a summary.</p>
<b>8.RI.2</b>	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<p>Analyze informational text development:</p> <p>a. Determine a <b>main/central</b> idea of a text and analyze its development over the course of the text in relationship to supporting details.</p> <p>b. Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.</p>	<p><b>Focus:</b> Main idea and central idea are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.</p> <p><b>Clarity:</b> The addition of the phrase "in order to" and the omission of the semicolon makes it explicit that determining the main idea is used for the purpose of providing a summary.</p>

## READING INFORMATIONAL

<b>9-10.RI.2</b>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped <b>and refined</b> by specific details; provide an objective summary of the text.	<p><b>Analyze informational text development:</b></p> <p>a. Determine a <b>main/central</b> idea of a text and analyze its development over the course of the text, including how it emerges and is shaped by specific details.</p> <p>b. Provide an objective summary of the text, <b>including the analysis of the main/central idea's development.</b></p>	<p><b>Focus:</b> Main idea and central idea are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.</p> <p><b>Clarity:</b> The addition of the phrase "in order to" and the omission of the semicolon makes it explicit that determining the main idea is used for the purpose of providing a summary.</p>
<b>11-12.RI.2</b>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<p><b>Analyze informational text development:</b></p> <p>a. Determine two or more <b>main/central</b> ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.</p> <p>b. Provide an objective summary of the text, <b>including a complex analysis of how the main/central ideas interact and build on one another through the course of the text.</b></p>	<p><b>Focus:</b> Main idea and central idea are used interchangeably across the U.S. There is no need instructionally to spend time delineating differences. They are essentially synonymous.</p> <p><b>Clarity:</b> The addition of the phrase "in order to" and the omission of the semicolon makes it explicit that determining the main idea is used for the purpose of providing a summary.</p>
<b>K.RI.4</b>	With prompting and support, <b>ask and answer questions about unknown words in a text.</b>	With prompting and support, <b>determine the meaning of words and phrases in a text relevant to a kindergarten topic or subject area.</b>	<p><b>Focus:</b> Standard addresses what is most important for students to learn related to vocabulary.</p>



## READING INFORMATIONAL

<b>1.RI.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	<b>Focus:</b> Standard addresses what is most important for students to learn related to vocabulary.
<b>K.RI.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	With prompting and support, describe the relationship between visual aids and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual aid depicts).	<b>Specificity:</b> Standard is specific enough to convey level of student performance.  <b>Clarity:</b> Standard is clear to a wide community audience. The term visual aids more clearly describes the elements found in informational text.
<b>1.RI.7</b>	Use the illustrations and details in a text to describe its key ideas.	Use the visual aids and details in a text to describe its key ideas.	<b>Specificity:</b> Standard is specific enough to convey level of student performance.  <b>Clarity:</b> Standard is clear to a wide community audience. The term visual aids more clearly describes the elements found in informational text.
<b>2.RI.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Explain how visual aids (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>Specificity:</b> Standard is specific enough to convey level of student performance.  <b>Clarity:</b> Standard is clear to a wide community audience. The term visual aids more clearly describes the elements found in informational text.
<b>3.RI.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate	Use information gained from visual aids (e.g., maps, photographs) and the words in a text to demonstrate	<b>Specificity:</b> Standard is specific enough to convey level of student performance.

## READING INFORMATIONAL

	understanding of the text (e.g., where, when, why, and how key events occur).	understanding of the text (e.g., where, when, why, and how key events occur).	<b>Clarity:</b> Standard is clear to a wide community audience. The term visual aids more clearly describes the elements found in informational text.
<b>11-12.RI.8</b>	Delineate and evaluate the <b>reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</b>	Delineate and evaluate the <b>argument and specific claims</b> in a text, <b>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</b>	<b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. 9th/10th grade is more foundational intentionally, so that 11/12th grade includes increasingly complex text.
<b>9-10.RI.9</b>	Analyze <b>seminal U.S.</b> documents of historical and literary significance <b>(e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail")</b> , including how they address related themes and concepts.	Analyze <b>foundational</b> documents of historical and literary significance, including how they address related <b>universal</b> themes and concepts.	<b>Focus:</b> Standard addresses what is most important for students to learn in English Language Arts. Students should analyze global documents including, but not limited to, U.S. documents.
<b>11-12.RI.9</b>	Analyze <b>seventeenth-, eighteenth-, and nineteenth-century</b> foundational U.S. documents of historical and literary significance <b>(including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address)</b> for their themes, purposes, and rhetorical features.	Analyze <b>foundational</b> documents of historical and literary significance, <b>including how they use</b> rhetorical features <b>and address related universal</b> themes <b>and concepts.</b>	<b>Focus:</b> Standard addresses what is most important for students to learn in English Language Arts. Students should analyze global documents including, but not limited to, U.S. documents.

## READING INFORMATIONAL

<b>2.RI.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read and comprehend informational texts appropriately complex for grade 2.	<p><b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.</p> <p><b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.</p>
<b>3.RI.10</b>	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 2–3 text complexity band independently and proficiently.	Read and comprehend informational texts appropriately complex for grade 3.	<p><b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.</p> <p><b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.</p>
<b>4.RI.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read and comprehend informational texts appropriately complex for grade 4.	<p><b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.</p> <p><b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.</p>

## READING INFORMATIONAL

			<b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.
<b>5.RI.10</b>	By the end of the year, read and comprehend <b>informational texts</b> , including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Read and comprehend <b>informational texts</b> appropriately complex for grade 5.	<p><b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.</p> <p><b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.</p>
<b>6.RI.10</b>	By the end of the year, read and comprehend <b>literary nonfiction</b> in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read and comprehend <b>informational texts</b> appropriately complex for grade 6.	<p><b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.</p> <p><b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.</p>
<b>7.RI.10</b>	By the end of the year, read and comprehend <b>literary nonfiction</b> in	Read and comprehend <b>informational texts</b> appropriately complex for grade	<b>Specificity:</b> Standard reflects end-of-year expectations for

# READING INFORMATIONAL

	the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7.	documents including to grade level.  <b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.
8.RI.10	By the end of the year, read and comprehend literary nonfiction at the high end of grades 6–8 text complexity band independently and proficiently.	Read and comprehend informational texts appropriately complex for grade 8.	<b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.  <b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.
9/10.RI.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and	Read and comprehend informational texts appropriately complex for grade 9–10.	<b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.  <b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide

## READING INFORMATIONAL

	proficiently.		community audience and is consistent with the language of other grade levels' Standard 10.
<b>11/12.RI.10</b>	<p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	Read and comprehend informational texts appropriately complex for grade 11-12.	<p><b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.</p> <p><b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.</p>

## READING LITERATURE

Reading Literature			
Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
2.RL.1	Ask and answer <b>such</b> questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.	<p><b>Clarity:</b> Standard is clear to a wide community audience. The type of questions students should ask and answer are clear.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
1.RL.2	Retell stories, including key details, and demonstrate understanding of their <b>central message or</b> lesson.	<p>Analyze literary text development:</p> <p>a. Demonstrate understanding of the lesson in the story.</p> <p>b. Retell stories, including key details.</p>	<p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.</p>
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their <b>central message</b> , lesson, or moral.	<p>Analyze literary text development:</p> <p>a. Determine the lesson or moral.</p> <p>b. Retell stories, including fables and</p>	<p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific</p>

## READING LITERATURE

		folktales from diverse cultures.	<p>enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.</p>
<b>3.RL.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the <b>central message, lesson, or moral</b> and explain how it is conveyed through key details in the text.	<p><b>Analyze literary text development:</b></p> <p>a. Determine a <b>theme</b> and explain how it is conveyed through key details in the text.</p> <p>b. Retell stories, including fables, folktales, and myths from diverse cultures.</p>	<p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.</p>
<b>4.RL.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<p><b>Analyze literary text development:</b></p> <p>a. Determine a theme of a story, drama, or poem from details in the text.</p> <p>b. Summarize the text, <b>incorporating a theme determined from details in the text.</b></p>	<p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate</p>



## READING LITERATURE

			to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.
<b>5.RL.2</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.	<p><b>Analyze literary text development:</b></p> <p>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.</p> <p>b. Summarize the text, <b>incorporating a theme determined from details in the text.</b></p>	<p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.</p>
<b>6.RL.2</b>	Determine a theme <b>or central idea</b> of a text and how it is conveyed through particular details; <b>provide a summary of the text distinct from personal opinions or judgments.</b>	<p><b>Analyze literary text development:</b></p> <p>a. Determine a theme of a text and how it is conveyed through particular details.</p> <p>b. <b>Incorporate a theme and story details into an objective summary of the text.</b></p>	<p><b>Clarity:</b> A literary theme is the main idea or underlying meaning a writer explores in a novel, short story, or other literary work. The theme of a story can be conveyed using characters, setting, dialogue, plot, or a combination of all of these elements. In simpler stories, the theme may be a moral or message: "Don't judge a book by its cover." In more complex stories, the central theme is typically a more open-ended exploration of some fundamental aspect of society or humanity.</p>

## READING LITERATURE

			<p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.</p>
<b>7.RL.2</b>	Determine a theme or <b>central idea</b> of a text and analyze its development over the course of the text; <b>provide</b> an objective summary of the text.	<p><b>Analyze literary text development:</b></p> <p>a. Determine a theme of a text and analyze its development over the course of the text.</p> <p>b. <b>Incorporate the development of a theme and other story details into</b> an objective summary of the text.</p>	<p><b>Clarity:</b> A literary theme is the main idea or underlying meaning a writer explores in a novel, short story, or other literary work. The theme of a story can be conveyed using characters, setting, dialogue, plot, or a combination of all of these elements. In simpler stories, the theme may be a moral or message: "Don't judge a book by its cover." In more complex stories, the central theme is typically a more open-ended exploration of some fundamental aspect of society or humanity.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate</p>

## READING LITERATURE

			to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.
<b>8.RL.2</b>	Determine a theme or <b>central idea</b> of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<p><b>Analyze literary text development:</b></p> <p>a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.</p>	<p><b>Clarity:</b> A literary theme is the main idea or underlying meaning a writer explores in a novel, short story, or other literary work. The theme of a story can be conveyed using characters, setting, dialogue, plot, or a combination of all of these elements. In simpler stories, the theme may be a moral or message: "Don't judge a book by its cover." In more complex stories, the central theme is typically a more open-ended exploration of some fundamental aspect of society or humanity.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.</p>
<b>9-10.RL.2</b>	Determine a theme or <b>central idea</b> of a text and analyze in detail its	<b>Analyze literary text development:</b>	<b>Clarity:</b> A literary theme is the main idea or underlying meaning a writer

## READING LITERATURE

	development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</p> <p>b. Provide an objective summary of the text <b>that includes the theme and relevant story elements.</b></p>	<p>explores in a novel, short story, or other literary work. The theme of a story can be conveyed using characters, setting, dialogue, plot, or a combination of all of these elements. In simpler stories, the theme may be a moral or message: "Don't judge a book by its cover." In more complex stories, the central theme is typically a more open-ended exploration of some fundamental aspect of society or humanity.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.</p>
<b>11-12.RL.2</b>	Determine two or more themes or <b>central ideas</b> of a text and analyze their development over the course of the text, including how they interact and build on one another <b>to produce a complex account</b> ; provide <b>an objective summary</b> of the text.	<p><b>Analyze literary text development:</b></p> <p>a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.</p> <p>b. Produce an objective summary of</p>	<p><b>Clarity:</b> A literary theme is the main idea or underlying meaning a writer explores in a novel, short story, or other literary work. The theme of a story can be conveyed using characters, setting, dialogue, plot, or a combination of all of these elements. In simpler stories, the theme may be a</p>

## READING LITERATURE

		the text <b>that includes multiple themes and relevant story elements.</b>	<p>moral or message: "Don't judge a book by its cover." In more complex stories, the central theme is typically a more open-ended exploration of some fundamental aspect of society or humanity.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p> <p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.</p>
<b>K.RL.3</b>	With prompting and support, identify characters, settings, and major events in a story.	<p><b>Describe story elements:</b></p> <p>a. With prompting and support, identify characters <b>and their feelings</b>, settings, major events, <b>problems, and solutions</b> in a story.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>1.RL.3</b>	Describe characters, settings, and major events in a story, using key details.	<p><b>Describe story elements:</b></p> <p>a. Using key details, describe characters <b>and their feelings</b>, settings,</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p>

## READING LITERATURE

		major events, <b>problems, and solutions</b> in a story.	<p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>2.RL.3</b>	Describe how characters in a story respond to major events and challenges.	<p><b>Describe story elements:</b></p> <p>Using <b>key details</b>, describe characters and <b>their traits</b> in a story, and how they respond to major events and challenges.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>3.RL.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p><b>Describe story elements:</b></p> <p>a. Using <b>key details</b>, describe characters in a story, including their traits, motivations, and feelings, and explain how their actions contribute to the sequence of events.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>4.RL.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text ( <b>e.g., a character's thoughts, words, or</b>	<p><b>Describe story elements:</b></p> <p>a. Drawing on specific details in the text, describe in depth a character,</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p>

## READING LITERATURE

	actions).	setting, or event in a story or drama.	<p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>5.RL.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p><b>Describe story elements:</b></p> <p>a. Drawing on specific details in the text, compare and contrast two or more characters, settings, or events in a story or drama.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>6.RL.3</b>	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p><b>Analyze literary elements:</b></p> <p>a. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>7.RL.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p><b>Analyze literary elements:</b></p> <p>a. Analyze how particular literary elements of a story or drama interact,</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p>

## READING LITERATURE

		including their impact on plot.	<p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>8.RL.3</b>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<p><b>Analyze literary elements:</b></p> <p>a. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>9-10.RL.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<p><b>Analyze literary elements:</b></p> <p>a. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>11-12.RL.3</b>	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the	<p><b>Analyze literary elements:</b></p> <p>Analyze the impact of the author's choices regarding how to develop and</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level.</p>



## READING LITERATURE

	action is ordered, how the characters are introduced and developed).	relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<p><b>Clarity:</b> Standard is clear to a wide community audience.</p> <p><b>Specificity:</b> Standard is specific enough to convey level of student performance.</p>
<b>2.RL.6</b>	Acknowledge differences in the <b>points of view</b> of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Acknowledge differences in the <b>perspectives</b> of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<p><b>Clarity:</b> Perspective is different from point of view. Point of view is a literary element that refers to who is telling the story (first person, second person, third person); perspective is how an individual views and interprets what is occurring in a story based on their own personal experiences and background knowledge.</p>
<b>4.RL.6</b>	Compare and contrast the <b>points of view</b> from which different stories are narrated, including the <b>difference between first- and third-person narrations</b> .	Compare and contrast the <b>perspectives</b> from which different stories are narrated, including <b>identifying the point of view of the narrations</b> .	<p><b>Clarity:</b> Perspective is different from point of view. Point of view is a literary element that refers to who is telling the story (first person, second person, third person); perspective is how an individual views and interprets what is occurring in a story based on their own personal experiences and background knowledge.</p>
<b>5.RL.6</b>	Describe how a narrator's or speaker's <b>point of view</b> influences how events are described.	Describe how a narrator's or speaker's <b>perspective</b> influences how events are described, <b>including the impact of the point of view</b> .	<p><b>Clarity:</b> Perspective is different from point of view. Point of view is a literary element that refers to who is telling the story (first person, second person, third person); perspective is how an individual views and interprets what is</p>

## READING LITERATURE

			occurring in a story based on their own personal experiences and background knowledge.
<b>6.RL.6</b>	Explain how an author develops the <b>point of view</b> of the narrator or speaker in a text.	Explain how an author develops the <b>perspective</b> of the narrator or speaker in a text.	<b>Clarity:</b> Perspective is different from point of view. Point of view is a literary element that refers to who is telling the story (first person, second person, third person); perspective is how an individual views and interprets what is occurring in a story based on their own personal experiences and background knowledge.
<b>7.RL.6</b>	Analyze how an author develops and contrasts the <b>points of view</b> of different characters or narrators in a text.	Analyze how an author develops and contrasts the <b>perspectives</b> of different characters or narrators in a text.	<b>Clarity:</b> Perspective is different from point of view. Point of view is a literary element that refers to who is telling the story (first person, second person, third person); perspective is how an individual views and interprets what is occurring in a story based on their own personal experiences and background knowledge.
<b>8.RL.6</b>	Analyze how differences in the <b>points of view</b> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyze how differences in the <b>perspectives</b> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>Clarity:</b> Perspective is different from point of view. Point of view is a literary element that refers to who is telling the story (first person, second person, third person); perspective is how an individual views and interprets what is occurring in a story based on their own personal experiences and background knowledge.

## READING LITERATURE

<b>9-10.RL.6</b>	Analyze a particular <b>point of view</b> or cultural experience reflected in a work of literature <b>from outside the U.S.</b> , drawing on a wide reading of world literature.	Analyze a particular <b>perspective</b> or cultural experience reflected in a work of literature, drawing on a wide reading of world literature.	<b>Clarity:</b> Perspective is different from point of view. Point of view is a literary element that refers to who is telling the story (first person, second person, third person); perspective is how an individual views and interprets what is occurring in a story based on their own personal experiences and background knowledge.
<b>11-12.RL.6</b>	Analyze a case in which grasping a <b>point of view</b> requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Analyze a case in which grasping <b>perspective</b> requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<b>Clarity:</b> Perspective is different from point of view. Point of view is a literary element that refers to who is telling the story (first person, second person, third person); perspective is how an individual views and interprets what is occurring in a story based on their own personal experiences and background knowledge.
<b>4.RL.4</b>	Determine the meaning of words and phrases as they are used in a text, including those that allude <b>to significant characters found in mythology (e.g., Herculean).</b>	Determine the meaning of words and phrases as they are used in a text, including <b>allusions. (e.g., Rose is such an Einstein.)</b>	<b>Clarity:</b> Standard is clear to a wide community audience.
<b>K.RL.4</b>	Ask and answer questions about unknown words in a text.	<b>With prompting and support,</b> determine the meaning of words and phrases as they are used in a text.	<b>Rigor:</b> Kindergarten students may need prompting and support.
<b>11-12.RL.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of	<b>Specificity:</b> Standard is specific enough to convey level of student performance.

## READING LITERATURE

	specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	specific word choices on meaning and tone, including words with multiple meanings or language that is particularly impactful.	<b>Clarity:</b> Standard is clear to a wide community audience.
<b>4.RL.7</b>	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	Explain how specific aspects of a print or digital text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>Clarity:</b> Standard is clear to a wide community audience. Adding the terms "print or digital" provides clarity for teachers around the type of text used during instruction.
<b>8.RL.9</b>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works from around the world, including describing how the material is rendered new.	<b>Rigor:</b> Increases the rigor by increasing exposure to multiple religious works and diverse cultures.
<b>11-12.RL.7</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	<b>Rigor:</b> Reinforces that students should read widely. Provides clarity in the examples, emphasizing that authors draw on works of other authors without referring to specific examples in a way that does not allow for analysis of a broad range of text.
<b>9-10.RL.9</b>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or	Analyze how an author draws on and transforms source material (e.g., other literature, myths, religious texts, etc.) in a specific work.	<b>Rigor:</b> Reinforces that students should read widely. Provides clarity in the examples, emphasizing that authors draw on works of other

## READING LITERATURE

	the Bible or how a later author draws on a play by Shakespeare).		authors without referring to specific examples in a way that does not allow for analysis of a broad range of text.
<b>11-12.RL.9</b>	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of <b>American</b> literature, including how two or more texts from the same period treat similar themes or topics.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature <b>from around the world</b> , including how two or more texts from the same period treat similar themes or topics.	<b>Rigor:</b> Reinforces that students should read widely. Provides clarity in the examples, emphasizing that authors draw on works of other authors without referring to specific examples in a way that does not allow for analysis of a broad range of text.
<b>1.RL.10</b>	With prompting and support, read <b>prose and poetry</b> of appropriate complexity for grade 1.	With prompting and support, read <b>literary</b> texts appropriately complex for grade 1.	<b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
<b>2.RL.10</b>	<b>By the end of the year</b> , read and comprehend literature, <b>including stories and poetry</b> , in the grades 2–3 text complexity <b>band proficiently, with scaffolding as needed at the high end of the range.</b>	Read and comprehend <b>literary</b> texts appropriately complex for grade 2.	<b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
<b>3.RL.10</b>	<b>By the end of the year</b> , read and comprehend literature, <b>including stories, dramas, and poetry</b> , <b>at the high end of the</b> grades 2–3 text	Read and comprehend <b>literary</b> texts appropriately complex for grade 3.	<b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.

