

Fifth Grade Illinois Assessment Framework

STANDARD 1A – VOCABULARY DEVELOPMENT	Related Textbook pages	Related Additional Resources and Activities	Assessment Items
Words in Isolation			
1.5.01 Determine the meaning of an unknown word using knowledge of prefixes			
Words in Context			
1.5.02 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.			
1.5.03 Use synonyms to define words.			
1.5.04 Use antonyms to define words.			
1.5.05 Determine the meaning of a word in context when the word has multiple meanings.			
1.5.06 Determine the correct use of homonyms, idioms, and analogies using context clues.			

STANDARDS 1B, 1C – READING STRATEGIES	Related Textbook pages	Related Additional Resources and Activities	Assessment Items
1.5.07 Establish and adjust purposes for reading.			
1.5.08 Identify probable outcomes or actions.			
1.5.09 Use information in tables, maps, and charts to help understand a reading passage.			
1.5.10 Determine the purpose of features of informational text (e.g., bold print, organization of content, key words, graphics).			
1.5.11 Distinguish between minor and significant details in a passage.			
1.5.12 Identify explicit and implicit main ideas.			
1.5.13 Demonstrate understanding by using sophisticated graphic organizers (e.g., cause-effect organizers, semantic webs) to represent passage content.			
1.5.14 Make comparisons across reading passages (e.g., topics, story elements, themes).			
1.5.15 Identify cause and effect organizational patterns in fiction.			

STANDARD 1C – READING COMPREHENSION	Related Textbook pages	Related Additional Resources and Activities	Assessment Items
Literal or Simple Inference			
1.5.16 Determine the answer to a literal or simple inference question regarding the meaning of a passage.			
Summarizing and Main Idea			
1.5.17 Distinguish the main ideas and supporting details in any text.			
1.5.18 Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).			
1.5.19 Summarize a story or nonfiction passage, or identify the best summary.			
Sequencing and Ordering			
1.5.20 Identify or summarize the order of events in a story or nonfiction account.			
1.5.21 Identify the causes of events in a story or nonfiction account.			
Drawing Conclusions Based on Evidence			

1.5.22 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.			
1.5.23 Differentiate between fact and opinion.			
1.5.24 Draw conclusions from information in maps, charts, graphs, and diagrams.			
1.5.25 Interpret an image based on information provided in a passage.			
Interpreting Instructions			
1.5.26 Determine whether a set of complex instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).			
Author's Purpose and Design			
1.5.27 Determine the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).			
1.5.28 Determine how authors and illustrators express their ideas.			

STANDARD 2A – LITERARY ELEMENTS AND TECHNIQUES	Related Textbook pages	Related Additional Resources and Activities	Assessment Items
Story and Literary Structure			
2.5.01 Differentiate among the literary elements of plot, character, setting, and theme.			
2.5.02 Identify events important to the development of the plot and subplot.			
2.5.03 Identify setting, including how setting affects the plot.			
2.5.04 Identify the author’s message or theme.			
2.5.05 Compare stories to personal experience, prior knowledge, or other stories.			
2.5.06 Interpret literary passages using the following elements of literary structure: rising action, and falling action/resolution.			
2.5.07 Recognize points of view in narratives (e.g., first person).			
Characterization			
2.5.08 Determine what characters are like by what they say or do by how the author or illustrator portrays them.			
2.5.09 Determine character motivation.			

2.5.10 Determine the causes of characters' actions (other than motivation).			
2.5.11 Explain the relationship between main and supporting characters.			
Literary Terms and Devices			
2.5.12 Identify and interpret figurative language (e.g., metaphor, alliteration, personification).			
2.5.13 Identify examples of poetic devices using sound, such as alliteration, onomatopoeia, rhyme scheme, unrhymed verse.			

STANDARD 2B – VARIETY OF LITERARY WORKS	Related Textbook pages	Related Additional Resources and Activities	Assessment Items
<p>2.5.14 Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.</p>			
<p>2.5.15 Identify whether a given passage is narrative, persuasive, or expository.</p>			

Reading – Roots and Affixes

This list indicates what may be covered on the vocabulary items of the state assessment.

Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Part	Example	Part	Example	Part	Example	Part	Example	Part	Example	Part	Example
-ed	(e.g., talked, helped)	-able, -ible	(e.g., dependable, edible)	-age	(e.g., package, usage)	ambi-	(e.g., ambidextrous, ambivalent)	anti-	(e.g., antagonist, antacid)	acid, acri	(e.g., acidic, acrimonious)
-ing	(e.g., walking, barking)	-al	(e.g., natural, rental)	-ate	(e.g., generate, dictate)	arch	(e.g., archenemy, archbishop)	astro	(e.g., astronomy, astrophysics)	ad-	(e.g., addict, advise)
-s, -es	(e.g., dogs, lunches)	-ance	(e.g., reluctance, tolerance)	auto	(e.g., automobile, automatic)	bene	(e.g., beneficial, benefactor)	calor	(e.g., caloric, scald)	anthrop	(e.g., anthropoid, anthropology)
-er	(e.g., bigger, brighter) [means “more,” not “one who”]	bi-	(e.g., bicycle, bivalve, triangle)	co- (con-, com-, coll-)	(e.g., coincidence, congregate, combine, collision)	bio	(e.g., biology, biography)	-cide	(e.g., fratricide, suicide)	-ary	(e.g., dictionary, dietary)
-est	(e.g., biggest, brightest)	ex-	(e.g., exclude, expel)	demo	(e.g., democratic, demographic)	cycle	(e.g., bicycle, cyclone)	corp	(e.g., corporal, corporation)	aud	(e.g., audible, auditory)
-less	(e.g., careless, helpless)	fact	(e.g., factory, manufacture)	dict	(e.g., predict, dictionary)	de-	(e.g., deform, depend)	cred	(e.g., credibility, incredible)	bin-	(e.g., binary, binomial)
-ar, -er, -or	(e.g., liar, fighter, inspector) [means “one who”]	geo	(e.g., geography, geology)	en-	(e.g., encourage, enslave, employ)	di-	(e.g., divide, divorce)	dorm	(e.g., dormitory, dormant)	cata-	(e.g., catacombs, catatonic)
dis-	(e.g., disobey, disappear)	-ic	(e.g., heroic, realistic)	graph	(e.g., graphic, photograph)	duct	(e.g., introduction, deduct)	epi	(e.g., epicenter, episode)	circ, circum-	(e.g., circumference, circumstance)
-en	(e.g., tighten, eaten)	il-, ir-	(e.g., illegal, irregular)	human	(e.g., humanity, inhuman)	ex-	(e.g., excel, excite)	eu-	(e.g., eulogy, eureka)	helio	(e.g., heliotherapy, heliotrope)
-ful	(e.g., thankful, beautiful)	in-, im-	(e.g., immigrate, immature, indigestion)	inter-	(e.g., interaction, interfere, interstate)	fore-	(e.g., foreword, forewarned)	flex	(e.g., flexible, reflex)	hydra, hydro	(e.g., hydrate, hydraulic)

Reading – Roots and Affixes (Continued)

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Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Part	Example	Part	Example	Part	Example	Part	Example	Part	Example	Part	Example
-ly	(e.g., happily, slowly)	-ish	(e.g., childish, babyish)	-ion, -ian	(e.g., location, celebration, guardian)	-ous	(e.g., famous, various)	macro-	(e.g., macroeconomics, macrocosm)	-ive	(e.g., definitive, derivative)
re-	(e.g., redo, rebuild, rewrite)	non-	(e.g., nonsense, nonstop)	-ity	(e.g., clarity, enmity)	para-	(e.g., paranormal, parameter)	mar, mari	(e.g., marine, mariner)	mal-	(e.g., malady, malaria)
un-	(e.g., unable, unfinished)	over	(e.g., overdone)	-ize	(e.g., economize, homogenize)	-ship	(e.g., friendship, relationship)	micro-	(e.g., microcosm, microphone)	mid-	(e.g., midnight, midwife)
-y	(e.g., sleepy, dirty, faulty)	port	(e.g., transport, portable)	-ment	(e.g., contentment, nourishment)	super-	(e.g., superman, superintendent)	mono-	(e.g., monomania, mononucleosis)	-ness	(e.g., kindness, lightness)
		pre-	(e.g., preview, precooked)	meter	(e.g., thermometer, barometer)	sym-, syn-, sys	(e.g., symmetry, synonym, system)	peri-	(e.g., periscope, periodic)	ob-	(e.g., obituary, obese)
		struct	(e.g., construct, destruct)	mis-	(e.g., misguide, misinterpret)	tempo	(e.g., temporal, contemporary)	pseudo-	(e.g., pseudonym)	omni	(e.g., omnipotent, omnipresent)
		tri	(e.g., tricycle, triangle)	multi-	(e.g., multimillionaire, multitude)	ultra-	(e.g., ultraviolet, ultrasonic)	semi-	(e.g., semimonthly, semicircle)	pater, part	(e.g., paternal, patrimony)
				-ous	(e.g., humorous, mysterious)	vale, vali	(e.g., validity, valor)	-ure	(e.g., puncture, lecture)	spect	(e.g., spectacular, inspect)
				pro-	(e.g., production, proceed)					theo	(e.g., theocracy, theology)
				sphere	(e.g., spherical, hemisphere,)					under-	(e.g., underdone, undermine)
				sub	(e.g., subnormal, submarine)						
				trans-	(e.g., transportation, transcontinental)						
				-ual	(e.g., usual, gradual)						