Hawai‘i Common Core Standards for English Language Arts (2024)

Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest-quality materials and professional development to schools and districts nationwide. In pursuit of its goal of raising expectations for every student, Great Minds® enlists educators to write curricula based on proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels. We are pleased to bring you our newest kindergarten through grade 5 foundational skills offering, *Arts & Letters™: Reading Foundations*.

Reading Foundations provides systematic, explicit instruction in the foundational reading skills students need to become proficient, confident readers. Grounded in the Science of Reading, lessons develop phonological and phonemic awareness, phonics, word recognition, and fluency in the early grades, advancing to morphology, advanced spelling, and reading multisyllabic words in grades 3–5. The program builds the decoding and word-analysis skills students rely on to read increasingly complex texts. The curriculum provides guidance for supporting all learners at key moments in the lessons.

Each grade in *Reading Foundations* contains 160 lessons, comprising a full year of instruction. *Reading Foundations* was intentionally designed to be implemented alongside *Arts & Letters: Language Arts*, the knowledge-building English language arts core. Together, the two programs form a comprehensive literacy block in which students learn foundational skills and immediately apply them to rich, knowledge-building texts—building both strong reading skills and deep knowledge. Through this strategic integration, students can successfully achieve the proficiencies of Hawaii standards while benefiting from the coherent, research-based design of *Arts & Letters*. A detailed alignment analysis between Hawaii standards and *Reading Foundations* follows.

Reading Foundations

Hawaii Standards	Aligned Components of *Reading Foundations*
5.RF.3 Know and apply grade-level phonics and word analysis skills to read:	Grade 5, Lessons 1–9, 11, 16, 23–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85–96, 99–114, 122, 123, 125–136, 139–154
5.RF.3.a Read multisyllabic words in isolation and in text, including:	Grade 5, Lessons 31–32, 34–36, 38, 53–54, 56, 59–60, 62–64, 66, 71–72, 74, 87, 89–90, 92
5.RF.3.a.1 Greek and Latin Roots and Affixes	Grade 5, Lessons 31–32, 34, 35–36, 38, 53–54, 56, 59–60, 62, 63–64, 66, 71–72, 74, 87, 89–90, 92
5.RF.3.b Apply knowledge of syllables, word origins, and morphemes when reading and determining word meaning.	*Reading Foundations* partially addresses this standard; applying knowledge of word origins is not explicitly addressed in the program. Grade 5, Lessons 1–9, 11, 16, 23–38, 41, 43, 45, 47, 49–56, 59–74, 81, 83, 85–96, 99–114, 122, 123, 125–136, 139–154
5.RF.3.c Read complex and decodable and irregular high frequency words.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153
5.RF.4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	Grade 5, Lessons 8, 11, 16, 26, 29, 33, 37, 43, 47, 51, 55, 61, 65, 69, 73, 83, 88, 91, 95, 101, 105, 109, 113, 123, 127, 131, 135, 141, 145, 149, 153

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Writing Foundations

Hawaii Standards	Aligned Components of *Reading Foundations*
5.WF.1 Demonstrate and apply correct handwriting skills:	Grade 5, Lessons 10, 12, 42, 44, 46, 48, 82, 84, 121, 124
5.WF.1.a Legibly and fluently write in manuscript to produce grade-appropriate tasks.	Grade 5, Lessons 10, 12, 42, 44, 46, 48, 82, 84, 121, 124
5.WF.2 Know and apply phonics and word analysis skills when encoding words:	Grade 5, Lessons 5–7, 9, 10, 12–15, 23–25, 27, 28, 30, 34, 38, 41, 42, 44–46, 48–50, 52, 54, 56, 60, 64, 66–68, 70, 72, 74, 81, 82, 84, 86, 87, 90, 92–94, 96, 100, 102–104, 106–108, 110, 112, 114, 121, 122, 124, 126, 128, 130, 132–134, 136, 139, 140, 142–144, 146–148, 150, 152, 154
5.WF.2.a Use knowledge of Greek and Latin roots to accurately spell multisyllabic words.	Grade 5, Lessons 6, 24, 28, 50, 68, 108, 134, 140, 144
5.WF.2.b Spell grade-appropriate words correctly, consulting references as needed.	Grade 5, Lessons 5–7, 9, 10, 12–15, 23–25, 27, 28, 30, 34, 38, 41, 42, 44–46, 48–50, 52, 54, 56, 60, 64, 66–68, 70, 72, 74, 81, 82, 84, 86, 87, 90, 92–94, 96, 100, 102–104, 106–108, 110, 112, 114, 121, 122, 124, 126, 128, 130, 132–134, 136, 139, 140, 142–144, 146–148, 150, 152, 154
5.WF.3 Demonstrate command of the conventions of English when writing, including multi-paragraph texts:	Grade 5, Lessons 84, 121
5.WF.3.a Use punctuation to separate items in a series.	This standard is addressed in *Language Arts*.

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Hawaii Standards	Aligned Components of *Reading Foundations*
5.WF.3.b Use a comma to separate an introductory element from the rest of the sentence.	Grade 5, Lessons 84, 121
5.WF.3.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?).	This standard is addressed in *Language Arts*.
5.WF.3.d Use underlining, quotation marks, or italics to indicate titles of works.	Grade 5, Lesson 121

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