## READING LITERATURE

	complexity band independently and proficiently.		<b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
<b>4.RL.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read and comprehend literary texts appropriately complex for grade 4.	<b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
<b>5.RL.10</b>	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.	Read and comprehend literary texts appropriately complex for grade 5.	<b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
<b>6.RL.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read and comprehend literary texts appropriately complex for grade 6.	<b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
<b>7.RL.10</b>	By the end of the year, read and comprehend literature, including	Read and comprehend literary texts appropriately complex for grade 7.	<b>Rigor:</b> Reinforces that students should read widely and read all

## READING LITERATURE

	stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
<b>8.RL.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Read and comprehend literary texts appropriately complex for grade 8.	<b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
<b>9-10.RL.10</b>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	Read and comprehend literary texts appropriately complex for grades 9/10.	<b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.  <b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
<b>11-12.RL.10</b>	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band	Read and comprehend literary texts appropriately complex for grades 11/12.	<b>Rigor:</b> Reinforces that students should read widely and read all genres fluently.

## READING LITERATURE

	<p>proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>		<p><b>Clarity:</b> Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.</p>
<b>4.RL.4</b>	<p>Determine the meaning of words and phrases as they are used in a text, including allusions (e.g., <i>Rose is such an Einstein.</i>)</p>	<p>Determine the meaning of words and phrases as they are used in a text, including allusions to history, mythology, pop culture, etc. (e.g., <i>Rose is such an Einstein.</i>)</p>	<p><b>Rigor:</b> A Department reader expressed concerns that removal of the specific Greek mythological allusion of the original Common Core standard might reduce the rigor of the standard. In order to maintain the intended rigor, while also providing a necessarily expansive view of the origins of allusions (including and beyond Western mythology), we added additional text to clarify the multiple sources of textual allusions.</p>



## WRITING FOUNDATIONS

Writing Foundations			
Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
K.WF.1	<p><b>K.L.1.a</b></p> <p>Print many upper- and lowercase letters.</p>	<p>Demonstrate and apply correct handwriting skills:</p> <p>a. Write upper- and lowercase manuscript letters.</p> <p>b. Write left to right using appropriate spacing between words.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students must be explicitly taught how to write and form letters accurately. Accurate letter formation is tied to fluent writing. Students in kindergarten should be writing all upper and lowercase letters by the end of the year, not just some. This is directly connected to spelling, in which students should write CVC words.</p> <p><b>Clarity:</b> Moving these skills from language standards to writing foundations makes clear the connection between handwriting and the process of writing. Students must be taught foundational writing skills in the context of writing.</p> <p><b>Focus:</b> Standard addresses what is</p>

## WRITING FOUNDATIONS

			<p>most important for students to learn in ELA.</p> <p><b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level. In order to write VC and CVC words, students must be able to write all letters.</p>
1.WF.1	<p>1.L.1.a.</p> <p>Print all upper- and lowercase letters.</p>	<p>Demonstrate and apply correct handwriting skills:</p> <p>a. Write upper- and lowercase manuscript alphabet from memory using correct letter formation.</p> <p>b. Write the common grapheme (letter or letter group) for each phoneme.</p> <p>c. Write with appropriate spacing between letters and words.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students must be explicitly taught how to write and form letters accurately. Accurate letter formation is tied to fluent writing. Students in first grade should be writing all upper and lowercase letters and graphemes that represent the sounds of the English language. This is directly connected to spelling.</p> <p><b>Clarity:</b> Moving these skills from language standards to writing foundations makes clear the connection between handwriting and the process of writing. Students must be taught foundational writing skills in the context of writing.</p>

## WRITING FOUNDATIONS

			<p><b>Focus:</b> Standard addresses what is most important for students to learn in ELA.</p> <p><b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.</p>
<b>2.WF.1</b>	Standard does not exist in current Hawai'i Common Core Standards.	<p>Demonstrate and apply correct handwriting skills:</p> <p>a. Write legibly in manuscript using correct letter formation.</p> <p>b. Transcribe ideas in manuscript with automaticity and proper spacing.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students must be explicitly taught how to write and form letters accurately. Accurate letter formation is tied to fluent writing.</p>
<b>3.WF.1</b>	Standard does not exist in current Hawai'i Common Core Standards.	<p>Demonstrate and apply correct handwriting skills:</p> <p>a. Legibly and fluently write in manuscript to produce grade-appropriate tasks.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students must be explicitly taught how to write and form letters accurately. Accurate letter formation is tied to fluent writing.</p>
<b>4.WF.1</b>	Standard does not exist in current Hawai'i Common Core Standards.	<p>Demonstrate and apply correct handwriting skills:</p> <p>a. Legibly and fluently write in manuscript to produce</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career,</p>

## WRITING FOUNDATIONS

		grade-appropriate tasks.	and community. Students must be explicitly taught how to write and form letters accurately. Accurate letter formation is tied to fluent writing.
<b>5.WF.1</b>	Standard does not exist in current Hawai'i Common Core Standards.	<p>Demonstrate and apply correct handwriting skills:</p> <p>a. Legibly and fluently write in manuscript to produce grade-appropriate tasks.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students must be explicitly taught how to write and form letters accurately. Accurate letter formation is tied to fluent writing.</p>
<b>K.WF.2</b>	<p><b>K.L.2.</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Know and apply phonics and word analysis skills when encoding words:</p> <p>a. Write a letter or letters for consonant and short vowel sounds.</p> <p>b. Represent phonemes in simple words, using letter-sound relationships, including phonetic spellings of unknown words.</p> <p>c. Spell common, regular, single-syllable words:</p> <ul style="list-style-type: none"> <li>- VC (Vowel-Consonant) (e.g., at, in)</li> <li>- CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words</li> </ul> <p>d. Spell common, grade-appropriate decodable and irregularly-spelled</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. According to evidence-based continua for spelling, students should master the spelling skills in the proposed standard. In kindergarten, students should be accurate spellers of CVC and VC words.</p> <p><b>Specificity:</b> The proposed standard is specific enough to convey the level of student performance. Including the specific spelling patterns that students should be taught and master provides</p>

## WRITING FOUNDATIONS

		high-frequency words.	<p>a clear understanding of end-of-year expectations, which allows teachers to target instruction on the necessary skills.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is both observable and measurable.</p>
<b>1.WF.2</b>	<p><b>1.L.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell <b>untaught words</b> phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Know and apply phonics and word analysis skills when encoding words:</p> <p>a. Spell common, regular, single-syllable words using:</p> <ul style="list-style-type: none"> <li>- Short vowels and single consonants</li> <li>- Consonant graphemes including qu, x, and -ck</li> <li>- Digraphs (e.g., thin, shop, when, much, sing)</li> <li>- Doubled letters (e.g., off, will, mess)</li> <li>- Initial and final consonant blends (e.g., must, slab, plump)</li> <li>- Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like) and open syllables (e.g., go, cry)</li> </ul> <p>b. Spell common, grade-appropriate decodable and irregularly-spelled</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. According to evidence-based continua for spelling, students should master the spelling skills in the proposed standard.</p> <p><b>Specificity:</b> The proposed standard is specific enough to convey the level of student performance. Including the specific spelling patterns that students should be taught and master provides a clear understanding of end-of-year expectations, which allows teachers to target instruction on the necessary skills.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is both observable and measurable.</p>

## WRITING FOUNDATIONS

		high-frequency words.	
<b>2.WF.2</b>	<p><b>2.L.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning diction.</p>	<p>Know and apply phonics and word analysis skills when encoding words:</p> <p>a. Spell common, regular, single-syllable words using:</p> <ul style="list-style-type: none"> <li>- Long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right)</li> <li>- Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn)</li> <li>- All jobs of y (as consonant /y/; as /ī/ on ends of single-syllable words like fly; as /ē/ on ends of multisyllabic words like baby; as /ī/ in a few words like gym and myth)</li> <li>- Three consonant blends (str, scr, spr) and blends with digraphs (thr, shr)</li> <li>- Digraphs ph (/f/), gh (/f/), ch (/k/ and /sh/)</li> </ul> <p>b. With prompting and support, spell two- and three-syllable words that:</p> <ul style="list-style-type: none"> <li>- Combine closed, open, vowel teams, vowel-r, and CVC (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand)</li> </ul>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. According to evidence-based continua for spelling, students should master the spelling skills in the proposed standard.</p> <p><b>Specificity:</b> The proposed standard is specific enough to convey the level of student performance. Including the specific spelling patterns that students should be taught and master provides a clear understanding of end-of-year expectations, which allows teachers to target instruction on the necessary skills.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is both observable and measurable.</p>

## WRITING FOUNDATIONS

		<ul style="list-style-type: none"> <li>- Include familiar compound words (e.g., houseboat, yellowtail)</li> <li>- Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less)</li> </ul> <p>c. With prompting and support, spell words with suffixes that require:</p> <ul style="list-style-type: none"> <li>- Consonant doubling (e.g., running, slipped)</li> <li>- Dropping silent e (e.g., smiled, paving)</li> <li>- Changing y to i (e.g., cried, babies)</li> </ul> <p>d. Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	
<b>3.WF.2</b>	<p><b>3.L.2</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English capitalization, punctuation, and spelling when writing:</p> <p>e. Use conventional spelling for high-frequency and other studied</p>	<p>Know and apply phonics and word analysis skills when encoding words:</p> <p>a. Spell single-syllable words with:</p> <ul style="list-style-type: none"> <li>- Less common, complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families)</li> </ul> <p>b. Spell regular two-and three-syllable words that:</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. According to evidence-based continua for spelling, students should master the spelling skills in the proposed standard.</p>

## WRITING FOUNDATIONS

	<p>words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> <li>- Combine all basic syllable types (closed, VCe, open, vowel team, vowel-r, and consonant -le)</li> <li>- Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)</li> </ul> <p>c. Spell singular and plural possessives (e.g., teacher's, teachers').</p> <p>d. Identify language of origin for words, as noted in dictionaries.</p> <p>e. Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.</p> <p>f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>Specificity:</b> The proposed standard is specific enough to convey the level of student performance. Including the specific spelling patterns that students should be taught and master provides a clear understanding of end-of-year expectations, which allows teachers to target instruction on the necessary skills.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is both observable and measurable.</p>
<b>4.WF.2</b>	<p><b>4.L.2</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English capitalization, punctuation, and spelling when writing:</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Know and apply phonics and word analysis skills when encoding words:</p> <ul style="list-style-type: none"> <li>a. Spell single syllable words that are homophones.</li> <li>b. Spell regular two-and three-syllable words that: <ul style="list-style-type: none"> <li>- Include common Latin roots (e.g., port, form, ject, fer)</li> <li>- Include less common prefixes (e.g., fore-, pro-,</li> </ul> </li> </ul>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. According to evidence-based continua for spelling, students should master the spelling skills in the proposed standard.</p> <p><b>Specificity:</b> The proposed standard is</p>



## WRITING FOUNDATIONS

		<p>trans-) - Include the schwa (e.g., active, nation, abandon)</p> <p>c. Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.</p> <p>d. Consult reference materials, including dictionaries, as needed to check and correct spellings.</p>	<p>specific enough to convey the level of student performance. Including the specific spelling patterns that students should be taught and master provides a clear understanding of end-of-year expectations, which allows teachers to target instruction on the necessary skills.</p> <p><b>Clarity:</b> Standard is clear to a wide community audience and is both observable and measurable.</p>
5.WF.2	<p>5.L.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Know and apply phonics and word analysis skills when encoding words:</p> <p>a. Use knowledge of Greek and Latin roots to accurately spell multisyllabic words.</p> <p>b. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. According to evidence-based continua for spelling, students should master the spelling skills in the proposed standard.</p> <p><b>Specificity:</b> The proposed standard is specific enough to convey the level of student performance. Including the specific spelling patterns that students should be taught and master provides a clear understanding of end-of-year expectations, which allows teachers to target instruction on the necessary skills.</p>

## WRITING FOUNDATIONS

			<p><b>Clarity:</b> Standard is clear to a wide community audience and is both observable and measurable.</p>
<p><b>K.WF.3</b></p>	<p><b>K.L.2</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>capitalization, punctuation, and spelling</b> when writing:</p> <p>a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.</p> <p><b>K.L.1.</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>grammar and usage</b> when writing <b>or speaking</b>:</p> <p>f. Produce and expand complete sentences <b>in shared language activities</b>.</p>	<p>Demonstrate command of the conventions of English when writing <b>simple sentences</b>:</p> <p>a. Produce and expand complete sentences. b. Recognize and name end punctuation. c. Capitalize the first word in a sentence and the pronoun I.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students in kindergarten should be able to write a complete sentence independently by the end of the year.</p> <p><b>Focus:</b> Standard addresses what is most important for students to learn in writing. Developing the foundational writing skill of writing a complete sentence with proper capitalization and end punctuation is a critical step to becoming a fluent writer. Teaching these skills in the context of writing supports students in understanding the purpose.</p> <p><b>Specificity:</b> Standard conveys the level of performance expected for end-of-year kindergarten.</p> <p><b>Clarity:</b> Standard is both measurable and observable.</p>

## WRITING FOUNDATIONS

<p><b>1.WF.3</b></p>	<p><b>1.L.2</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>capitalization, punctuation, and spelling</b> when writing:</p> <p>a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.</p> <p><b>1.L.1</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>grammar and usage</b> when writing <b>or speaking</b>:</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Demonstrate command of the conventions of English when writing <b>sentences and single paragraphs</b>:</p> <p>a. Produce and expand complete simple and compound sentences in response to prompts. b. Produce and expand declarative, interrogative, imperative, and exclamatory sentences in response to prompts. c. Capitalize dates and names of people. d. Use <b>correct</b> end punctuation for sentences. e. Use commas in dates and to separate single words in a series.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students in first grade should be able to write complete sentences and a single paragraph independently by the end of the year.</p> <p><b>Focus:</b> Standard addresses what is most important for students to learn in writing. Developing the foundational writing skills of writing is a critical step to becoming a fluent writer. Teaching these skills in the context of writing supports students in understanding the purpose.</p> <p><b>Specificity:</b> Standard conveys the level of performance expected for the end of first grade.</p> <p><b>Clarity:</b> Standard is both measurable and observable.</p>
<p><b>2.WF.3</b></p>	<p><b>2.L.2</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>capitalization, punctuation, and spelling</b> when writing:</p>	<p>Demonstrate command of the conventions of English when writing <b>sentences and paragraphs</b>:</p> <p>a. Produce, expand, and rearrange complete simple and compound</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students in second</p>

## WRITING FOUNDATIONS

	<p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>2.L.1.</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>grammar and usage</b> when writing or speaking:</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <b>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</b>).</p>	<p>sentences.</p> <p>b. Capitalize holidays, product names, and geographic names.</p> <p>c. Use commas in greetings and closings of letters.</p> <p>d. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>grade should be able to write sentences and paragraphs independently by the end of the year.</p> <p><b>Focus:</b> Standard addresses what is most important for students to learn in writing. Developing the foundational writing skills of writing is a critical step to becoming a fluent writer. Teaching these skills in the context of writing supports students in understanding the purpose.</p> <p><b>Specificity:</b> Standard conveys the level of performance expected for the end of second grade.</p> <p><b>Clarity:</b> Standard is both measurable and observable.</p>
<b>3.WF.3</b>	<p><b>3.L.2</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>capitalization, punctuation, and spelling</b> when writing:</p> <p>a. Capitalize appropriate words in titles.</p>	<p>Demonstrate command of the conventions of English when writing, <b>including multi-paragraph texts</b>:</p> <p>a. Produce simple, compound, and complex sentences.</p> <p>b. Capitalize appropriate words in titles.</p> <p>c. Use commas in addresses.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students in third grade should be able to write multiple paragraphs on a single topic independently by the end of the year.</p>

## WRITING FOUNDATIONS

	<p>b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.</p> <p><b>3.L.1.</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>grammar and usage</b> when writing <b>or speaking</b>:</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>d. Use commas and quotation marks in dialogue. e. Form and use possessives.</p>	<p><b>Focus:</b> Standard addresses what is most important for students to learn in writing. Developing the foundational writing skills of writing is a critical step to becoming a fluent writer. Teaching these skills in the context of writing supports students in understanding the purpose.</p> <p><b>Specificity:</b> Standard conveys the level of performance expected for the end of third grade.</p> <p><b>Clarity:</b> Standard is both measurable and observable.</p>
<b>4.WF.3</b>	<p><b>4.L.2.</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>capitalization, punctuation, and spelling</b> when writing:</p> <p>a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p><b>4.L.1</b></p>	<p>Demonstrate command of the conventions of English when writing, <b>including multi-paragraph texts</b>:</p> <p>a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. b. Use correct capitalization. c. Use commas and quotation marks to mark direct speech and quotations from a text. d. Use a comma before a coordinating conjunction in a compound sentence.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students in fourth grade should be able to write multiple paragraphs on a single topic independently by the end of the year.</p> <p><b>Focus:</b> Standard addresses what is most important for students to learn in writing. Developing the foundational writing skills of writing is a critical step to becoming a fluent writer. Teaching</p>

## WRITING FOUNDATIONS

	<p>Demonstrate command of the conventions of <b>standard</b> English <b>grammar and usage</b> when writing <b>or speaking</b>:</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>		<p>these skills in the context of writing supports students in understanding the purpose.</p> <p><b>Specificity:</b> Standard conveys the level of performance expected for the end of fourth grade.</p> <p><b>Clarity:</b> Standard is both measurable and observable.</p>
<b>5.WF.3</b>	<p><b>5.L.2.</b></p> <p>Demonstrate command of the conventions of <b>standard</b> English <b>capitalization, punctuation, and spelling</b> when writing:</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>Demonstrate command of the conventions of English when writing, <b>including multi-paragraph texts</b>:</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. Students in fifth grade should be able to write multiple paragraphs on a single topic independently by the end of the year.</p> <p><b>Focus:</b> Standard addresses what is most important for students to learn in writing. Developing the foundational writing skills of writing is a critical step to becoming a fluent writer. Teaching these skills in the context of writing supports students in understanding the purpose.</p> <p><b>Specificity:</b> Standard conveys the level of performance expected for the</p>

## WRITING FOUNDATIONS

			<p>end of fifth grade.</p> <p><b>Clarity:</b> Standard is both measurable and observable.</p>
--	--	--	---

