

Idaho State Content Standards with Limits – Language Arts

5th Grade

Standard 1: Reading Process

Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding.

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.

Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words.

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.

Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology).

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.

Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.

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 Spache).

Standard 2: Comprehension/Interpretation

State author's purpose for writing various texts.

Content Limit: Item requires identification of the author's main purpose for writing.

Apply cause and effect relationships to gain meaning from text.

Content Limit: Item may require more than one skill (e.g., an item may require a conclusion based on determining the cause and effect).

Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion.

Content Limit: Item requires information obtained solely from the text given.

Interpret details from a variety of expository texts to support comprehension.

Content Limit: Item may require the identification or inference of details solely from the text given. Assessment items will be from nonfiction text.

Apply central ideas and signal words to summarize information from expository text.
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.

Follow multi-step written directions.
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.

Identify various genres of fiction and kinds of poetry based on their characteristics.
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).

Analyze how a character's traits influence that character's action.
Content Limit: Item will contain information about a character's actions. Item does not require definition of the specific term.

Describe the setting and tell how it supports the story.
Content Limit: Item may require identification of setting and/or relationship to the story.

Analyze the main problem or conflict of a plot and explain how it was resolved.
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.

Identify the speaker of a story and recognize the difference between first-person and third-person.
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

Identify the moral of literary selections (e.g., fables, folktales, legends).
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.

Analyze metaphors and idioms to increase comprehension.
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.

Standard 3: Writing Process

Generate a main idea appropriate to the type of writing.
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.

Main idea
Writer's focus

Select organizational strategies appropriate for writing.

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.

Supporting details

Concluding statement

Select an appropriate writing format for purpose and audience.

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.

Story writing that incorporates a setting, character, conflict (problem), and resolution (solution)

Purpose

Format

Audience

Revise draft for meaning, clarity and effective sequencing.

Content Limit:

Sequence

Precise word choice/ language

Revise draft by adding details to enhance audience understanding.

Content Limit:

Adding relevant details

Removing irrelevant details

Apply and add transition words to clarify sequence.

Rearrange words, sentences, and paragraphs as needed to clarify meaning.

Content Limit:

Modifier placement

Rearranging words or sentences to create flow

Edit the draft using an editing checklist with common editing marks.

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

Spell correctly Grade 5 high-frequency words and content area words.

Content Limit:

Includes grade-appropriate words commonly taught across multiple textbook series

Apply spelling rules appropriate to grade level to spell accurately.

Content Limit:

Includes homophones and commonly confused pairs

Identify complex sentences with subject and verb agreement.

Content Limit:

Sentences may be complex sentences. One sentence may demonstrate an error in subject-verb agreement.

Use correctly:

- future verb tenses
- adjectives
- personal pronouns
- conjunctions
- adverbs

Content Limit:

One sentence may contain one usage error.

Apply capitalization correctly in writing.

[Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]

Identify a colon to introduce a list and in a greeting. Identify quotation marks to punctuate dialogue.

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.

[Apostrophe used to create singular and plural possessives is included.]