

5th Grade Reading

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
Standard 1: Reading Process			
1.2: Acquire Concepts about Print	24-31%	5.LA.1.2.3 Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding. (716.05.b; 716.05.c) CL: C Content Limit: Item will address text features (e.g., formats, graphics, diagrams, illustration, charts, maps, and organization). Only one text feature may be assessed in an item.	organizational structures preface appendix graphic features root words prefixes and suffixes Greek and Latin derivatives abbreviations spelling rules syllabication rules context clues fluency connotation/denotation antonyms/synonyms multiple meaning words graphic features predict clarify parts of speech etymology dictionary thesaurus glossary
1.4: Acquire Decoding Skills Using Word Parts		5.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words. (716.01.b) CL: D Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding. Item will contain only one such word to decode.	
1.8 Vocabulary and Concept Development		5.LA.1.8.1 Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology). (716.01.d) CL: D Content Limit: Word structure may only exist to determine word meaning and may include prefixes, suffixes, base words, and words with Greek and Latin derivatives. Only one concept will be assessed in an item. Items do not require the definition of specific terms.	
1.8 Vocabulary and Concept Development		5.LA.1.8.2 Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. (716.01.d) CL: C Content Limit: Vocabulary items may require context clues from a passage to determine word meaning. Item may require the identification of synonyms, antonyms, words with multiple meanings, and analogies. Item may require context clues within a grade-level passage with a text range based on at least 2 readability formulas (Fry, DRP, or Spaiche).	
Standard 2: Comprehension / Interpretation			
2.1: Acquire Strategies and Skills for Comprehending Text		5.LA.2.1.1 State author's purpose for writing various texts. CL: C Content Limit: Item requires identification of the author's main purpose for writing.	

5th Grade Reading

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
2.1: Acquire Strategies and Skills for Comprehending Text	69-76%	5.LA.2.1.2 Apply cause and effect relationships to gain meaning from text. (716.03.c) CL: E Content Limit: Item may require more than one skill (e.g., an item may require a conclusion based on determining the cause and effect).	cause and effect inferences draw conclusions cite evidence expository text structure summarize main idea (literal or inferential) critical details multi-step written directions genre poetry characterization setting mood plot conflict point of view (e.g., first person, third person limited and omniscient). theme author's style
2.1: Acquire Strategies and Skills for Comprehending Text		5.LA.2.1.3 Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion. (716.03.c) CL: D Content Limit: Item requires information obtained solely from the text given.	
2.2: Acquire Strategies and Skills to Comprehend Expository Text		5.LA.2.2.1 Interpret details from a variety of expository texts to support comprehension. CL: D Content Limit: Item may require the identification or inference of details solely from the text given. Assessment items will be from nonfiction text.	
2.2: Acquire Strategies and Skills to Comprehend Expository Text		5.LA.2.2.3 Apply central ideas and signal words to summarize information from expository text. CL: D Content Limit: Item may require an inference of the main ideas and a summary relevant to the nonfiction text given; item responses will include main ideas and/or signal words.	
2.2: Acquire Strategies and Skills to Comprehend Expository Text		5.LA.2.2.4 Follow multi-step written directions. CL: C Content Limit: Multi-step instructions will be no more than four steps in response to an item. Item may require organization and/or sequencing of information. Item requires information obtained solely from the text given.	
2.3: Acquire Skills for Comprehending Literary Text		5.LA.2.3.1 Identify various genres of fiction and kinds of poetry based on their characteristics. (716.02.a) CL: B Content Limit: Item may contain information about defining characteristics of the major genres of fiction (e.g., realistic fiction, tall tale, fable, legend, folktale, and poetry).	
2.3: Acquire Skills for Comprehending Literary Text		5.LA.2.3.2 Analyze how a character's traits influence that character's actions. (716.03.b) CL: D Content Limit: Item will contain information about a character's actions. Item does not require definition of the specific term.	

5th Grade Reading

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
2.3: Acquire Skills for Comprehending Literary Text		<p>5.LA.2.3.3 Describe the setting and tell how it supports the story. (716.03.b)</p> <p>CL: C Content Limit: Item may require identification of setting and/or relationship to the story.</p>	
2.3: Acquire Skills for Comprehending Literary Text		<p>5.LA.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved. (716.03.b)</p> <p>CL: D Content Limit: Item may require the identification and/or analysis of the main problem, conflict, resolution, or key details of the plot. Item does not require the definition of the specific literary terms.</p>	
2.3: Acquire Skills for Comprehending Literary Text		<p>5.LA.2.3.5 Identify the speaker of a story and recognize the difference between first-person and third-person. (716.03.b)</p> <p>CL: C Content Limit: Identification is limited to first-person and third-person omniscient. Item does not require identifying the distinction between limited and omniscient. Definitions of first- and third-person as vocabulary are assessed at the classroom level.</p>	
2.3: Acquire Skills for Comprehending Literary Text		<p>5.LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends).</p> <p>CL: E Content Limit: Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to passages provided. Passages should be at a fifth grade readability based on two readability formulas. Item may include identification of lesson, moral, or theme of a selection. Passages may include realistic fiction.</p>	
2.3: Acquire Skills for Comprehending Literary Text		<p>5.LA.2.3.7 Analyze metaphors and idioms to increase comprehension. (716.01.n)</p> <p>CL: C Content Limit: Item will address the understanding of the concepts of simile and metaphor. Item will not refer to both a simile and a metaphor. Definitions of simile and metaphor as vocabulary terms are assessed at the classroom level only.</p>	

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