## WRITING

Writing			
Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
<b>K.W.1</b>	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion <b>or preference</b> about the topic or book (e.g., <i>My favorite book is ...</i> ).	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion about the topic or book.	<p><b>Specificity:</b> Students will state their opinion without a reason in kindergarten, and supply a reason in first grade.</p> <p><b>Clarity:</b> The term "preference" was removed to provide clarity to what the students will need to do by the end of kindergarten related to opinion writing.</p> <p><b>Specificity:</b> The parenthetical was removed. Information related to "how" the standard will be taught will be included in the guidance document.</p>
<b>3.W.1</b>	Write opinion pieces on topics or texts, supporting a <b>point of view</b> with reasons:  a. Introduce the topic or text they are writing about, state an <b>opinion</b> , and create an organizational structure that lists reasons. b. Provide reasons that support the <b>opinion</b> . c. Use linking words and phrases	Write opinion pieces on topics or texts, supporting a <b>claim</b> with reasons:  a. Introduce the topic or text they are writing about, state a <b>claim</b> , and create an organizational structure that lists reasons. b. Provide reasons that support the <b>claim</b> . c. Use linking words and phrases (e.g., because, therefore, since, for	<p><b>Rigor:</b> Standard addresses complex knowledge and concepts appropriate to grade level. Science and Social Studies in grade 3 also require students to "state a claim."</p>



## WRITING

	<p>(e.g., because, therefore, since, for example) to connect <b>opinion</b> and reasons.</p> <p>d. Provide a <b>concluding statement or section</b>.</p>	<p>example) to connect the <b>claim</b> and reasons.</p> <p>d. Provide a conclusion <b>that follows from the argument presented, as appropriate to the task</b>.</p>	
<b>4.W.1</b>	<p>Write opinion pieces on topics or texts, supporting a <b>point of view</b> with reasons and information:</p> <p>a. Introduce a topic or text clearly, state an <b>opinion</b>, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link <b>opinion</b> and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a <b>concluding statement or section related to the opinion presented</b>.</p>	<p>Write opinion/<b>argumentative</b> pieces on topics or texts, supporting a <b>claim</b> with reasons and information:</p> <p>a. Introduce a topic or text clearly, state a <b>claim</b>, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link <b>claim</b> and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a <b>conclusion that follows from the argument presented, as appropriate to the task</b>.</p>	<p><b>Clarity:</b> Separating Part A into two items makes the standard measurable, as teachers can focus on and assess each individual item rather than determine how to measure them as a joint item.</p> <p><b>Specificity:</b> Revising concluding statement or section to read "conclusion," which is specific to what students must do by the end of 6th grade. The term "section" may be misinterpreted.</p> <p><b>Rigor:</b> Adding the term "argumentative" provides an introduction to arguments that students will write proficiently by the end of 6th grade.</p>
<b>5.W.1</b>	<p>Write opinion pieces on topics or texts, supporting a <b>point of view</b> with reasons and information:</p> <p>a. Introduce a topic or text clearly, state an <b>opinion</b>, and create an organizational structure in which ideas</p>	<p>Write <b>argumentative</b>/opinion pieces on topics or texts, supporting a <b>claim</b> with reasons and information:</p> <p>a. Introduce a topic or text clearly, state a <b>claim</b>, and create an organizational structure in which ideas</p>	<p><b>Clarity:</b> Separating Part A into two items makes the standard measurable, as teachers can focus on and assess each individual item rather than determine how to measure them as a joint item.</p>

## WRITING

	<p>are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link <b>opinion</b> and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a <b>concluding statement or section related to the opinion presented</b>.</p>	<p>are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link the <b>claim</b> and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a <b>conclusion that follows from the argument presented, as appropriate to the task</b>.</p>	<p><b>Specificity:</b> Revising concluding statement or section to read "conclusion," which is specific to what students must do by the end of 6th grade. The term "section" may be misinterpreted.</p> <p><b>Rigor:</b> Adding the term "argumentative" provides an introduction to arguments that students will write proficiently by the end of 6th grade.</p>
<b>6.W.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence:</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a <b>concluding statement or section</b> that follows from the argument presented.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence:</p> <p>a. Introduce claim(s).</p> <p>b. Organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a <b>conclusion</b> that follows from the argument presented, <b>as appropriate to the task</b>.</p>	<p><b>Clarity:</b> Separating Part A into two items makes the standard measurable, as teachers can focus on and assess each individual item rather than determine how to measure them as a joint item.</p> <p><b>Specificity:</b> Revising concluding statement or section to read "conclusion," which is specific to what students must do by the end of 6th grade. The term "section" may be misinterpreted.</p> <p><b>Rigor:</b> Adding the term "argumentative" provides an introduction to arguments that students will write proficiently by the end of 6th grade.</p>

## WRITING

<p><b>7.W.1</b></p>	<p>Write arguments to support claims with clear reasons and relevant evidence:</p> <p>a. Introduce claim(s), acknowledge alternate or <b>opposing claims</b>, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from <b>and supports</b> the argument presented.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence:</p> <p>a. Introduce claim(s), acknowledging alternate claims or <b>counterclaims</b>.</p> <p>b. Organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a <b>conclusion</b> that follows from the argument presented, <b>as appropriate to the task</b>.</p>	<p><b>Clarity:</b> Separating Part A into two items makes the standard measurable, as teachers can focus on and assess each individual item rather than determine how to measure them as a joint item.</p> <p><b>Specificity:</b> Revising concluding statement or section to read "conclusion," which is specific to what students must do by the end of high school. The term "section" may be misinterpreted.</p> <p><b>Rigor:</b> Changing the language from opposing claim to counter claim clarifies the rigor of the standard and concepts students should learn by the end of 8th grade.</p>
<p><b>8.W.1</b></p>	<p>Write arguments to support claims with clear reasons and relevant evidence:</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or <b>opposing claims</b>, and organize the reasons and evidence logically.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence:</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate claims or <b>counterclaims</b></p> <p>b. Organize the reasons and evidence logically.</p>	<p><b>Clarity:</b> Separating Part A into two items makes the standard measurable, as teachers can focus on and assess each individual item rather than determine how to measure them as a joint item.</p> <p><b>Specificity:</b> Revising concluding statement or section to read</p>

## WRITING

	<p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a <b>concluding statement or section</b> that follows from <b>and supports</b> the argument presented.</p>	<p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a <b>conclusion</b> that follows from the argument presented, <b>as appropriate to the task</b>.</p>	<p>"conclusion," which is specific to what students must do by the end of high school. The term "section" may be misinterpreted.</p> <p><b>Rigor:</b> Changing the language from opposing claim to counter claim clarifies the rigor of the standard and concepts students should learn by the end of 8th grade.</p>
<b>9-10.W.1</b>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims.</p> <p>b. Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that</p>	<p><b>Clarity:</b> Separating Part A into two items makes the standard measurable, as teachers can focus on and assess each individual item rather than determine how to measure them as a joint item.</p> <p><b>Focus:</b> Standard addresses what is most important for students to learn in writing in grades 9-10.</p>

## WRITING

	<p>anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a <b>concluding statement or section</b> that follows from and supports the argument presented.</p>	<p>anticipates the audience's knowledge level and concerns.</p> <p>d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a <b>conclusion</b> that follows from and supports the argument presented, <b>as appropriate to the task</b>.</p>	
<b>11-12.W.1</b>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims.</p> <p>b. Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>c. Develop claim(s) and counterclaims</p>	<p><b>Clarity:</b> Separating Part A into two items makes the standard measurable, as teachers can focus on and assess each individual item rather than determine how to measure them as a joint item.</p> <p><b>Focus:</b> Standard addresses what is most important for students to learn in writing in grades 11-12.</p>

## WRITING

	<p>fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a <b>concluding statement or section</b> that follows from and supports the argument presented.</p>	<p>fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a <b>conclusion</b> that follows from and supports the argument presented, <b>as appropriate to the task</b>.</p>	
<b>3.W.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>a. Introduce a topic and <b>group</b> related information together; include illustrations when useful to aid comprehension.</p> <p>b. Develop the topic with facts,</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>a. Introduce a topic and <b>organize</b> related information together; include illustrations when useful to aid comprehension.</p> <p>b. Develop the topic with facts,</p>	<p><b>Specificity:</b> The term "group" in Part A has been changed to "organize."</p>

## WRITING

	<p>definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	
<b>4.W.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>a. Introduce a topic clearly and <b>group</b> related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>a. Introduce a topic clearly and <b>organize</b> related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Specificity:</b> The term "group" in Part A has been changed to "organize."</p>

## WRITING

<p><b>5.W.2</b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and <b>group</b> related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and <b>organize</b> related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Specificity:</b> The term "group" in Part A has been changed to "organize."</p>
<p><b>K-12.W.4</b></p>	<p>Grade 3: 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.)</p>	<p><b>Standard does not exist in revised Hawai'i Common Core Standards.</b></p>	<p><b>Clarity:</b> Standards 1-3 in all grade levels provide the clarity necessary for the development and organization of the genres of writing specified in each standard. Standard 4 is unnecessary and redundant.</p>



## WRITING

<b>K-12.W.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)...	Standard does not exist in revised Hawai'i Common Core Standards.	<p><b>Clarity:</b> The standard is not measurable.</p> <p><b>Specificity:</b> Standard is not specific enough to convey level of student performance. The time for writing is embedded in all other writing standards.</p>
<b>K.W.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>1.W.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>2.W.8</b>	Recall information from experiences or gather information from provided sources to answer a question.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>3.W.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>4.W.8</b>	Recall relevant information from experiences or gather relevant information from print and digital	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.

## WRITING

	sources; take notes and categorize information, and provide a list of sources.		
<b>5.W.8</b>	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.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>6.W.8</b>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>7.W.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>8.W.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.

## WRITING

	avoiding plagiarism.		
<b>9-10.W.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>11-12.W.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>K.W.7</b>	Conduct short research projects that build knowledge about a topic.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them):  a. With guidance and support from adults, recall information from	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.

## WRITING

		experiences or gather information from provided sources to answer a question.	
<b>1.W.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions):</p> <p>a. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>2.W.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations):</p> <p>a. Recall information from experiences or gather information from provided sources to answer a question.</p>	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>3.W.7</b>	Conduct short research projects that build knowledge about a topic.	<p>Conduct short research projects that build knowledge about a topic:</p> <p>a. Write brief notes on information collected from experiences and/or print and digital sources, and sort into</p>	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.

## WRITING

		<p>provided categories.</p> <p>b. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<b>4.W.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic:</p> <p>a. Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.</p> <p>b. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>5.W.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic:</p> <p>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.</p> <p>b. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.

## WRITING

<b>6.W.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:</p> <ul style="list-style-type: none"> <li>a. Gather relevant information from multiple print and digital sources.</li> <li>b. Assess the credibility of each source.</li> <li>c. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>d. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</li> <li>e. Provide basic bibliographic information for source.</li> </ul>	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>7.W.7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:</p> <ul style="list-style-type: none"> <li>a. Gather relevant information from multiple print and digital sources, using search terms effectively.</li> <li>b. Assess the credibility and accuracy of each source.</li> <li>c. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.

## WRITING

		<p>d. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p> <p>e. Follow a standard format for citation.</p>	
<b>8.W.7</b>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration:</p> <p>a. Gather relevant information from multiple print and digital sources, using search terms effectively.</p> <p>b. Assess the credibility and accuracy of each source.</p> <p>c. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>d. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.</p> <p>e. Follow a standard format for citation.</p>	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
<b>9-10.W.7</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.

## WRITING

	appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:  a. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. b. Assess the usefulness of each source in answering the research question. c. Draw evidence from literary or informational texts to support analysis, reflection, and research. d. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. e. Follow a standard format for citation.	
<b>11-12.W.7</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:  a. Gather relevant information from	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.



## WRITING

		<p>multiple authoritative print and digital sources, using advanced searches effectively.</p> <p>b. Assess the strengths and limitations of each source in terms of the task, purpose, and audience.</p> <p>c. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>d. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.</p> <p>e. Follow a standard format for citation.</p>	
<b>4-12.W.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Standard does not exist in revised Hawai'i Common Core Standards.	<b>Clarity:</b> W.9 is asking students to apply grade level reading standards in writing; therefore it is already addressed in the reading standards for each grade level. Students write in response to text when applying the literature and informational reading standards.

## SPEAKING & LISTENING

Speaking & Listening			
Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
<b>K-12.SL.5</b>	Kindergarten: Add <b>drawings or other visual displays</b> to descriptions as desired to provide additional detail.	Standard removed from Speaking and Listening and added to W.5. Language changed to "leverage available technology" from "drawings or other visual displays."	<b>Specificity:</b> Standard is specific enough to convey level of performance. By including SL.5 as part of W.5, it makes clear that technology and digital tools are not only used to publish but are also used to provide additional detail and clarity to writing and presentations.
<b>K.SL.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.	With prompting and support, adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard. In kindergarten, students should be provided prompting and support if needed.
<b>1.SL.6</b>	<b>Produce complete sentences</b> when appropriate to task and situation. (See <b>grade 1 Language standards 1 and 3 on page 26 for specific expectations</b> )	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.
<b>2.SL.6</b>	<b>Produce complete sentences</b> when appropriate to task and situation in	Adapt speech to a variety of contexts, demonstrating understanding of	<b>Specificity:</b> To be in line with state policy on multilingualism and the

## SPEAKING & LISTENING

	order to provide requested detail or clarification (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations)	audience, task, and purpose, drawing from a full range of linguistic skills.	value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.
<b>3.SL.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations)	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.
<b>4.SL.6</b>	Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations)	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.
<b>5.SL.6</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations)	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.
<b>6.SL.6</b>	Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate (See grade 6 Language standards 1 and 3 on page 52 for	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the

## SPEAKING & LISTENING

	specific expectations.)		anchor standard.
<b>7.SL.6</b>	Adapt speech to a variety of context and tasks demonstrating command of formal English when indicated or appropriate (See grade 7 Language standards 1 and 3 of page 52 for specific expectations.)	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.
<b>8.SL.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.
<b>9-10. SL.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 on pages 54 for specific expectations)	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.
<b>11-12 SL.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	<b>Specificity:</b> To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.

## LANGUAGE

Language			
Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
K-12.L.1	Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking.	Demonstrate command of the conventions of English grammar and usage when <b>reading</b> , writing, or speaking.	<b>Specificity:</b> "Reading" was added to each grade level to reflect the importance of language knowledge in reading, as well as writing and speaking. Students in each grade level should be explicitly taught how to understand and use syntax as it relates to reading comprehension.
11-12.L.1	Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking:  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	Demonstrate command of the conventions of English grammar and usage when writing or speaking:  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.	<b>Clarity:</b> Standard is clear to a wide community audience.  <b>Focus:</b> Standard addresses what is most important for students to learn in English Language Arts.
K-12.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Standard does not exist in revised Hawai'i Common Core Standards.</b>	<b>Rigor:</b> It was the consensus of the group that knowledge of language is sufficiently developed through the

## LANGUAGE

			other language standards in grades K-12; thus, L.3 is not necessary. In addition, in grades 9-12, Part A of the standard is developed through writing.
<b>K.L.1</b>	<p>Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking:</p> <p><b>a. Print many upper- and lowercase letters.</b></p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>Demonstrate command of the conventions of English grammar and usage when writing or speaking:</p> <p>a. Use frequently occurring nouns and verbs.</p> <p>b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>e. Produce and expand complete sentences in shared language activities.</p>	<p><b>Specificity:</b> Part A was moved to Writing Foundations in order to provide specificity and clarity. These skills need to be explicitly taught as a core foundational skill of writing instruction.</p>
<b>1.L.1</b>	<p>Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking:</p> <p><b>a. Print all upper- and lowercase</b></p>	<p>Demonstrate command of the conventions of English grammar and usage when writing or speaking:</p> <p>a. Use common, proper, and possessive nouns.</p>	<p><b>Specificity:</b> Part A was moved to Writing Foundations in order to provide specificity and clarity. These skills need to be explicitly taught as a core foundational skill of writing instruction.</p>

## LANGUAGE

	<p><b>letters.</b></p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>e. Use frequently occurring adjectives.</p> <p>f. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>g. Use determiners (e.g., articles, demonstratives).</p> <p>h. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	
<b>3.L.1</b>	Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or	Demonstrate command of the conventions of English grammar and usage when writing or speaking:	<b>Rigor:</b> Students in grade 3 should not only be able to explain the function of nouns, pronouns, verbs, adjectives,

## LANGUAGE

	<p>speaking:</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. <b>Form and</b> use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. <b>Form and</b> use regular and irregular verbs.</p> <p>e. <b>Form and</b> use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. <b>Form and</b> use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>a. <b>Use and</b> explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Use regular and irregular verbs.</p> <p>e. Use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>and adverbs, but they should also be able to use the parts of speech when writing or speaking.</p> <p><b>Specificity:</b> The word "form" was removed from Parts B, C, D, E, G for clarity and specificity. In order to use these elements of language, students must be able to form them; thus, the word "use" includes the ability to correctly form the language elements.</p>
<b>4.L.1</b>	<p>Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking:</p> <p>a. Use relative pronouns (who, whose,</p>	<p>Demonstrate command of the conventions of English grammar and usage when writing or speaking:</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative</p>	<p><b>Specificity:</b> The word "form" was removed from Parts B, C, D, E, G for clarity and specificity. In order to use these elements of language, students must be able to form them; thus, the word "use" includes the ability to</p>



## LANGUAGE

	<p>whom, which, that) and relative adverbs (where, when, why).</p> <p>b. <b>Form and</b> use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. <b>Form and</b> use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>adverbs (where, when, why).</p> <p>b. Use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>correctly form the language elements.</p>
<b>5.L.1</b>	<p>Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking:</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. <b>Form and</b> use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<p>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. <b>Use and</b> explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various</p>	<p><b>Rigor:</b> Students in grade 5 should not only be able to explain the function of conjunctions, prepositions, and interjections, but they should also be able to use the parts of speech when writing or speaking.</p> <p><b>Specificity:</b> The word "form" was removed from B for clarity and specificity. In order to use these elements of language, students must be able to form them; thus, the word</p>

## LANGUAGE

	<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. <b>Recognize and correct inappropriate shifts in verb tense.*</b></p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>times, sequences, states, and conditions.</p> <p>d. <b>Use correct verb tense.</b></p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>"use" includes the ability to correctly form the language elements.</p> <p><b>Clarity:</b> Part D was revised to state, "Use correct verb tense." in order to remain consistent with the other items in this standard.</p>
<b>L.6.1</b>	<p>Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking:</p> <p>a. <b>Ensure that</b> pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. <b>Recognize and correct inappropriate shifts in pronoun number and person.*</b></p> <p>d. <b>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</b></p> <p>e. <b>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</b></p>	<p>Demonstrate command of the conventions of English grammar and usage when writing or speaking:</p> <p>a. <b>Use</b> pronouns in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. <b>Use the correct pronoun number and person.</b></p> <p>d. <b>Use clear pronouns for unclear antecedents.</b></p>	<p><b>Specificity:</b> Standard reflects end-of-year expectations for documents including to grade level.</p>
<b>7.L.1</b>	<p>Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or</p>	<p>Demonstrate command of the conventions of English grammar and usage when writing or speaking:</p>	<p><b>Focus:</b> Standard addresses what is most important for students to learn related to conventions.</p>

