

5th Grade Language Usage

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
Standard 3: Writing Process			
3.1: Prewrite		<p>5.LA.3.1.2 Generate a main idea appropriate to the type of writing.</p> <p>CL: D Content Limit: Items may require a statement of purpose, audience, and format that will allow students to select the most appropriate main idea from several options.</p> <p>Main idea Writer's focus</p>	<p>Prewriting Writing Revising Editing Publishing</p>
3.1: Prewrite		<p>5.LA.3.1.3 Select organizational strategies appropriate for writing. (717.01.a)</p> <p>CL: D Content Limit: Items may require a statement of purpose, audience, and format that will allow students to select the best supporting details or concluding statement.</p> <p>Supporting details Concluding statement</p>	<p>Audience Purpose Traits (ideas, organization, voice, word choice, sentence fluency, conventions) Main idea Supporting details Prompt Plot line Figurative language</p>
3.1: Prewrite		<p>5.LA.3.1.4 Select an appropriate writing format for purpose and audience.</p> <p>CL: D Content Limit: Items may require a statement of purpose and audience that will allow students to select the most appropriate format from the given options. Item responses selected from the formats taught in Standard 4, Grades K-5.</p> <p>Story writing that incorporates a setting, character, conflict (problem), and resolution (solution)</p> <p>Purpose Format Audience</p>	<p>Organization patterns (chronological) Graphic organizer Rubric Editing checklist Editing marks Sequence Revise (for meaning, clarity, sequencing) Narrative Writing Creative Writing Expository Writing Persuasive Writing Literary Response</p>

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3.3: Revise	50-60%	5.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. (717.02.c) CL: Content Limit: Sequence Precise word choice/ language Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, and 5.3.1)	
3.3: Revise		5.LA.3.3.2 Revise draft by adding details to enhance audience understanding. (717.02.c) CL: Content Limit: Adding relevant details Removing irrelevant details	
3.3: Revise		5.LA.3.3.3 Apply and add transition words to clarify sequence. (717.02.c) CL: Content Limit:	
3.3: Revise		5.LA.3.3.4 Rearrange words, sentences, and paragraphs as needed to clarify meaning. CL: Content Limit: Modifier placement Rearranging words or sentences to create flow	
3.4: Edit		5.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. CL: E Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)	
Standard 5: Writing Components			
5.2: Spelling Skills		5.LA.5.2.1 Spell correctly Grade 5 high-frequency words and content area words. (717.02.a) CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series	Parts of Speech (noun, pronoun, verb, adjective,

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5.2: Spelling Skills	40-50%	5.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. CL: C Content Limit: Includes homophones and commonly confused pairs	adverb, preposition, conjunction, interjection) Noun (proper, common) Verb (action, linking, helping) Conjunctions Sentence (construction: simple, compound, complex; kind: declarative, interrogative, imperative, exclamatory) Subject Predicate Subject-Verb Agreement Phrase Clause Punctuation (period, exclamation point, question mark, comma, colon, apostrophe, quotation marks) Capitalization Dialogue
5.3: Sentence Structure		5.LA.5.3.1 Identify complex sentences with subject and verb agreement. CL: C Content Limit: Sentences may be complex sentences. One sentence may demonstrate an error in subject-verb agreement. [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.] Skills assessed in previous grades are included. Examples: Sentence type recognition (declarative, interrogative, exclamatory) Complete/incomplete sentences Combining sentences to correctly form complete simple, compound, or complex sentences	
5.3: Sentence Structure		5.LA.5.3.2 Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions • adverbs CL: C Content Limit: One sentence may contain one usage error. Skills assessed in previous grades are included. Examples: Past and present verb forms, including irregular verbs	
5.4: Conventions		5.LA.5.4.1 Apply capitalization correctly in writing. (717.02.a) CL: C [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]	

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5.4: Conventions		<p>5.LA.5.4.2 Identify a colon to introduce a list and in a greeting. Identify quotation marks to punctuate dialogue. (717.02.a)</p> <p>CL: C Content Limit: Items may contain a sentence that needs one of the specified punctuation marks to be correctly punctuated. Items may indicate where the punctuation mark should go and ask students to select the mark that is correct or item may specify the punctuation mark and ask students to select its correct placement within the sentence.</p> <p>[Apostrophe used to create singular and plural possessives is included.]</p> <p>Skills assessed in previous grades are included. Examples: Previous commas: words/phrases in a series, dates and addresses, friendly letter conventions, direct address, compound sentences End punctuation</p>	

Cognitive level codes:
B: Memorize
C: Perform procedures
D: Demonstrate understanding
E: Conjecture, generalize, prove
F: Solve non-routine problems, make connections