## LANGUAGE

	<p>speaking:</p> <p>a. Explain the function of <b>phrases and clauses in general and their function in specific sentences.</b></p> <p>b. <b>Choose among</b> simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. <b>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</b></p>	<p>a. <b>Use and</b> explain the function of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	
<b>8.L.1</b>	<p>Demonstrate command of the conventions of <b>standard</b> English grammar and usage when writing or speaking:</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. <b>Form and</b> use verbs in the active and passive voice.</p> <p>c. <b>Form and</b> use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. <b>Recognize and correct inappropriate shifts in verb voice and mood.*</b></p>	<p>Demonstrate command of the conventions of English grammar and usage when writing or speaking:</p> <p>a. <b>Use and</b> explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Use verbs in the active and passive voice.</p> <p>c. Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. <b>Use correct shifts in verb voice and mood.</b></p>	<p><b>Rigor:</b> Students in grade 8 should not only be able to explain the function of verbals, but they should also be able to use the parts of speech when writing or speaking.</p> <p><b>Specificity:</b> The word "form" was removed from Parts B and C for clarity and specificity. In order to use these elements of language, students must be able to form them; thus, the word "use" includes the ability to correctly form the language elements. In order to use correct shifts, students must also "recognize." Therefore, the word "recognize" is also unnecessary.</p>
<b>K.L.2</b>	<p>Demonstrate command of the conventions of <b>standard</b> English</p>	<p><b>This standard is now addressed in Writing Foundations.</b></p>	<p><b>Clarity:</b> These skills should be taught in the context of writing.</p>

## LANGUAGE

	<p>capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>		<p><b>Focus:</b> The focus in writing in kindergarten should be the development of these skills. They should be explicitly taught in the context of writing. Throughout the review of the Writing Standards, it became apparent that there was not an emphasis on explicitly teaching students how to write.</p>
<b>1.L.2</b>	<p>Demonstrate command of the conventions of <b>standard</b> English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p><a href="#">This standard is now addressed in Writing Foundations.</a></p>	<p><b>Clarity:</b> These skills should be taught in the context of writing.</p> <p><b>Focus:</b> The focus in writing in first grade should be the development of these skills. They should be explicitly taught in the context of writing. Throughout the review of the Writing Standards, it became apparent that there was not an emphasis on explicitly teaching students how to write.</p>
<b>2.L.2</b>	<p>Demonstrate command of the conventions of <b>standard</b> English</p>	<p><a href="#">This standard is now addressed in Writing Foundations.</a></p>	<p><b>Clarity:</b> These skills should be taught in the context of writing.</p>

## LANGUAGE

	<p>capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>		<p><b>Focus:</b> The focus in writing in second grade should be the development of these skills. They should be explicitly taught in the context of writing. Throughout the review of the Writing Standards, it became apparent that there was not an emphasis on explicitly teaching students how to write.</p>
<b>3.L.2</b>	<p>Demonstrate command of the conventions of <b>standard</b> English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base</li> </ul>	<p><a href="#">This standard is now addressed in Writing Foundations.</a></p>	<p><b>Clarity:</b> These skills should be taught in the context of writing.</p> <p><b>Focus:</b> The focus in writing in third grade should be the development of these skills. They should be explicitly taught in the context of writing. Throughout the review of the Writing Standards, it became apparent that there was not an emphasis on explicitly teaching students how to write.</p>

## LANGUAGE

	<p>words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		
<b>4.L.2</b>	<p>Demonstrate command of the conventions of <b>standard</b> English capitalization, punctuation, and spelling when writing:</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><a href="#">This standard is now addressed in Writing Foundations.</a></p>	<p><b>Clarity:</b> These skills should be taught in the context of writing.</p> <p><b>Focus:</b> The focus in writing in fourth grade should be the development of these skills. They should be explicitly taught in the context of writing. Throughout the review of the Writing Standards, it became apparent that there was not an emphasis on explicitly teaching students how to write.</p>
<b>5.L.2</b>	<p>Demonstrate command of the conventions of <b>standard</b> English capitalization, punctuation, and spelling when writing:</p> <p>a. Use punctuation to separate items</p>	<p><a href="#">This standard is now addressed in Writing Foundations.</a></p>	<p><b>Clarity:</b> These skills should be taught in the context of writing.</p> <p><b>Focus:</b> The focus in writing in fifth grade should be the development of these skills. They should be explicitly</p>

## LANGUAGE

	<p>in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>		<p>taught in the context of writing. Throughout the review of the Writing Standards, it became apparent that there was not an emphasis on explicitly teaching students how to write.</p>
<b>7.L.2</b>	<p>Demonstrate command of the conventions of <b>standard</b> English capitalization, punctuation, and spelling when writing:</p> <p>a. Use a comma to separate coordinate adjectives (e.g., "It was a <b>fascinating, enjoyable</b> movie," but not "He wore an old[,] <b>green</b> shirt").</p> <p>b. Spell correctly.</p>	<p>Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</p> <p>a. Use a comma to separate coordinate adjectives.</p> <p>b. Spell correctly.</p>	<p><b>Clarity:</b> Standard is sufficiently clear without the example in the parenthetical.</p>



# Hawai'i Common Core Standards for English Language Arts





# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Table of Contents K-5

Kindergarten				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
<a href="#">Reading Foundations</a>				<a href="#">Reading Foundations</a>				<a href="#">Reading Foundations</a>				<a href="#">Reading Foundations</a>				<a href="#">Reading Foundations</a>				<a href="#">Reading Foundations</a>			
<a href="#">RF.1</a>	<a href="#">RF.2</a>	<a href="#">RF.3</a>	<a href="#">RF.4</a>	<a href="#">RF.1</a>	<a href="#">RF.2</a>	<a href="#">RF.3</a>	<a href="#">RF.4</a>		<a href="#">RF.2</a>	<a href="#">RF.3</a>	<a href="#">RF.4</a>		<a href="#">RF.2</a>	<a href="#">RF.3</a>	<a href="#">RF.4</a>		<a href="#">RF.3</a>	<a href="#">RF.4</a>			<a href="#">RF.3</a>	<a href="#">RF.4</a>	
<a href="#">Reading Informational</a>				<a href="#">Reading Informational</a>				<a href="#">Reading Informational</a>				<a href="#">Reading Informational</a>				<a href="#">Reading Informational</a>				<a href="#">Reading Informational</a>			
<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>	<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>	<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>	<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>	<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>	<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>
<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>	<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>	<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>	<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>	<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>	<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>
<a href="#">RI.9</a>	<a href="#">RI.10</a>			<a href="#">RI.9</a>	<a href="#">RI.10</a>			<a href="#">RI.9</a>	<a href="#">RI.10</a>			<a href="#">RI.9</a>	<a href="#">RI.10</a>			<a href="#">RI.9</a>	<a href="#">RI.10</a>			<a href="#">RI.9</a>	<a href="#">RI.10</a>		
<a href="#">Reading Literature</a>				<a href="#">Reading Literature</a>				<a href="#">Reading Literature</a>				<a href="#">Reading Literature</a>				<a href="#">Reading Literature</a>				<a href="#">Reading Literature</a>			
<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>	<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>	<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>	<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>	<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>	<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>
<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>		<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>		<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>		<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>		<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>		<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>	
<a href="#">RL.9</a>	<a href="#">RL.10</a>			<a href="#">RL.9</a>	<a href="#">RL.10</a>			<a href="#">RL.9</a>	<a href="#">RL.10</a>			<a href="#">RL.9</a>	<a href="#">RL.10</a>			<a href="#">RL.9</a>	<a href="#">RL.10</a>			<a href="#">RL.9</a>	<a href="#">RL.10</a>		
<a href="#">Writing Foundations</a>				<a href="#">Writing Foundations</a>				<a href="#">Writing Foundations</a>				<a href="#">Writing Foundations</a>				<a href="#">Writing Foundations</a>				<a href="#">Writing Foundations</a>			
<a href="#">WF.1</a>	<a href="#">WF.2</a>	<a href="#">WF.3</a>		<a href="#">WF.1</a>	<a href="#">WF.2</a>	<a href="#">WF.3</a>		<a href="#">WF.1</a>	<a href="#">WF.2</a>	<a href="#">WF.3</a>		<a href="#">WF.1</a>	<a href="#">WF.2</a>	<a href="#">WF.3</a>		<a href="#">WF.1</a>	<a href="#">WF.2</a>	<a href="#">WF.3</a>		<a href="#">WF.1</a>	<a href="#">WF.2</a>	<a href="#">WF.3</a>	
<a href="#">Writing</a>				<a href="#">Writing</a>				<a href="#">Writing</a>				<a href="#">Writing</a>				<a href="#">Writing</a>				<a href="#">Writing</a>			
<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>	<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>	<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>	<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>	<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>	<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>
<a href="#">W.5</a>	<a href="#">W.6</a>			<a href="#">W.5</a>	<a href="#">W.6</a>			<a href="#">W.5</a>	<a href="#">W.6</a>			<a href="#">W.5</a>	<a href="#">W.6</a>			<a href="#">W.5</a>	<a href="#">W.6</a>			<a href="#">W.5</a>	<a href="#">W.6</a>		
<a href="#">Speaking &amp; Listening</a>				<a href="#">Speaking &amp; Listening</a>				<a href="#">Speaking &amp; Listening</a>				<a href="#">Speaking &amp; Listening</a>				<a href="#">Speaking &amp; Listening</a>				<a href="#">Speaking &amp; Listening</a>			
<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>	<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>	<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>	<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>	<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>	<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>
<a href="#">SL.5</a>				<a href="#">SL.5</a>				<a href="#">SL.5</a>				<a href="#">SL.5</a>				<a href="#">SL.5</a>				<a href="#">SL.5</a>			
<a href="#">Language</a>				<a href="#">Language</a>				<a href="#">Language</a>				<a href="#">Language</a>				<a href="#">Language</a>				<a href="#">Language</a>			
<a href="#">L.1</a>		<a href="#">L.3</a>	<a href="#">L.4</a>	<a href="#">L.1</a>		<a href="#">L.3</a>	<a href="#">L.4</a>	<a href="#">L.1</a>		<a href="#">L.3</a>	<a href="#">L.4</a>	<a href="#">L.1</a>		<a href="#">L.3</a>	<a href="#">L.4</a>	<a href="#">L.1</a>		<a href="#">L.3</a>	<a href="#">L.4</a>	<a href="#">L.1</a>		<a href="#">L.3</a>	<a href="#">L.4</a>
<a href="#">L.5</a>				<a href="#">L.5</a>				<a href="#">L.5</a>				<a href="#">L.5</a>				<a href="#">L.5</a>				<a href="#">L.5</a>			

Note: Green Highlighted Boxes indicate standards in which additional standards from Speaking & Listening and/or Language are integrated into the main standard.


# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Table of Contents 6-12

6th Grade				7th Grade				8th Grade				9th/10th Grade				11th/12th Grade			
<a href="#">Reading Foundations</a>				<a href="#">Reading Foundations</a>				<a href="#">Reading Foundations</a>				Reading Foundations				Reading Foundations			
<a href="#">RF.4</a>				<a href="#">RF.4</a>				<a href="#">RF.4</a>											
<a href="#">Reading Informational</a>				<a href="#">Reading Informational</a>				<a href="#">Reading Informational</a>				<a href="#">Reading Informational</a>				<a href="#">Reading Informational</a>			
<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>	<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>	<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>	<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>	<a href="#">RI.1</a>	<a href="#">RI.2</a>	<a href="#">RI.3</a>	<a href="#">RI.4</a>
<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>	<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>	<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>	<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>	<a href="#">RI.5</a>	<a href="#">RI.6</a>	<a href="#">RI.7</a>	<a href="#">RI.8</a>
<a href="#">RI.9</a>	<a href="#">RI.10</a>			<a href="#">RI.9</a>	<a href="#">RI.10</a>			<a href="#">RI.9</a>	<a href="#">RI.10</a>			<a href="#">RI.9</a>	<a href="#">RI.10</a>			<a href="#">RI.9</a>	<a href="#">RI.10</a>		
<a href="#">Reading Literature</a>				<a href="#">Reading Literature</a>				<a href="#">Reading Literature</a>				<a href="#">Reading Literature</a>				<a href="#">Reading Literature</a>			
<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>	<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>	<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>	<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>	<a href="#">RL.1</a>	<a href="#">RL.2</a>	<a href="#">RL.3</a>	<a href="#">RL.4</a>
<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>		<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>		<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>		<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>		<a href="#">RL.5</a>	<a href="#">RL.6</a>	<a href="#">RL.7</a>	
<a href="#">RL.9</a>	<a href="#">RL.10</a>			<a href="#">RL.9</a>	<a href="#">RL.10</a>			<a href="#">RL.9</a>	<a href="#">RL.10</a>			<a href="#">RL.9</a>	<a href="#">RL.10</a>			<a href="#">RL.9</a>	<a href="#">RL.10</a>		
<a href="#">Writing</a>				<a href="#">Writing</a>				<a href="#">Writing</a>				<a href="#">Writing</a>				<a href="#">Writing</a>			
<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>	<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>	<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>	<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>	<a href="#">W.1</a>	<a href="#">W.2</a>	<a href="#">W.3</a>	<a href="#">W.4</a>
<a href="#">W.5</a>	<a href="#">W.6</a>			<a href="#">W.5</a>	<a href="#">W.6</a>			<a href="#">W.5</a>	<a href="#">W.6</a>			<a href="#">W.5</a>	<a href="#">W.6</a>			<a href="#">W.5</a>	<a href="#">W.6</a>		
<a href="#">Speaking &amp; Listening</a>				<a href="#">Speaking &amp; Listening</a>				<a href="#">Speaking &amp; Listening</a>				<a href="#">Speaking &amp; Listening</a>				<a href="#">Speaking &amp; Listening</a>			
<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>	<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>	<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>	<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>	<a href="#">SL.1</a>	<a href="#">SL.2</a>	<a href="#">SL.3</a>	<a href="#">SL.4</a>
<a href="#">SL.5</a>				<a href="#">SL.5</a>				<a href="#">SL.5</a>				<a href="#">SL.5</a>				<a href="#">SL.5</a>			
<a href="#">Language</a>				<a href="#">Language</a>				<a href="#">Language</a>				<a href="#">Language</a>				<a href="#">Language</a>			
<a href="#">L.1</a>	<a href="#">L.2</a>	<a href="#">L.3</a>	<a href="#">L.4</a>	<a href="#">L.1</a>	<a href="#">L.2</a>	<a href="#">L.3</a>	<a href="#">L.4</a>	<a href="#">L.1</a>	<a href="#">L.2</a>	<a href="#">L.3</a>	<a href="#">L.4</a>	<a href="#">L.1</a>	<a href="#">L.2</a>	<a href="#">L.3</a>	<a href="#">L.4</a>	<a href="#">L.1</a>	<a href="#">L.2</a>	<a href="#">L.3</a>	<a href="#">L.4</a>
<a href="#">L.5</a>				<a href="#">L.5</a>				<a href="#">L.5</a>				<a href="#">L.5</a>				<a href="#">L.5</a>			
<p>Note: Green Highlighted Boxes indicate standards in which additional standards from Speaking &amp; Listening and/or Language are integrated into the main standard.</p> <p>Note: Terms combined with a / indicate that these terms are interchangeable (e.g., point of view/perspective in Reading Informational)</p>																			

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Table of Contents

<a href="#"><u>Anchor Standards</u></a>	Reading	P. 6	<a href="#"><u>Writing</u></a>	K-2	P. 44
	Writing	P. 7		3-5	P. 46
	Speaking & Listening	P. 8		6-8	P. 49
	Language	P. 9		9-12	P. 53
<a href="#"><u>Reading Foundations</u></a>	K-2	P. 10	<a href="#"><u>Speaking &amp; Listening</u></a>	K-2	P. 56
	3-5	P. 14		3-5	P. 57
	6-8	P. 15		6-8	P. 58
				9-12	P. 60
<a href="#"><u>Reading Informational</u></a>	K-2	P. 16	<a href="#"><u>Language</u></a>	K-2	P. 61
	3-5	P. 19		3-5	P. 64
	6-8	P. 22		6-8	P. 66
	9-12	P. 25		9-12	P. 68
<a href="#"><u>Reading Literature</u></a>	K-2	P. 28			
	3-5	P. 31			
	6-8	P. 34			
	9-12	P. 37			
<a href="#"><u>Writing Foundations</u></a>	K-2	P. 40			
	3-5	P. 42			

## Anchor Standards K-12

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the anchor standards below by number. The anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.



[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

Reading Anchor Standards	
Key Ideas and Details	
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.2	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure	
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
R.6	Assess how perspective or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
R.10	Read and comprehend complex literary and informational texts independently and proficiently.

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

Writing Anchor Standards	
Text Types and Purposes	
W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing	
W.4	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
W.5	Use technology, including the Internet, to produce and publish writing, digital media, visual displays of data, and other presentations, and to interact and collaborate with others.
Research to Build and Present Knowledge	
W.6	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Speaking and Listening Anchor Standards

### Comprehension and Collaboration

- |      |  |
|------|--|
| SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| SL.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |

### Presentation of Knowledge and Ideas

- |      |  |
|------|--|
| SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| SL.5 | Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing a full range of linguistic skills.  |

## HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

Language Anchor Standards	
Comprehension and Collaboration	
L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing or speaking.
L.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
L.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
Vocabulary Acquisition and Use	
L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

[Return to Table of Contents](#)



# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Reading Foundations K-8

Kindergarten		1st Grade		2nd Grade	
Print Concepts					
K.RF. 1	Demonstrate understanding of the organization and basic features of print:	1.RF. 1	Demonstrate understanding of the organization and basic features of print:	2.RF. 1	(Not addressed in 2nd grade)
a	Follow words from left to right, top to bottom, and page by page.	a	Recognize the capitalization of proper nouns.		
b	Recognize that spoken words are represented in written language by specific sequences of letters.	b	Recognize the meaning of ending punctuation.		
c	Understand that words are separated by spaces in print.	c	Recognize the meaning of a comma within text.		
d	Recognize and name all upper- and lowercase letters of the alphabet.				
e	Recognize the distinguishing features of a sentence:				
	- First word capitalization				
	- Ending punctuation				

[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

Kindergarten		1st Grade		2nd Grade	
Phonological Awareness					
K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes):	1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes):	2.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes):
a	Recognize and count individual words in a spoken sentence.	a	Add, delete, and substitute syllables in multisyllabic words.	a	Add, delete, or substitute individual sounds in initial, medial, or final position in single-syllable words to make new words, including substitution within consonant blends.
b	Recognize and produce rhyming words.	b	Blend sounds (phonemes) to orally produce single-syllable words, including short and long vowel sounds, consonant blends, digraphs, and diphthongs.		
c	Count, pronounce, blend, and segment syllables in multisyllabic words.	c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		
d	Blend and segment onsets and rimes of single-syllable spoken words.	d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes), including short and long vowel sounds.		
e	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (consonant-vowel-consonant, or CVC) words, not including those ending with /l/, /r/, or /x/.	e	Add, delete, or substitute (in words with 5-6 phonemes) individual sounds (phonemes) in initial and final positions in simple, one-syllable words to make new words.		
f	Blend and segment 2- and 3-phoneme words including long and short vowel sounds, diphthongs, and digraphs.				
g	Distinguish long from short vowel sounds in spoken single-syllable words.				

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

Kindergarten		1st Grade		2nd Grade	
Phonics and Word Recognition					
K.RF.3	Know and apply grade-level phonics and word analysis skills to read:	1.RF.3	Know and apply grade-level phonics and word analysis skills to read:	2.RF.3	Know and apply grade-level phonics and word analysis skills to read:
a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant, and all 5 vowels.	a	Read regularly spelled one and two-syllable words in isolation and in text, including:	a	Read one- and 2-syllable words in isolation and in text, including:
b	Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels (closed and open syllables).	-	Short vowel words with CVC, CCVC, CVCC, and CCVCC patterns	-	3-Consonant Blends
c	Accurately read regularly spelled one-syllable words in isolation and in text, including:	-	Digraphs (sh, ch, wh, th, ng, ck)	-	Digraphs ph (/f/), gh (/f/), and ch (/k/ and /sh/)
-	Vowel-Consonant (VC)	-	Vowel-Consonant-Silent e (VCe) (e.g., cave)	-	Trigraphs
-	CVC	-	Vowel Teams (e.g., pain)	-	Complex Vowel-r Combinations (e.g., are, air, our, ore, ear, eer, ure, etc.)
-	CV	-	R-Controlled Vowels (ar, er, ir, or, ur)	-	Diphthongs
-	All of the above word types with digraphs sh, ch, and th	-	Diphthongs	-	Schwa
d	Read common grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., can, the, of, to, you, she, my, is, are, do, does).	-	Closed Syllables	-	Possessives
		-	Open Syllables	-	Plurals
		-	Inflectional Suffixes with no spelling change (e.g., help, helps, helped, helping)	-	Silent Letter Combinations (kn-, -lm, -mb, gh-, wr-)
		-	Prefixes	-	Inflectional Suffixes with spelling change (e.g., carry, carries)
		-	Compound Words	-	Common Derivational Suffixes
		-	Contractions	-	Less Common Prefixes (e.g., fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, etc.)
		-	Possessives	b	Apply knowledge of the 6 syllable types when reading one- and 2-syllable words (open, closed, VCE, r-controlled, consonant + le, and vowel teams).
		-	Plurals	c	Read common, grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., eat, can, the, of, to, you, she, my, is, are, do, does).
		b	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
		c	Read common, grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., eat, can, the, of, to, you, she, my, is, are, do, does).		

[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

	Kindergarten	1st Grade	2nd Grade
<b>Fluency</b>			
K.RF.4	<p>Demonstrate emergent fluency through:</p> <ul style="list-style-type: none"> <li>a Fluent letter and sound identification</li> <li>b Fluent decoding of taught phonics patterns in single words</li> <li>c Fluent decoding of taught phonics patterns in connected decodable text</li> </ul>	<p>1.RF.4</p> <p>Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.</p>	<p>2.RF.4</p> <p>Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.</p>

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

3rd Grade		4th Grade		5th Grade	
Print Concepts					
3.RF.1	(Not addressed in 3rd grade)	4.RF.1	(Not addressed in 4th grade)	5.RF.1	(Not addressed in 5th grade)
Phonological Awareness					
3.RF.2	(Not addressed in 3rd grade)	4.RF.2	(Not addressed in 4th grade)	5.RF.2	(Not addressed in 5th grade)
Phonics and Word Recognition					
3.RF.3	Know and apply grade-level phonics and word analysis skills to read:	4.RF.3	Know and apply grade-level phonics and word analysis skills to read:	5.RF.3	Know and apply grade-level phonics and word analysis skills to read:
a	Read regularly spelled single-syllable and multisyllabic words in isolation and in text, including:	a	Read multisyllabic words in isolation and in text, including:	a	Read multisyllabic words in isolation and in text, including:
	<ul style="list-style-type: none"><li>Multisyllabic words with the patterns: VC/CV, V/CV, VC/V, and CV/VC</li><li>Possessives and Plurals</li><li>Irregular Past Tense and Plurals</li><li>Common Latin Affixes and Roots</li></ul>		<ul style="list-style-type: none"><li>Latin Roots and Affixes</li><li>Common Greek Roots and Affixes</li></ul>		<ul style="list-style-type: none"><li>Greek and Latin Roots and Affixes</li></ul>
b	Demonstrate and apply knowledge of syllable division and morpheme meaning when reading multisyllabic words.	b	Read complex decodable and irregular high frequency words.	b	Apply knowledge of syllables, word origins, and morphemes when reading and determining word meaning.
c	Read common grade appropriate decodable and irregular high frequency words.			c	Read complex and decodable and irregular high frequency words.
Fluency					
3.RF.4	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	4.RF.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	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.

[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

6th Grade		7th Grade		8th Grade	
Fluency					
6.RF.4	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	7.RF.4	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	8.RF.4	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Reading Informational K-12

Kindergarten		1st Grade		2nd Grade													
Key Ideas and Details																	
K.RI.1	With prompting and support, ask and answer questions about key details in a text.	1.RI.1	Ask and answer questions about key details in a text.	2.RI.1	Ask and answer <i>who, what, where, when, why, and how</i> questions to demonstrate understanding of key details in a text.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>K.RI.1.SL</td><td>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td></tr></table>		Integrated Speaking and Listening		K.RI.1.SL	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>1.RI.1.SL</td><td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td></tr></table>		Integrated Speaking and Listening		1.RI.1.SL	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>2.RI.1.SL</td><td>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td></tr></table>		Integrated Speaking and Listening		2.RI.1.SL	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Integrated Speaking and Listening																	
K.RI.1.SL	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																
Integrated Speaking and Listening																	
1.RI.1.SL	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.																
Integrated Speaking and Listening																	
2.RI.1.SL	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.																
K.RI.2	With prompting and support, identify the main/central topic and retell key details of a text.	1.RI.2	Analyze informational text development:  a Identify the main/central topic of a text.  b Retell key details of a text.	2.RI.2	Analyze informational text development:  a Identify the main/central topic of a multiparagraph text.  b Identify the focus of specific paragraphs within a multiparagraph text.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>K.RI.2.SL</td><td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td></tr></table>		Integrated Speaking and Listening		K.RI.2.SL	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>1.RI.2.SL</td><td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td></tr></table>		Integrated Speaking and Listening		1.RI.2.SL	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>2.RI.2.SL</td><td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td></tr></table>		Integrated Speaking and Listening		2.RI.2.SL	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Integrated Speaking and Listening																	
K.RI.2.SL	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																
Integrated Speaking and Listening																	
1.RI.2.SL	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																
Integrated Speaking and Listening																	
2.RI.2.SL	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.																
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>K.RI.3.SL</td><td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td></tr></table>		Integrated Speaking and Listening		K.RI.3.SL	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>1.RI.3.SL</td><td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td></tr></table>		Integrated Speaking and Listening		1.RI.3.SL	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>2.RI.3.SL</td><td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td></tr></table>		Integrated Speaking and Listening		2.RI.3.SL	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Integrated Speaking and Listening																	
K.RI.3.SL	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																
Integrated Speaking and Listening																	
1.RI.3.SL	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																
Integrated Speaking and Listening																	
2.RI.3.SL	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.																

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Craft and Structure

**K.RI.4** Determine the meaning of words and phrases in a text relevant to a kindergarten topic or subject area.

Integrated Speaking and Listening	
<b>K.RI.4.SL</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Integrated Language	
<b>K.RI.4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content:
<b>a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
<b>b</b>	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
<b>K.RI.4.Lb</b>	With guidance and support from adults, explore word relationships and nuances in word meanings:
<b>a</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
<b>b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
<b>c</b>	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
<b>d</b>	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**1.RI.4** Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.

Integrated Speaking and Listening	
<b>1.RI.4.SL</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Integrated Language	
<b>1.RI.4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:
<b>a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>b</b>	Use frequently occurring affixes as a clue to the meaning of a word.
<b>c</b>	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>1.RI.4.Lb</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:
<b>a</b>	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<b>b</b>	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
<b>c</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>d</b>	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**2.RI.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Integrated Speaking and Listening	
<b>2.RI.4.SL</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Integrated Language	
<b>2.RI.4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies:
<b>a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>b</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
<b>c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<b>d</b>	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
<b>e</b>	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<b>2.RI.4.Lb</b>	Demonstrate understanding of word relationships and nuances in word meanings:
<b>a</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>b</b>	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).



# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

K.RI. 5	Identify the front cover, back cover, and title page of a book.	1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	2.RI. 5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
K.RI. 6	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	2.RI. 6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Integration of Knowledge and Ideas</b>					
K.RI. 7	With prompting and support, describe the relationship between visual aids and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual aid depicts).	1.RI.7	Use the visual aids and details in a text to describe its key ideas.	2.RI. 7	Explain how specific visual aids (e.g., a diagram showing how a machine works) contribute to and clarify a text.
K.RI. 8	With prompting and support, identify the reasons an author gives to support points in a text.	1.RI.8	Identify the reasons an author gives to support points in a text.	2.RI. 8	Describe how reasons support specific points the author makes in a text.
K.RI. 9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2.RI. 9	Compare and contrast the most important points presented by two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>					
K.RI. 10	Actively engage in group reading activities with purpose and understanding.	1.RI. 10	With prompting and support, read informational texts appropriately complex for grade 1.	2.RI. 10	Read and comprehend informational texts appropriately complex for grade 2.

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

3rd Grade		4th Grade		5th Grade													
Key Ideas and Details																	
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.	4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>3.RI.1.SL</td><td>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</td></tr></table>		Integrated Speaking and Listening		3.RI.1.SL	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>4.RI.1.SL</td><td>Identify the reasons and evidence a speaker provides to support particular points.</td></tr></table>		Integrated Speaking and Listening		4.RI.1.SL	Identify the reasons and evidence a speaker provides to support particular points.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>5.RI.1.SL</td><td>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td></tr></table>		Integrated Speaking and Listening		5.RI.1.SL	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Integrated Speaking and Listening																	
3.RI.1.SL	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.																
Integrated Speaking and Listening																	
4.RI.1.SL	Identify the reasons and evidence a speaker provides to support particular points.																
Integrated Speaking and Listening																	
5.RI.1.SL	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.																
3.RI.2	Analyze informational text development:  a. Determine the main/central idea of a text.  b. Recount the key details and explain how they support the main/central idea.	4.RI.2	Analyze informational text development:  a. Determine the main/central idea of a text and explain how it is supported by key details.  b. Summarize the text, incorporating an explanation of how the key details support the main/central idea.	5.RI.2	Analyze informational text development:  a. Determine two or more main/central ideas of a text and explain how they are supported by the key details.  b. Summarize the text, incorporating how the key details support the main/central ideas.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>3.RI.2.SL</td><td>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td></tr></table>		Integrated Speaking and Listening		3.RI.2.SL	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>4.RI.2.SL</td><td>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td></tr></table>		Integrated Speaking and Listening		4.RI.2.SL	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>5.RI.2.SL</td><td>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</td></tr></table>		Integrated Speaking and Listening		5.RI.2.SL	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Integrated Speaking and Listening																	
3.RI.2.SL	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.																
Integrated Speaking and Listening																	
4.RI.2.SL	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.																
Integrated Speaking and Listening																	
5.RI.2.SL	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.																
3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>3.RI.3.SL</td><td>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable</td></tr></table>		Integrated Speaking and Listening		3.RI.3.SL	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>4.RI.3.SL</td><td>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at</td></tr></table>		Integrated Speaking and Listening		4.RI.3.SL	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>5.RI.3.SL</td><td>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</td></tr></table>		Integrated Speaking and Listening		5.RI.3.SL	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
Integrated Speaking and Listening																	
3.RI.3.SL	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable																
Integrated Speaking and Listening																	
4.RI.3.SL	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at																
Integrated Speaking and Listening																	
5.RI.3.SL	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																

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

	pace.
--	-------

	an understandable pace.
--	-------------------------

	understandable pace.
--	----------------------

## Craft and Structure

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Integrated Language	
3.RI.4.La	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies:
a	Use sentence-level context as a clue to the meaning of a word or phrase.
b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
3.RI.4.Lb	Demonstrate understanding of word relationships and nuances in word meanings:
a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
c	Distinguish shades of meaning

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Integrated Language	
4.RI.4.La	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies:
a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
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.
4.RI.4.Lb	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
b	Recognize and explain the meaning of common idioms, adages, and proverbs.
c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integrated Language	
5.RI.4.La	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:
a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
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.RI.4.Lb	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
a	Interpret figurative language, including similes and metaphors, in context.
b	Recognize and explain the meaning of common idioms, adages, and proverbs.
c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

		among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
--	--	--

		meanings (synonyms).
--	--	----------------------

3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.RI.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.
3.RI.6	Distinguish their own point of view/perspective from that of the author of a text.	4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view/perspective they represent.

## Integration of Knowledge and Ideas

3.RI.7	Use information gained from visual aids (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## Range of Reading and Level of Text Complexity

3.RI.10	Read and comprehend informational texts appropriately complex for grade 3.	4.RI.10	Read and comprehend informational texts appropriately complex for grade 4.	5.RI.10	Read and comprehend informational texts appropriately complex for grade 5.
---------	--	---------	--	---------	--

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## 6th Grade

## 7th Grade

## 8th Grade

### Key Ideas and Details

6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Integrated Speaking and Listening

**6.RI.1.SL** Delineate a speaker's argument and specific claims distinguishing claims that are supported by reasons and evidence from claims that are not.

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Integrated Speaking and Listening

**7.RI.1.SL** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### Integrated Speaking and Listening

**8.RI.1.SL** Delineate a speaker's argument and specific claims evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

6.RI.2 Analyze informational text development:

- a. Determine a main/central idea of a text.
- b. Incorporate key details that convey the main/central idea into an objective summary of the text.

#### Integrated Speaking and Listening

**6.RI.2.SL** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

7.RI.2 Analyze informational text development:

- a. Determine two or more main/central ideas in a text and analyze their development over the course of a text.
- b. Incorporate the development of the main/central ideas into an objective summary.

#### Integrated Speaking and Listening

**7.RI.2.SL** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

8.RI.2 Analyze informational text development:

- a. Determine a main/central idea of a text and analyze its development over the course of the text in relationship to supporting details.
- b. Incorporate the main/central idea, including its relationship to supporting details, into an objective summary.

#### Integrated Speaking and Listening

**8.RI.2.SL** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### Integrated Speaking and Listening

**6.RI.3.SL** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### Integrated Speaking and Listening

**7.RI.3.SL** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

#### Integrated Speaking and Listening

**8.RI.3.SL** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

[Return to Table of Contents](#)

## Craft and Structure

6.RI.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Integrated Language	
6.RI.4.La	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies:
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.RI.4.Lb	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
a	Interpret figures of speech (e.g., personification) in context.
b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

7.RI.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Integrated Language	
7.RI.4.La	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies:
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
7.RI.4.Lb	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
a	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

8.RI.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Integrated Language	
8.RI.4.La	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade reading and content, choosing flexibly from a range of strategies:
a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
8.RI.4.Lb	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
a	Interpret figures of speech (e.g. verbal irony, puns) in context.
b	Use the relationship between particular words to better understand each of the words.
c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6.RI.6	Determine an author's point of view/perspective or purpose in a text and explain how it is conveyed in the text.	7.RI.6	Determine an author's point of view/perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.	8.RI.6	Determine an author's point of view/perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

## Integration of Knowledge and Ideas

6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
6.RI.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## Range of Reading and Level of Text Complexity

6.RI.10	Read and comprehend informational texts appropriately complex for grade 6.	7.RI.10	Read and comprehend informational texts appropriately complex for grade 7.	8.RI.10	Read and comprehend informational texts appropriately complex for grade 8.
---------	--	---------	--	---------	--

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## 9th-10th Grade

## 11th-12th Grade

### Key Ideas and Details

9/10.  
RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

11/12  
.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

9/10.  
RI.2 Analyze informational text development:

11/12  
.RI.2 Analyze informational text development:

- a. Determine a main/central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped by specific details.
- b. Provide an objective summary of the text, including the analysis of the main/central idea's development.

- a. Determine two or more main/central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.
- b. Provide an objective summary of the text, including a complex analysis of how the main/central ideas interact and build on one another through the course of the text.

9/10.  
RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

11/12  
.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### Integrated Speaking and Listening

**9/10.RI.3.  
SL**

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Integrated Speaking and Listening

**11/12.RI.3.  
SL**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.



# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Craft and Structure

9/10.  
RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Integrated Language	
9/10.RI.4.La	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies:
a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9/10.4.RI.Lb	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
b	Analyze nuances in the meaning of words with similar denotations.

11/12.  
RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integrated Language	
11/12.RI.4.La	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies:
a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
11/12.RI.4.Lb	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
b	Analyze nuances in the meaning of words with similar denotations.

9/10.  
RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

11/12.  
RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

9/10.  
RI.6 Determine an author's point of view/perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integrated Speaking and Listening	
<b>9/10. RI.6. SL</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

11/12  
.RI.6 Determine an author's point of view/perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integrated Speaking and Listening	
<b>11/12 .RI.6. SL</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## Integration of Knowledge and Ideas

9/10.  
RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Integrated Speaking and Listening	
<b>9/10. RI.7. SL</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

11/12  
.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Integrated Speaking and Listening	
<b>11/12 .RI.7. SL</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

9/10.  
RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

11/12  
.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9/10.  
RI.9 Analyze foundational documents of historical and literary significance, including how they address related universal themes and concepts.

11/12  
.RI.9 Analyze foundational documents of historical and literary significance, including how they use rhetorical features and address related universal themes and concepts.

## Range of Reading and Level of Text Complexity

9/10.  
RI.10 Read and comprehend informational texts appropriately complex for grade 9-10.

11/12  
.RI.10 Read and comprehend informational texts appropriately complex for grade 11-12.

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Reading Literature K-12

Kindergarten		1st Grade		2nd Grade													
Key Ideas and Details																	
K.RL.1	With prompting and support, ask and answer questions about key details in a text.	1.RL.1	Ask and answer questions about key details in a text.	2.RL.1	Ask and answer <i>who, what, where, when, why,</i> and <i>how</i> questions to demonstrate understanding of key details in a text.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>K.RL.1.SL</td><td>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td></tr></table>		Integrated Speaking and Listening		K.RL.1.SL	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>1.RL.1.SL</td><td>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td></tr></table>		Integrated Speaking and Listening		1.RL.1.SL	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>2.RL.1.SL</td><td>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td></tr></table>		Integrated Speaking and Listening		2.RL.1.SL	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Integrated Speaking and Listening																	
K.RL.1.SL	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																
Integrated Speaking and Listening																	
1.RL.1.SL	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.																
Integrated Speaking and Listening																	
2.RL.1.SL	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.																
K.RL.2	With prompting and support, retell familiar stories, including key details.	1.RL.2	Analyze literary text development: a Demonstrate understanding of the lesson in the story. b Retell stories, including key details.	2.RL.2	Analyze literary text development: a Determine the lesson or moral. b Retell stories, including fables and folktales from diverse cultures.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>K.RL.2.SL</td><td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td></tr></table>		Integrated Speaking and Listening		K.RL.2.SL	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>1.RL.2.SL</td><td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td></tr></table>		Integrated Speaking and Listening		1.RL.2.SL	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>2.RL.2.SL</td><td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td></tr></table>		Integrated Speaking and Listening		2.RL.2.SL	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Integrated Speaking and Listening																	
K.RL.2.SL	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																
Integrated Speaking and Listening																	
1.RL.2.SL	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																
Integrated Speaking and Listening																	
2.RL.2.SL	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.																
K.RL.3	Describe story elements:  a With prompting and support, identify characters and their feelings, settings, major events (plot), problems, and solutions in a story.	1.RL.3	Describe story elements:  a Using key details, describe characters and their feelings, settings, major events (plot), problems, and solutions in a story.	2.RL.3	Describe story elements:  a Using key details, describe characters and their traits in a story, and how they respond to major events (plot) and challenges.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>K.RL.3.SL</td><td>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td></tr></table>		Integrated Speaking and Listening		K.RL.3.SL	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>1.RL.3.SL</td><td>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</td></tr></table>		Integrated Speaking and Listening		1.RL.3.SL	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>2.RL.3.SL</td><td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</td></tr></table>		Integrated Speaking and Listening		2.RL.3.SL	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Integrated Speaking and Listening																	
K.RL.3.SL	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																
Integrated Speaking and Listening																	
1.RL.3.SL	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																
Integrated Speaking and Listening																	
2.RL.3.SL	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.																

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Craft and Structure

K.RL.  
4

With prompting and support, determine the meaning of words and phrases as they are used in a text.

Integrated Speaking and Listening	
<b>K.RL. 4.SL</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Integrated Language	
<b>K.RL. 4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content:
	<b>a</b> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	<b>b</b> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
<b>K.RL. 4.Lb</b>	With guidance and support from adults, explore word relationships and nuances in word meanings:
	<b>a</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
	<b>b</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
	<b>c</b> Identify real-life connections between words and their use (e.g., note places at school that are colorful).
	<b>d</b> Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the

1.RL.  
4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integrated Speaking and Listening	
<b>1.RL. 4.SL</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Integrated Language	
<b>1.RL. 4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:
	<b>a</b> Use sentence-level context as a clue to the meaning of a word or phrase.
	<b>b</b> Use frequently occurring affixes as a clue to the meaning of a word.
	<b>c</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
<b>1.RL. 4.Lb</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:
	<b>a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	<b>b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
	<b>c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	<b>d</b> Distinguish shades of meaning

2.RL.  
4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Integrated Speaking and Listening	
<b>2.RL. 4.SL</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Integrated Language	
<b>2.RL. 4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies:
	<b>a</b> Use sentence-level context as a clue to the meaning of a word or phrase.
	<b>b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	<b>c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	<b>d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
	<b>e</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
<b>1.RL. 4.Lb</b>	Demonstrate understanding of word relationships and nuances in word meanings:
	<b>a</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

	meanings.
--	-----------

	among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
--	---

<b>b</b>	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
----------	--

K.RL.5	Recognize common types of texts (e.g., storybooks, poems).	1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
K.RL.6	With prompting and supporting, name the author and illustrator of a story and define the role of each in telling the story.	1.RL.6	Identify who is telling the story at various points in a text.	2.RL.6	Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.

## Integration of Knowledge and Ideas

K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	2.RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

## Range of Reading and Level of Text Complexity

K.RL.10	Actively engage in group reading activities with purpose and understanding.	1.RL.10	With prompting and support, read literary texts appropriately complex for grade 1.	2.RL.10	Read and comprehend literary texts appropriately complex for grade 2.
---------	---	---------	--	---------	---

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## 3rd Grade

## 4th Grade

## 5th Grade

### Key Ideas and Details

- 3.RL.  
1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Integrated Speaking and Listening	
3.RL. 1.SL	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- 4.RL.  
1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Integrated Speaking and Listening	
4.RL. 1.SL	Identify the reasons and evidence a speaker provides to support particular points.

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

Integrated Speaking and Listening	
5.RL. 1.SL	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- 3.RL.  
2 Analyze literary text development:
- a Determine a theme and explain how it is conveyed through key details in the text.
  - b Retell stories, including fables, folktales, and myths from diverse cultures.

Integrated Speaking and Listening	
3.RL. 2.SL	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- 4.RL.  
2 Analyze literary text development:
- a Determine a theme of a story, drama, or poem from details in the text.
  - b Summarize the text, incorporating a theme determined from details in the text.

Integrated Speaking and Listening	
4.RL. 2.SL	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- 5.RL.  
2 Analyze literary text development:
- 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.
  - b Summarize the text, incorporating a theme determined from details in the text.

Integrated Speaking and Listening	
5.RL. 2.SL	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- 3.RL.  
3 Describe story elements:
- a Using key details, describe characters in a story, including their traits, motivations, and feelings, and explain how their actions contribute to the sequence of events.

Integrated Speaking and Listening	
3.RL. 3.SL	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- 4.RL.  
3 Describe story elements:
- a Drawing on specific details in the text, describe in depth a character, setting, or event in a story or drama.

Integrated Speaking and Listening	
4.RL. 3.SL	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

Integrated Speaking and Listening	
5.RL. 3.SL	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.

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Craft and Structure

**3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integrated Language	
<b>3.RL.4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies:
<b>a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>b</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
<b>c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
<b>d</b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<b>3.RL.4.Lb</b>	Demonstrate understanding of word relationships and nuances in word meanings:
<b>a</b>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>b</b>	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
<b>c</b>	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed,

**4.RL.4** Determine the meaning of words and phrases as they are used in a text, including allusions to history, mythology, pop culture, etc. (e.g., Rose is such an Einstein.)

Integrated Language	
<b>4.RL.4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies:
<b>a</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>b</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
<b>c</b>	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.
<b>4.RL.4.Lb</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
<b>a</b>	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
<b>b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.
<b>c</b>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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

Integrated Language	
<b>5.RL.4.La</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>a</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>b</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
<b>c</b>	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.
<b>5.RL.4.Lb</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
<b>a</b>	Interpret figurative language, including similes and metaphors, in context.
<b>b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.
<b>c</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

		suspected, heard, wondered).
--	--	------------------------------

3.RL. 5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	4.RL. 5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.RL. 5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
3.RL. 6	Distinguish their own perspectives from that of the narrator or those of the characters, including identifying the point of view of the narrator.	4.RL. 6	Compare and contrast the perspectives from which different stories are narrated, including identifying the point of view of the narrations.	5.RL. 6	Describe how a narrator's or speaker's perspective influences how events are described, including the impact of the point of view.
<b>Integration of Knowledge and Ideas</b>					
3.RL. 7	Explain how specific aspects of a print or digital text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	4.RL. 7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	5.RL. 7	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).
3.RL. 9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	4.RL. 9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	5.RL. 9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>Range of Reading and Level of Text Complexity</b>					
3.RL. 10	Read and comprehend literary texts appropriately complex for grade 3.	4.RL. 10	Read and comprehend literary texts appropriately complex for grade 4.	5.RL. 10	Read and comprehend literary texts appropriately complex for grade 5.



# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## 6th Grade

## 7th Grade

## 8th Grade

### Key Ideas and Details

6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Integrated Speaking and Listening

**6.RL.1.SL** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Integrated Speaking and Listening

**7.RL.1.SL** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

#### Integrated Speaking and Listening

**8.RL.1.SL** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

6.RL.2 Analyze literary text development:

- a Determine a theme of a text and how it is conveyed through particular details.
- b Incorporate a theme and story details into an objective summary of the text.

#### Integrated Speaking and Listening

**6.RL.2.SL** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

7.RL.2 Analyze literary text development:

- a Determine a theme of a text and analyze its development over the course of the text.
- b Incorporate the development of a theme and other story details into an objective summary of the text.

#### Integrated Speaking and Listening

**7.RL.2.SL** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

8.RL.2 Analyze literary text development:

- a Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- b Incorporate a theme and its relationship to other story elements into an objective summary of the text.

#### Integrated Speaking and Listening

**8.RL.2.SL** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

6.RL.3 Analyze literary elements:

- a Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### Integrated Speaking and Listening

**6.RL.3.SL** Present claims and findings, sequencing ideas logically and using pertinent

7.RL.3 Analyze literary elements:

- a Analyze how particular literary elements of a story or drama interact, including their impact on plot.

#### Integrated Speaking and Listening

**7.RL.3.SL** Present claims and findings, emphasizing salient points in a

8.RL.3 Analyze literary elements:

- a Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, and/or provoke a decision.

#### Integrated Speaking and Listening

**8.RL.3.SL** Present claims and findings, emphasizing salient points in a focused, coherent manner with

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

## Craft and Structure

**6.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Integrated Language	
<b>6.RL.4. La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies:
<b>a</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>b</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
<b>c</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>d</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>6.RL.4. Lb</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
<b>a</b>	Interpret figures of speech (e.g., personification) in context.

**7.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Integrated Language	
<b>7.RL.4. La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies:
<b>a</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>b</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
<b>c</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>d</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**8.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Integrated Language	
<b>8.RL.4. La</b>	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:
<b>a</b>	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<b>b</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
<b>c</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>d</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>8.RL.4. Lb</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
<b>a</b>	Interpret figures of speech (e.g. verbal irony, puns) in context.
<b>b</b>	Use the relationship between particular

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

	<b>b</b>	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	<b>c</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

<b>7.RL.4.</b>	<b>Lb</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
	<b>a</b>	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	<b>b</b>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	<b>c</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

		words to better understand each of the words.
	<b>c</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	7.RL.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6.RL.6	Explain how an author develops the perspective of the narrator or speaker in a text.	7.RL.6	Analyze how an author develops and contrasts the perspectives of different characters or narrators in a text.	8.RL.6	Analyze how differences in the perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

## Integration of Knowledge and Ideas

6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works from around the world, including describing how the material is rendered new.

## Range of Reading and Level of Text Complexity

6.RL.10	Read and comprehend literary texts appropriately complex for grade 6.	7.RL.10	Read and comprehend literary texts appropriately complex for grade 7.	8.RL.10	Read and comprehend literary texts appropriately complex for grade 8.
---------	---	---------	---	---------	---

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## 9th-10th Grade

## 11th-12th Grade

### Key Ideas and Details

9/10.  
RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

11/12.  
RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

9/10.  
RL.2 Analyze literary text development:

- a Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- b Provide an objective summary of the text that includes the theme and relevant story elements.

11/12.  
RL.2 Analyze literary text development:

- a Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
- b Produce a thorough analysis of the text.

9/10.  
RL.3 Analyze literary elements:

- a Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

11/12.  
RL.3 Analyze literary elements:

- a Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### Integrated Speaking and Listening

<b>9/10.RL.3.SL</b>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
---------------------	---

#### Integrated Speaking and Listening

<b>11/12.RL.3.SL</b>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
----------------------	---

### Craft and Structure

9/10.  
RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

11/12.  
RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly impactful.

#### Integrated Language

<b>9/10.RL.4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies:
a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

#### Integrated Language

<b>11/12.RL.4.La</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies:
a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

	<b>b</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
	<b>c</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
	<b>d</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>9/10.RL.4.Lb</b>		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
	<b>a</b>	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	<b>b</b>	Analyze nuances in the meaning of words with similar denotations.

	<b>b</b>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	<b>c</b>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	<b>d</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>11/12.RL.4.Lb</b>		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
	<b>a</b>	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	<b>b</b>	Analyze nuances in the meaning of words with similar denotations.

9/10.  
RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

11/12.  
RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

9/10.  
RL.6 Analyze a particular perspective or cultural experience reflected in a work of literature, drawing on a wide reading of world literature.

11/12.  
RL.6 Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

## Integration of Knowledge and Ideas

9/10.  
RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

11/12.  
RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Integrated Speaking and Listening	
<b>9/10.RL.7.SL</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Integrated Speaking and Listening	
<b>11/12.RL.7.SL</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

9/10.  
RL.9 Analyze how an author draws on and transforms source material (e.g., other literary works, myths, religious texts, etc.) in a specific work.

11/12.  
RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature from around the world, including how two or more texts from the same period treat similar themes or topics.

[Return to Table of Contents](#)

## Range of Reading and Level of Text Complexity

9/10.  
RL.10 Read and comprehend literary texts appropriately complex for grades 9/10.

11/12.  
RL.10 Read and comprehend literary texts appropriately complex for grades 11/12.

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Writing Foundations K-5

Kindergarten		1st Grade		2nd Grade	
Handwriting, Spelling, and Sentence Formation					
K.WF.1	Demonstrate and apply correct handwriting skills:	1.WF.1	Demonstrate and apply correct handwriting skills:	2.WF.1	Demonstrate and apply correct handwriting skills:
a	Write upper- and lowercase manuscript letters using correct letter formation with guidance and support.	a	Write upper- and lowercase manuscript alphabet from memory using correct letter formation.	a	Write legibly in manuscript using correct letter formation.
b	Write left to right using appropriate spacing between words.	b	Write the common grapheme (letter or letter group) for each phoneme.	b	Transcribe ideas in manuscript with automaticity and proper spacing.
		c	Write with appropriate spacing between letters and words.		
K.WF.2	Know and apply phonics and word analysis skills when encoding words:	1.WF.2	Know and apply phonics and word analysis skills when encoding words:	2.WF.2	Know and apply phonics and word analysis skills when encoding words:
a	Write a letter or letters for consonant and short vowel sounds.	a	Spell common, regular, single-syllable words using:	a	Spell common, regular, single-syllable words using:
b	Represent phonemes in simple words, using letter-sound relationships, including phonetic spellings of unknown words.	-	Short vowels and single consonants	-	Long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right)
c	Spell common, regular, single-syllable words:	-	Consonant graphemes including qu, x, and -ck	-	Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn)
-	VC (Vowel-Consonant) (e.g., at, in)	-	Digraphs (e.g., thin, shop, when, much, sing)	-	All jobs of y (as consonant /y/; as /i/ on ends of single-syllable words like fly; as /ē/ on ends of multisyllabic words like baby; as /i/ in a few words like gym and myth)
-	CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words	-	Doubled letters (e.g., off, will, mess)	-	Three consonant blends (str, scr, spr) and blends with digraphs (thr, shr)
d	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.	-	Initial and final consonant blends (e.g., must, slab, plump)	-	Digraphs ph (/f/), gh (/f/), ch (/k/ and /sh/)
		-	Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like) and open syllables (e.g., go, cry)	b	With prompting and support, spell two- and three-syllable words that:
		b	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.	-	Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand)
<a href="#">Return to Table of Contents</a>					

[Return to Table of Contents](#)

- Include familiar compound words (e.g., houseboat, yellowtail)
- Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less)
- c With prompting and support, spell words with suffixes that require:
  - Consonant doubling (e.g., running, slipped)
  - Dropping silent e (e.g., smiled, paving)
  - Changing y to i (e.g., cried, babies)
- d Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
- e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

K.WF.3

Demonstrate command of the conventions of English when writing simple sentences:

- a Produce and expand complete sentences.
- b Recognize and name end punctuation.
- c Capitalize the first word in a sentence and the pronoun I.

1.WF.3

Demonstrate command of the conventions of English when writing sentences and single paragraphs:

- a Produce and expand complete simple and compound sentences in response to prompts.
- b Produce and expand declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- c Capitalize dates and names of people.
- d Use correct end punctuation for sentences.
- e Use commas in dates and to separate single words in a series.

2.WF.3

Demonstrate command of the conventions of English when writing sentences and paragraphs:

- a Produce, expand, and rearrange complete simple and compound sentences.
- b Capitalize holidays, product names, and geographic names.
- c Use commas in greetings and closings of letters.
- d Use an apostrophe to form contractions and frequently occurring possessives.

[Return to Table of Contents](#)



# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

3rd Grade		4th Grade		5th Grade	
Handwriting, Spelling, and Sentence Formation					
3.WF.1	Demonstrate and apply correct handwriting skills:	4.WF.1	Demonstrate and apply correct handwriting skills:	5.WF.1	Demonstrate and apply correct handwriting skills:
a	Legibly and fluently write in manuscript to produce grade-appropriate tasks.	a	Legibly and fluently write in manuscript to produce grade-appropriate tasks.	a	Legibly and fluently write in manuscript to produce grade-appropriate tasks.
3.WF.2	Know and apply phonics and word analysis skills when encoding words:	4.WF.2	Know and apply phonics and word analysis skills when encoding words:	5.WF.2	Know and apply phonics and word analysis skills when encoding words:
a	Spell single-syllable words with: <ul style="list-style-type: none"><li>- Less common, complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families)</li></ul>	a	Spell single-syllable words that are homophones	a	Use knowledge of Greek and Latin roots to accurately spell multisyllabic words.
b	Spell regular two-and three-syllable words that: <ul style="list-style-type: none"><li>- Combine all basic syllable types (closed, VCe, open, vowel team, vowel-r, and consonant -le)</li><li>- Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion)</li></ul>	b	Spell regular two- and three-syllable words that: <ul style="list-style-type: none"><li>- Include common Latin roots (e.g., port, form, ject, fer)</li><li>- Include less common prefixes (e.g., fore-, pro-, trans-)</li><li>- Include the schwa (e.g., active, nation, abandon)</li></ul>	b	Spell grade-appropriate words correctly, consulting references as needed.
c	Spell singular and plural possessives (e.g., teacher's, teachers').	c	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.		
d	Identify language of origin for words, as noted in dictionaries.	d	Consult reference materials, including dictionaries, as needed to check and correct spellings.		
e	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.				
f	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				

[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

3.WF.3	Demonstrate command of the conventions of English when writing, including multi-paragraph texts:	4.WF.3	Demonstrate command of the conventions of English when writing, including multi-paragraph texts:	5.WF.3	Demonstrate command of the conventions of English when writing, including multi-paragraph texts:
a	Produce simple, compound, and complex sentences .	a	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	a	Use punctuation to separate items in a series.
b	Capitalize appropriate words in titles.	b	Use correct capitalization.	b	Use a comma to separate an introductory element from the rest of the sentence.
c	Use commas in addresses.	c	Use commas and quotation marks to mark direct speech and quotations from a text.	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?).
d	Use commas and quotation marks in dialogue.	d	Use a comma before a coordinating conjunction in a compound sentence.	d	Use underlining, quotation marks, or italics to indicate titles of works.
e	Form and use possessives.				

[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Writing K-12

Kindergarten		1st Grade		2nd Grade													
Text Types and Purposes																	
K.W. 1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion about the topic or book.	1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion that follows from the argument presented, as appropriate to the task.												
K.W. 2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.												
K.W. 3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	2.W.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.												
Production and Distribution of Writing																	
K.W. 4	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	1.W.4	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	2.W.4	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)												
K.W. 5	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.W.5	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2.W.5	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.												
<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>K.W.5. SL</td><td>With prompting and support, leverage available technology to provide additional detail.</td></tr></table>		Integrated Speaking and Listening		K.W.5. SL	With prompting and support, leverage available technology to provide additional detail.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>1.W.5. SL</td><td>Leverage available technology to clarify ideas, thoughts, and feelings.</td></tr></table>		Integrated Speaking and Listening		1.W.5. SL	Leverage available technology to clarify ideas, thoughts, and feelings.	<table><tr><th colspan="2">Integrated Speaking and Listening</th></tr><tr><td>2.W.5. SL</td><td>Leverage available technology to clarify ideas, thoughts, and feelings.</td></tr></table>		Integrated Speaking and Listening		2.W.5. SL	Leverage available technology to clarify ideas, thoughts, and feelings.
Integrated Speaking and Listening																	
K.W.5. SL	With prompting and support, leverage available technology to provide additional detail.																
Integrated Speaking and Listening																	
1.W.5. SL	Leverage available technology to clarify ideas, thoughts, and feelings.																
Integrated Speaking and Listening																	
2.W.5. SL	Leverage available technology to clarify ideas, thoughts, and feelings.																

## Research to Build and Present Knowledge

K.W.  
6

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them):

- a With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.W.6

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions):

- a With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

2.W.6

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations):

- a Recall information from experiences or gather information from provided sources to answer a question.

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

3rd Grade	4th Grade	5th Grade
<b>Text Types and Purposes</b>		
<p><b>3.W.1</b> Write opinion pieces on topics or texts, supporting a claim with reasons:</p> <ul style="list-style-type: none"> <li>a Introduce the topic or text they are writing about, state a claim, and create an organizational structure that lists reasons.</li> <li>b Provide reasons that support the claim.</li> <li>c Use linking words and phrases (e.g., because, therefore, since, for example) to connect the claim and reasons.</li> <li>d Provide a conclusion that follows from the argument presented, as appropriate to the task.</li> </ul>	<p><b>4.W.1</b> Write opinion/argumentative pieces on topics or texts, supporting a claim with reasons and information:</p> <ul style="list-style-type: none"> <li>a Introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b Provide reasons that are supported by facts and details.</li> <li>c Link claim and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d Provide a conclusion that follows from the argument presented, as appropriate to the task.</li> </ul>	<p><b>5.W.1</b> Write argumentative/opinion pieces on topics or texts, supporting a claim with reasons and information:</p> <ul style="list-style-type: none"> <li>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.</li> <li>b Provide logically ordered reasons that are supported by facts and details.</li> <li>c Link the claim and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d Provide a conclusion that follows from the argument presented, as appropriate to the task.</li> </ul>
<p><b>3.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <ul style="list-style-type: none"> <li>a Introduce a topic and organize related information together; include illustrations when useful to aid comprehension.</li> <li>b Develop the topic with facts, definitions, and details.</li> <li>c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d Provide a concluding statement or section.</li> </ul>	<p><b>4.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <ul style="list-style-type: none"> <li>a Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</li> <li>b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>d Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p><b>5.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <ul style="list-style-type: none"> <li>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.</li> <li>b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e Provide a concluding statement or section related to the information or explanation presented.</li> </ul>

[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

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

- a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c Use temporal words and phrases to signal event order.
- d Provide a sense of closure.

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

- a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c Use a variety of transitional words and phrases to manage the sequence of events.
- d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e Provide a conclusion that follows from the narrated experiences or events.

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

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

## Production and Distribution of Writing

**3.W.4** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of related Writing Foundations and Language standards.)

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

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

**3.W.5** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Integrated Speaking and Listening	
<b>3.W.5.SL</b>	Leverage available technology to enhance certain facts or details.

**4.W.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 one page in a single sitting.

Integrated Speaking and Listening	
<b>4.W.5.SL</b>	Leverage available technology to enhance the development of main ideas or themes.

**5.W.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.

Integrated Speaking and Listening	
<b>5.W.5.SL</b>	Leverage available technology to enhance the development of main ideas or themes.

[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Research to Build and Present Knowledge

3.W.  
6

Conduct short research projects that build knowledge about a topic:

- a Write brief notes on information collected from experiences and/or print and digital sources, and sort into provided categories.

4.W.6

Conduct short research projects that build knowledge through investigation of different aspects of a topic:

- a Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
- b Draw evidence from literary or informational texts to support analysis, reflection, and research.

5.W.6

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

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

[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

6th Grade		7th Grade		8th Grade	
Text Types and Purposes					
6.W.1	Write arguments to support claims with clear reasons and relevant evidence:	7.W.1	Write arguments to support claims with clear reasons and relevant evidence:	8.W.1	Write arguments to support claims with clear reasons and relevant evidence:
a	Introduce claim(s).	a	Introduce claim(s), acknowledge alternate claims or counterclaims.	a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate claims or counterclaims.
b	Organize the reasons and evidence clearly.	b	Organize the reasons and evidence logically.	b	Organize the reasons and evidence logically.
c	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	c	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	c	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
d	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	d	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	d	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
e	Establish and maintain a formal style.	e	Establish and maintain a formal style.	e	Establish and maintain a formal style.
f	Provide a conclusion that follows from the argument presented, as appropriate to the task.	f	Provide a conclusion that follows from the argument presented, as appropriate to the task.	f	Provide a conclusion that follows from the argument presented, as appropriate to the task.

[Return to Table of Contents](#)



# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

6.W. 2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:	7.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:	8.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:
a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.	a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c	Use appropriate transitions to clarify the relationships among ideas and concepts.	c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
e	Establish and maintain a formal style.	e	Establish and maintain a formal style.	e	Establish and maintain a formal style.
f	Provide a concluding statement or section that follows from the information or explanation presented.	f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	f	Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Text Types and Purposes

6.W.  
3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:

- a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e Provide a conclusion that follows from the narrated experiences or events.

7.W.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:

- a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e Provide a conclusion that follows from and reflects on the narrated experiences or events.

8.W.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:

- a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e Provide a conclusion that follows from and reflects on the narrated experiences or events.

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Production and Distribution of Writing

**6.W.4** With some 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 related Language standards.)

**7.W.4** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

**8.W.4** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of related Writing Foundations and/or Language standards.)

**6.W.5** 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 three pages in a single sitting.

**7.W.5** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**8.W.5** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

Integrated Speaking and Listening	
<b>6.W.5. SL</b>	Leverage available technology to clarify information.

Integrated Speaking and Listening	
<b>7.W.5. SL</b>	Leverage available technology to clarify claims and findings and emphasize salient points.

Integrated Speaking and Listening	
<b>8.W.5. SL</b>	Leverage available technology to clarify information, strengthen claims and evidence, and add interest.

## Research to Build and Present Knowledge

**6.W.6** Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:

- a Gather relevant information from multiple print and digital sources.
- b Assess the credibility of each source.
- c Draw evidence from literary or informational texts to support analysis, reflection, and research.
- d Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- e Provide basic bibliographic information for sources.

**7.W.6** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:

- a Gather relevant information from multiple print and digital sources, using search terms effectively.
- b Assess the credibility and accuracy of each source.
- c Draw evidence from literary or informational texts to support analysis, reflection, and research.
- d Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- e Follow a standard format for citation.

**8.W.6** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration:

- a Gather relevant information from multiple print and digital sources, using search terms effectively.
- b Assess the credibility and accuracy of each source.
- c Draw evidence from literary or informational texts to support analysis, reflection, and research.
- d Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
- e Follow a standard format for citation.

[Return to Table of Contents](#)

## 9th-10th Grade

## 11th-12th Grade

### Text Types and Purposes

9/10.  
W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:

- a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims.
- b Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- c Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- d Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f Provide a conclusion that follows from and supports the argument presented, as appropriate to the task.

11/12.  
W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:

- a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims.
- b Create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- c Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- d Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f Provide a conclusion that follows from and supports the argument presented, as appropriate to the task.

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

9/10. W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:	11/12. W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:
	<ul style="list-style-type: none"> <li>a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</li> <li>b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>		<ul style="list-style-type: none"> <li>a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</li> <li>b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
9/10. W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences:	11/12. W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences:
	<ul style="list-style-type: none"> <li>a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>		<ul style="list-style-type: none"> <li>a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Production and Distribution of Writing

9/10.  
W.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)

9/10.  
W.5 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Integrated Speaking and Listening

<b>9/10.W.5. SL</b>	Strategically leverage available technology to enhance understanding of findings, reasoning, and evidence, and to add interest.
-------------------------	---

11/12.  
W.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of related Language standards.)

11/12.  
W.5 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Integrated Speaking and Listening

<b>11/12.W.5. SL</b>	Strategically leverage available technology to enhance understanding of findings, reasoning, and evidence, and to add interest.
--------------------------	---

## Research to Build and Present Knowledge

9/10.  
W.6 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:

- a Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
- b Assess the usefulness of each source in answering the research question.
- c Draw evidence from literary or informational texts to support analysis, reflection, and research.
- d Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.
- e Follow a standard format for citation.

11/12.  
W.6 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation:

- a Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.
- b Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- c Draw evidence from literary or informational texts to support analysis, reflection, and research.
- d Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- e Follow a standard format for citation.

[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Speaking and Listening K-12

Kindergarten		1st Grade		2nd Grade	
Comprehension and Collaboration					
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups:	1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups:	2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups:
	a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).		a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).		a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
	b Continue a conversation through multiple exchanges.		b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.		b Build on others' talk in conversations by linking their comments to the remarks of others.
			c Ask questions to clear up any confusion about the topics and texts under discussion.		c Ask for clarification and further explanation as needed about the topics and texts under discussion.
K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas					
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
K.SL.5	With prompting and support, adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	1.SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	2.SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.
<a href="#">Return to Table of Contents</a>					

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

3rd Grade	4th Grade	5th Grade
<b>Comprehension and Collaboration</b>		
<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly:</p> <ul style="list-style-type: none"> <li>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.</li> <li>b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d Explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:</p> <ul style="list-style-type: none"> <li>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.</li> <li>b Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p>5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly:</p> <ul style="list-style-type: none"> <li>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.</li> <li>b Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>
<p>3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<b>Presentation of Knowledge and Ideas</b>		
<p>3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>3.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.</p>	<p>4.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.</p>	<p>5.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.</p>



# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

6th Grade		7th Grade		8th Grade	
Comprehension and Collaboration					
6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly:	7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly:	8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly:
	<p>a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		<p>a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d Acknowledge new information expressed by others and, when warranted, modify their own views.</p>		<p>a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	8.SL.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	8.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas					
6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	8.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
6.SL.5	Adapt speech to a variety of contexts,	7.SL.5	Adapt speech to a variety of contexts,	8.SL.5	Adapt speech to a variety of contexts, demonstrating

demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.

demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.

understanding of audience, task, and purpose, drawing on a full range of linguistic skills.

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## 9th-10th Grade

## 11th-12th Grade

### Comprehension and Collaboration

9/10.  
SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively:

- a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c Propel conversations by posing and responding to questions that relate the current discussion to broader and more universal themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

11/12.  
SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively:

- a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

9/10.  
SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

11/12.  
SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

9/10.  
SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

11/12.  
SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Presentation of Knowledge and Ideas

9/10.  
SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

11/12.  
SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

9/10.  
SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.

11/12.  
SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Language K-12

Kindergarten		1st Grade		2nd Grade	
Conventions of English					
K.L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:  a Use frequently occurring nouns and verbs.  b Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  c Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).  d Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  e Produce and expand complete sentences in shared language activities.	1.L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:  a Use common, proper, and possessive nouns.  b Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  c Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).  d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  e Use frequently occurring adjectives.  f Use frequently occurring conjunctions (e.g., and, but, or, so, because).  g Use determiners (e.g., articles, demonstratives).  h Use frequently occurring prepositions (e.g., during, beyond, toward).  i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	2.L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:  a Use collective nouns (e.g., group).  b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  c Use reflexive pronouns (e.g., myself, ourselves).  d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  e Use adjectives and adverbs, and choose between them depending on what is to be modified.  f Produce, expand, and rearrange complete simple and compound sentences.
K.L.2	(Addressed in Writing Foundations)	1.L.2	(Addressed in Writing Foundations)	2.L.2	(Addressed in Writing Foundations)

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Vocabulary Acquisition and Use

<p><b>K.L.3</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content:</p> <ul style="list-style-type: none"> <li>a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>	<p><b>1.L.3</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies:</p> <ul style="list-style-type: none"> <li>a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>	<p><b>2.L.3</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies:</p> <ul style="list-style-type: none"> <li>a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>
<p><b>K.L.4</b> With guidance and support from adults, explore word relationships and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul>	<p><b>1.L.4</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>	<p><b>2.L.4</b> Demonstrate understanding of word relationships and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>

[Return to Table of Contents](#)

K.L.5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1.L.5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

2.L.5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

3rd Grade		4th Grade		5th Grade	
Conventions of English					
3.L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:	4.L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:	5.L.1	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
a	Use and explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	a	Use and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b	Use regular and irregular plural nouns.	b	Use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	b	Use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
c	Use abstract nouns (e.g., childhood).	c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	c	Use verb tense to convey various times, sequences, states, and conditions.
d	Use regular and irregular verbs.	d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	d	Use correct verb tense.
e	Use the simple (e.g., I walked; I walk; I will walk) verb tenses.	e	Use prepositional phrases.	e	Use correlative conjunctions (e.g., either/or, neither/nor).
f	Ensure subject-verb and pronoun-antecedent agreement.	f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
g	Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	g	Correctly use frequently confused words (e.g., to, too, two; there, their).		
h	Use coordinating and subordinating conjunctions.				
i	Produce simple, compound, and complex sentences.				
3.L.2	(Addressed in Writing Foundations)	4.L.2	(Addressed in Writing Foundations)	5.L.2	(Addressed in Writing Foundations)

[Return to Table of Contents](#)

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Vocabulary Acquisition and Use

<p>3.L.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>4.L.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>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.</li> </ul>	<p>5.L.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>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.</li> </ul>
<p>3.L.4 Demonstrate understanding of word relationships and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul>	<p>4.L.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>b Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>	<p>5.L.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a Interpret figurative language, including similes and metaphors, in context.</li> <li>b Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>
<p>3.L.5 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><a href="#">Return to Table of Contents</a></p>	<p>4.L.5 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>5.L.5 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>



# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

6th Grade	7th Grade	8th Grade
<b>Conventions of English</b>		
<p>6.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</p> <ul style="list-style-type: none"> <li>a Use pronouns in the proper case (subjective, objective, possessive).</li> <li>b Use intensive pronouns (e.g., myself, ourselves).</li> <li>c Use correct pronoun number and person.</li> <li>d Use clear pronouns for unclear antecedents.</li> </ul>	<p>7.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</p> <ul style="list-style-type: none"> <li>a Use and explain the function of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> </ul>	<p>8.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</p> <ul style="list-style-type: none"> <li>a Use and explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b Use verbs in the active and passive voice.</li> <li>c Use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d Use correct shifts in verb voice and mood.</li> </ul>
<p>6.L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>b Spell correctly.</li> </ul>	<p>7.L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a Use a comma to separate coordinate adjectives .</li> <li>b Spell correctly.</li> </ul>	<p>8.L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b Use an ellipsis to indicate an omission.</li> <li>c Spell correctly.</li> </ul>

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## Vocabulary Acquisition and Use

<p>6.L.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p>7.L.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p>8.L.3 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<p>6.L.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a Interpret figures of speech (e.g., personification) in context.</li> <li>b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</li> </ul>	<p>7.L.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>	<p>8.L.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b Use the relationship between particular words to better understand each of the words.</li> <li>c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul>
<p>6.L.5 Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>7.L.5 Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>8.L.5 Accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

# HAWAII COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

## 9th-10th Grade

## 11th-12th Grade

### Conventions of English

- 9/10.  
L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
- a Use parallel structure.
  - b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

- 11/12.  
L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
- a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b Resolve issues of complex or contested usage, consulting references as needed.

- 9/10.  
L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
- a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b Use a colon to introduce a list or quotation.
  - c Spell correctly.

- 11/12.  
L.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing:
- a Observe hyphenation conventions.
  - b Spell correctly.

### Vocabulary Acquisition and Use

- 9/10.  
L.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies:
- a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  - c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- 11/12.  
L.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies:
- a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
  - c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  - d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

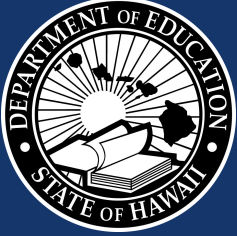
[Return to Table of Contents](#)

# HAWAI'I COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS

9/10. L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: <ul style="list-style-type: none"><li>a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li><li>b Analyze nuances in the meaning of words with similar denotations.</li></ul>	11/12. L.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: <ul style="list-style-type: none"><li>a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li><li>b Analyze nuances in the meaning of words with similar denotations.</li></ul>
9/10. L.5	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11/12. L.5	Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.







*HAWAII STATE DEPARTMENT OF EDUCATION*

## **Office of Curriculum & Instructional Design**

### **Committee Action on Updated English Language Arts Content Performance Standards in Compliance with Chapter 302A-201, Hawai'i Revised Statutes**

Presented to the  
Hawai'i State Board of Education Student Achievement Committee  
April 11, 2024

**Heidi Armstrong**, Deputy Superintendent of Academics  
**Dr. Teri Ushijima**, Assistant Superintendent, Office of Curriculum and Instructional Design





# Department Recommendations

**Adoption of:** *Revised Hawai'i Common Core Standards for English Language Arts*

- **Impact:**
  - All K-12 students
  - All school administrators
  - All elementary school teachers
  - All middle school English Language Arts teachers
  - All high school English Language Arts teachers
- **Targeted Compliance Date:**
  - School year 2024-2025 - Training year
  - School year 2025-2026 - Compliance year
- **Estimated Total Cost (Train-the-Trainer):** \$50,000



# Curriculum Management System (CMS)

Guidance regarding standards revision and instructional materials adoption

Developed in 2020 and finalized June 2021



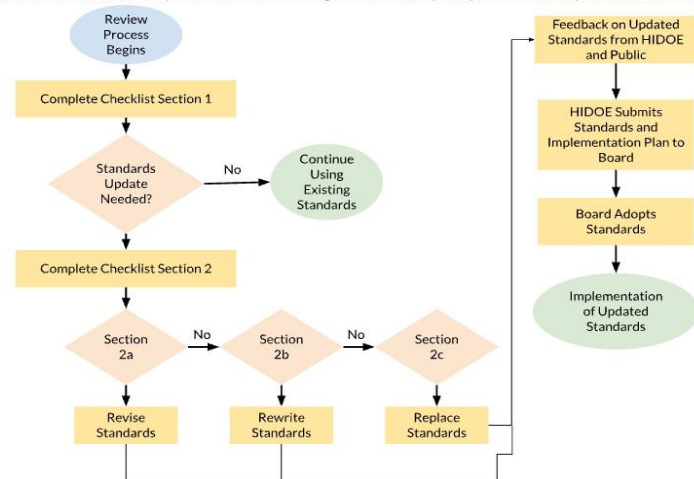
Curriculum Management System &  
Instructional Materials Approval Process

Office of Curriculum and Instructional Design  
State of Hawai'i Department of Education  
June 2021



## Standards Review and Adoption Process Flowchart

Projected standards review timelines are provided below, but changes in the landscape may necessitate adaptations to these timelines.







# Standards Revision Process

## Fall 2022 Initial Review Group

### Determined need for English Language Arts Standards revision

- Complex area superintendent
- Administrators
- State educational officers
- Complex area educational officers
- Resource teachers
- Classroom teachers

## Spring 2023 Feedback Group

### Provided line-by-line feedback with Standards Revision Protocol

- Administrators
- State educational officers
- Complex area educational officers
- Resource teachers
- Classroom teachers

## Summer 2023 Writing Group

### Reviewed line-by-line feedback and wrote revisions with rationales

- State educational officers
- Complex area educational officers
- Resource teachers
- University faculty



# Key Decisions from Each Workgroup

## Fall 2022 Initial Review Group

### Conditions for Revision

- Time
- Science of Reading
- Early Literacy Development
- Local knowledge

## Spring 2023 Feedback Group

### Scope and Focus of Revisions

- Rigor
- Focus
- Specificity
- Clarity

## Summer 2023 Writing Group

### Wording and Rationales for Revisions

- Reading Foundations (K-8)
- Reading Literature (K-12)
- Reading Informational (K-12)
- Writing Foundations (K-5)
- Writing (K-12)
- Language (K-12)
- Speaking & Listening (K-12)



# Stakeholder Feedback Process

Conducted Winter 2024



## Department Stakeholder Feedback

### Revised ELA Standards Feedback

Mahalo nui loa for your support for literacy in Hawai'i! We are in the process of revising the Common Core English Language Arts (ELA) standards and would like your feedback on the revisions we are proposing. In the survey below, please provide your feedback and mana'o.

The process and timeline for standards revisions are delineated in the Curriculum Management System - available on the [Learning Design Website](#). All content areas in the Department undergo regular review and revision to ensure that our content area teaching is up-to-date and reflective of best educational practices.

The ELA standards revisions were conducted to ensure **rigor, focus, specificity, and clarity**. [You can view the full draft here.](#)

These revisions represent the collective input of teachers, educational specialists and post-secondary faculty members from across the state of Hawaii.

We have organized the survey by each strand of the revised ELA standards, with a separate section for each strand. In each section, you will find a link to the proposed revisions and rationales for that strand. Please review the proposed revisions and provide any feedback you would like us to consider.

At the end of the survey, you will also find a link to the draft ELA Standards Document in full for your review and any additional feedback.

Please complete this form by **January 5, 2024**.



## Community Stakeholder Feedback

### Revised ELA Standards Feedback

Mahalo nui loa for your support for literacy in Hawai'i! We are in the process of revising the Common Core English Language Arts (ELA) standards and would like your feedback on the revisions we are proposing. In the survey below, please provide your feedback and mana'o.

The ELA standards are designed to help our keiki learn to read, write, speak, and listen proficiently across the grade levels.

These standards are the framework for the educational experiences that students have in Hawai'i - there will be future guidance to provide support with integrating these standards into the local community context.

[You may view the draft revised standards here.](#)

We welcome your thoughts and appreciate your time spent!

This survey will close on **January 5, 2024**.



## OCID Feedback Group Revision of ELA Standards

### Hawai'i Common Core Standards for English Language Arts







# Examples of Revisions - Elementary

Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
1.RF.1	Demonstrate understanding of the organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Demonstrate understanding of the organization and basic features of print:  a. Recognize the capitalization of proper nouns. b. Recognize the meaning of ending punctuation. c. Recognize the meaning of a comma within text.	<b>Rigor:</b> The original standard shifted to kindergarten. Students are expected to demonstrate the use of capitalization and ending punctuation in writing in kindergarten. They must be able to recognize these features as a scaffold to application in writing. Students must be able to recognize that proper nouns begin with a capital letter as a scaffold to applying that knowledge in writing. They must also recognize the meaning of ending punctuation and commas in order to apply their knowledge in writing.
5.WF.2	5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  e. Spell grade-appropriate words correctly, consulting references as needed.	Know and apply phonics and word analysis skills when encoding words.  a. Use knowledge of Greek and Latin roots to accurately spell multisyllabic words. b. Spell grade-appropriate words correctly, consulting references as needed.	<b>Rigor:</b> Standard addresses complex knowledge and concepts, appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community. According to evidence-based continua for spelling, students should master the spelling skills in the proposed standard. <b>Specificity:</b> The proposed standard is specific enough to convey the level of student performance. Including the specific spelling patterns that students should be taught and master provides a clear understanding of end-of-year expectations, which allows teachers to target instruction on the skills. <b>Clarity:</b> Standard is clear to a wide community audience and is both observable and measurable.



## Examples of Revisions - Secondary

Grade Level & Standard	Original Common Core State Standard	Proposed Revised Standard	Rationale
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation:  a. Gather relevant information from multiple print and digital sources, using search terms effectively. b. Assess the credibility and accuracy of each source. c. Draw evidence from literary or informational texts to support analysis, reflection, and research. d. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. e. Follow a standard format for citation.	<b>Specificity:</b> Provides clarity to the level of student performance that is conveyed in W.7.
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Analyze how an author draws on and transforms source material (e.g., other literary, myths, religious texts, etc.) in a specific work.	<b>Rigor:</b> Reinforces that students should read widely. Provides clarity in the examples, emphasizing that authors draw on works of other authors without referring to specific examples in a way that does not allow for analysis of a broad range of text.



# Recommended Timeline for Standards Implementation

Compliance Date: School Year 2025-2026

## Spring 2024

- Possible adoption by the Board of Education

## Summer 2024

- Statewide Memo
- Train-the-Trainer

## Fall 2024

- Soft launch
- Statewide information sharing

## Winter 2024-2025

- Complex area and school training
- Statewide information sharing

## Spring 2025

- Complex area and school training
- Statewide information sharing

## Summer 2025

- Complex area and school training
- Statewide information sharing



# Trainer Cost Estimates

**Total Estimated Cost:  
\$50,000**

<b>Train-the-Trainer Cost Areas</b>	<b>Cost Estimates</b>
Neighbor Island Travel - 24 Trainers, 3 Days	\$ 21,312
Meeting Venue - 70 People, 3 Days	\$ 21,000
Training Materials	\$ 7,000





# What support can the Board provide?

1

Consider the Department's recommendation to adopt the *Hawai'i Common Core Standards for English Language Arts*.

2

Consider a future recommendation to update the language in *Policy 102-2: K-12 Literacy* to reflect the importance of a structured literacy approach grounded in the science of reading for K-12 literacy instruction.



# Mahalo nui loa!

## Fall 2022 Initial Review Group

**Aulia Austin**

Educational Specialist  
Office of Hawaiian Education

**Karen De Brum**

Secondary Teacher  
Lanai High and Elementary School

**Pono Fernandez**

Evaluation Specialist  
Office of Hawaiian Education

**Lanelle Hibbs**

Complex Area Superintendent  
Kailua-Kalāheo Complex Area

**Anela Iwane**

Educational Specialist  
Office of Hawaiian Education

**Lois Nagamine**

Elementary Teacher  
Hokulani Elementary School

**Kelsie Pualoa**

Test Development Specialist  
Office of Strategy, Innovation and Performance

**Amy Ruhaak**

Educational Specialist  
Office of Student Support Services

**Petra Schatz**

Educational Specialist  
Office of Curriculum and Instructional Design

**Dana Tanigawa**

Educational Specialist  
Office of Hawaiian Education

**Matthew Tom**

Secondary Teacher  
Kaimukī Middle School

**Paul Zina**

Principal  
Kapa'a Middle School

Office of Curriculum and  
Instructional Design Literacy  
Team



# Mahalo nui loa!

## Spring 2023 Feedback Group

**Joy Abreu**

Complex Area Teacher  
Kapa'a-Kauai-Waimea Complex Area

**Rose Acevedo**

Elementary Teacher  
Na'alehu Elementary School

**Kalae Akioka**

Secondary Teacher  
Kailua High School

**Reshel-Ann Aria**

Elementary Teacher  
'Ewa Elementary School

**Aulia Austin**

Educational Specialist  
Office of Hawaiian Education



Spring feedback  
group collaborating  
in 2023.



**Karen De Brum**

Secondary Teacher  
Lāna'i High and Elementary School

**Megan Fila**

Secondary Teacher  
Campbell High School

**Lora-lea Grando**

Vice Principal  
Maui High School

**Katie Hearl**

Complex Area Teacher  
Hāna-Lahainaluna-Lāna'i-Molokai Complex Area

**Jessica Kato**

Complex Area Teacher  
Campbell-Kapolei Complex Area



# Mahalo nui loa!

## Spring 2023 Feedback Group

**Nicole Lasko**

Secondary Teacher  
Lokelani Intermediate School

**Heidi Mariteragi**

Elementary Teacher  
Hau'ula Elementary School

**Jennifer Martensson**

Educational Specialist  
Office of Student Support Services

**Marsha Naeole-Takasato**

Secondary Teacher  
Kea'au Middle School

**Kelsie Pualoa**

Test Development Specialist  
Office of Strategy, Innovation, and Performance

**Kalea Rogers**

Secondary Teacher  
Kapolei High School

**Amy Ruhaak**

Educational Specialist  
Office of Student Support Services

**Sarah Veloz**

Special Education Teacher  
Castle High School

**David Yung**

Elementary Teacher  
Maunawili Elementary School

Office of Curriculum and  
Instructional Design Literacy  
Team



Spring feedback group collaborating in 2023.





# Mahalo nui loa!

## Summer 2023 Writing Group

### Joy Abreu

Complex Area Teacher  
Kapa'a-Kauai-Waimea Complex Area

### Tyler Belanga

Test Development Specialist  
Office of Strategy, Innovation, and Performance

### Dr. Michael Cawdery

Professor, Teacher Education  
Leeward Community College

### Shawn Ford

Lecturer, English as a Second Language  
Kapi'olani Community College

### Dr. Natalie Haggerty

Instructor, Special Education  
University of Hawai'i at Mānoa

### Katie Hearl

Complex Area Teacher  
Hāna-Lahainaluna-Lāna'i-Molokai Complex Area

### Adrianne Hill

Specialist, Center for Disability Studies  
University of Hawai'i at Mānoa

### Jessica Kato

Complex Area Teacher  
Campbell-Kapolei Complex Area

### Jennifer Martensson

Educational Specialist  
Office of Student Support Services

### Dr. Christopher Padesky

Assistant Professor, Literacy Education  
Chaminade University

### Kelsie Pualoa

Test Development Specialist  
Office of Strategy, Innovation, and Performance

### Dr. Amy Ruhaak

Educational Specialist  
Office of Student Support Services

### Dr. Michelle Shin

Assistant Professor of English  
Kapi'olani Community College

### Dr. Brooke Taira

Assistant Professor, Literacy Education  
University of Hawai'i at Mānoa

Office of Curriculum and  
Instructional Design Literacy  
Team



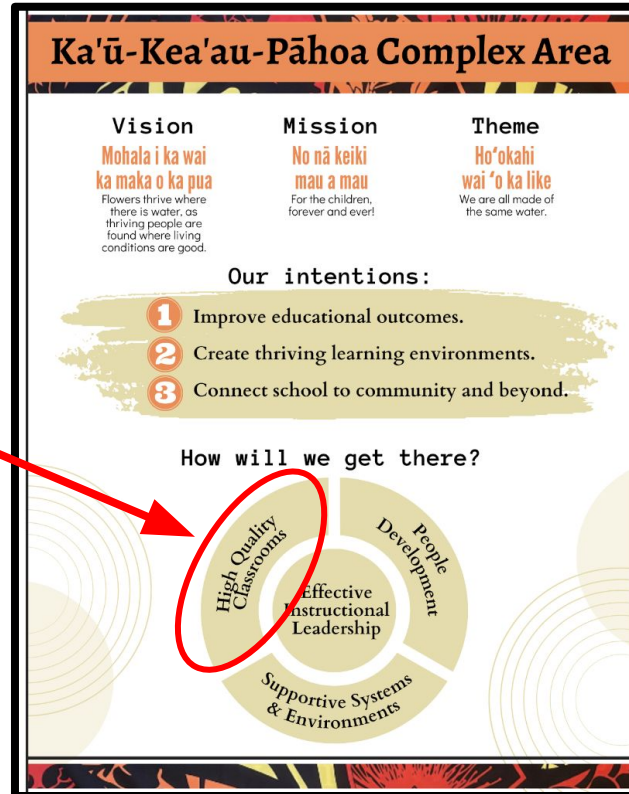
# Structured Literacy in Ka'ū-Kea'au-Pāhoa Complex Area





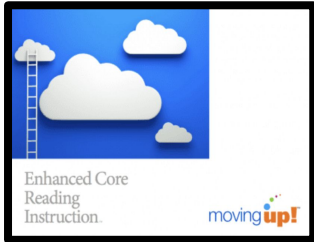


# How will we get there?





# Addressing Foundational Reading Skills in Ka'ū-Kea'au-Pāhoa Complex Area



## STAIRS

Systematic Templates  
to Advance Important  
Reading Skills



Foundational Skills in our classrooms:

- 100% of K-6 teachers are implementing
- 30 minutes of the English Learning Arts block

Goal: Produce students who are strong readers that can effectively communicate in any setting





# Addressing Foundational Reading Skills in Ka'ū-Kea'au-Pāhoa Complex Area

- Vowel-Consonant-Silent e (VCe)  
(e.g., cave)
- Vowel Teams (e.g., pain)
- R-Controlled Vowels (ar, er, ir, or, ur)
- Diphthongs
- Closed Syllables
- Open Syllables
- Inflectional Suffixes with no spelling  
change (e.g., help, helps, helped,  
helping)
- Prefixes

## Systematic Approach:

- Science of Reading
- Explicit Instruction
- Monitoring of Implementation

## Supportive Environment:

- Predictable Routines for Students
- Psychological Safety



# Application & Implementation at Nā'ālehu Elementary School



Nā'ālehu Elementary students and staff



# Application & Implementation at Nā'ālehu Elementary School

## Kindergarten

### Phonics and Word Recognition

- K.RF.3 Know and apply grade-level phonics and word analysis skills to read:
- a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant, and all 5 vowels
  - b Associate the long and short sounds with common spellings (graphemes) for the 5 major vowels (closed and open syllables)
  - c Accurately read regularly spelled one-syllable words in isolation and in text, including:
    - Vowel-Consonant (VC)
    - CVC
    - CV
    - All of the above word types with digraphs sh, ch, and th
  - d Read common grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., can, the, of, to, you, she, my, is, are, do, does)



Video link: [https://drive.google.com/file/d/1m5MTG0\\_5CqCb1Uawno8K6a7wtZFFUTOo/view?resourcekey](https://drive.google.com/file/d/1m5MTG0_5CqCb1Uawno8K6a7wtZFFUTOo/view?resourcekey)





# English Language Arts at Ka'ū High & Pāhala Elementary





# Integrating Speaking & Listening

## 9th-10th Grade

## 11th-12th Grade

### Presentation of Knowledge and Ideas

9/10. SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	11/12. SL.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9/10. SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	11/12. SL.5	Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.



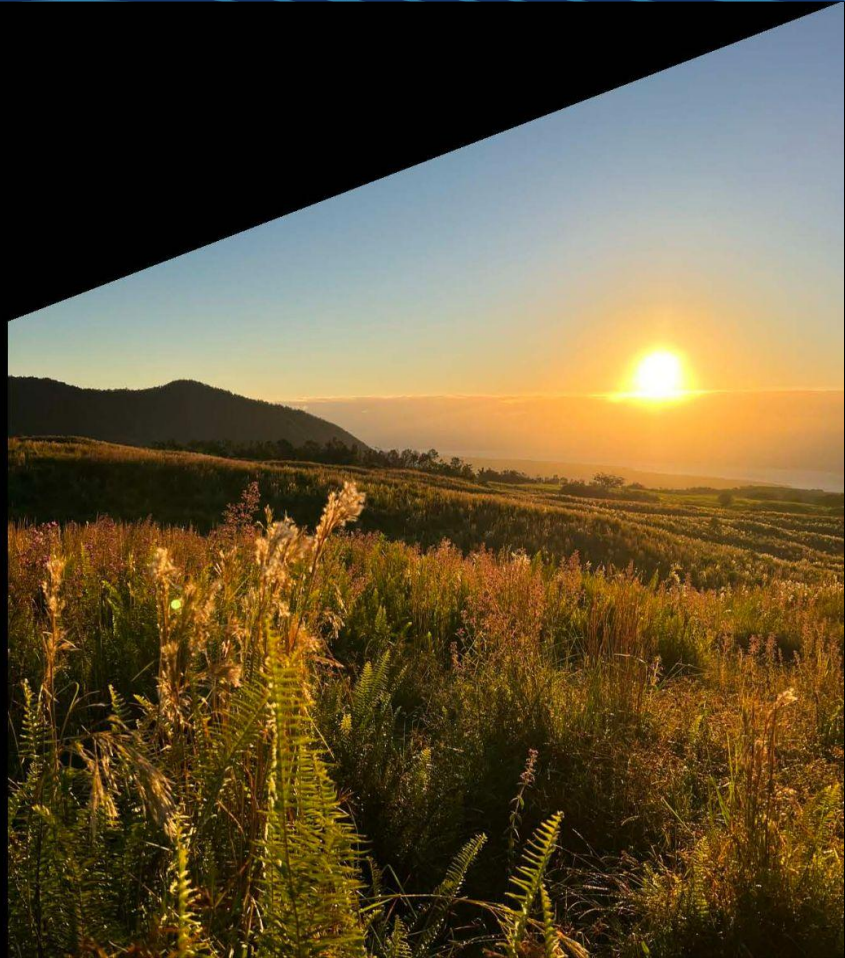


# Mālama Aina Compostables



## MISSION STATEMENT:

We are a community run composting and recycling organization that focus on mālama aina, taking care of our land. We wish to influence others to participate in bringing our diverse community together to continue our work for future generations.





Mālama Aina Compostables students.

## Project Timeline and Details

- ❑ March 12 and March 15 teams will present to elementary students
- ❑ We will begin on April 1 and end May 20
- ❑ We will place informational flyers in all “staffulty” boxes to bring an all-campus awareness to our project
- ❑ Create a one-page informational advertisement for the morning Pilina – reach out to Mr. Aina so that it can be included
- ❑ We will use this project as a test case study for our actual community-based project starting summer term 2024
- ❑ During this project we will continue to build our company, plan social media strategy, learn and apply social media and digital media marketing
- ❑ We will use the finding from this project to better our efforts and make our work more efficient when we launch the summer intensive and 2024-2025 school year project



# Departments

## Operations:

- Scheduling
- Budgeting
- Inventory
- Team communication
- Interviewing / Training
- Collaborative reporting to corporate level
- Summer intensive management group



## Marketing:

- Company name creation
- Logo creation
- Creative advertisement
- Social media content creation
- Social media management
- Community engagement deliverables
- Respond and answer community questions via email and social media



## Public Relations:

- Strategic vision for communicating the company's message
- Creating a communication schedule for marketing
- Communicating success of strategic plan to operations for reporting to corporate level
- Community engagement scheduling

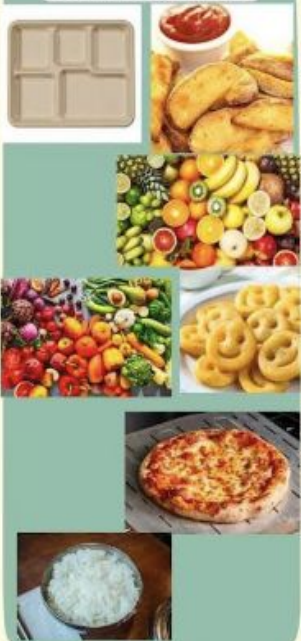




## Malama Aina Compostables



### COMPOSTABLE



### NOT COMPOSTABLE



## Malama Aina Compostables



### COMPOSTABLE

- cheese pizza
- fruits/veggies
- cheese bites
- mac and cheese
- plain tortilla chips
- plain rice
- potato wedges/smiley's
- salad
- edamame
- rolls

### NOT COMPOSTABLE

- chicken tenders
- chicken patties
- fish sandwich
- roasted turkey
- hamburgers
- baked chicken w/gravy
- jello
- hot dogs/corn dogs
- pepperoni pizza
- chili/other soups
- Kalua pork
- sauces/dressing

# LET'S LEARN TOGETHER!

Mālama Aina Compostables students.





## Cafeteria Composing: Engaging Elementary!

- Explain the three types of waste:
  - Recycle
  - Trash
  - Compost
- Explain what we will be doing during their lunch and how we will help monitor what bin to put trash in.
- Show them the posters so they will be familiar with them when they see them after spring break. Revisit the classrooms after break to remind them of the project we are doing alongside them.
- Ask if they have questions.
- We will continue educating the elementary school kids as we find out which techniques and communication styles work best for this audience.
- Education and engagement is a key purpose of this project. We are learning the skills we will need to engage our larger community once we launch our project.