

5TH GRADE READING CHECKLIST
Goals 1 – 5
Illinois Learning Standards A-C
Assessment Frameworks

ISAT test questions are derived from this checklist. Use as a curriculum guide.

WORDS IN ISOLATION

_____ Determine the meaning of an unknown word using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ian to determine the meaning of guardian).

WORDS IN CONTEXT

_____ Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.

_____ Use synonyms to define words.

_____ Use antonyms to define words.

_____ Determine the meaning of a word in context when the word has multiple meanings.

_____ Determine the correct use of homonyms, idioms and analogies using context clues.

READING STRATEGIES

_____ Establish and adjust purposes for reading.

_____ Identify probable future outcomes or actions.

_____ Use information in tables, maps, and charts, to help understand a reading passage.

_____ Determine the purpose of features of informational text (e.g. bold print, organization of content, key words, graphics).

_____ Distinguish between minor and significant details in a passage.

_____ Identify explicit and implicit main ideas.

_____ Demonstrate understanding by using sophisticated graphic organizers (e.g., cause-effect organizers, semantic webs) to represent passage content.

_____ Make comparisons across reading passages (e.g., topics, story elements, themes).

_____ Identify cause and effect organizational patterns in fiction.

LITERAL OR SIMPLE INFERENCE

_____ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

SUMMARIZING AND MAIN IDEA

_____ Distinguish the main ideas and supporting details in any text.

_____ 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).

_____ Summarize a story or nonfiction passage, or identify the best summary.

SEQUENCING AND ORDERING

_____ Identify or summarize the order of events in a story or nonfiction account.

_____ Identify the causes of events in a story or nonfiction account.

DRAWING CONCLUSIONS BASED ON EVIDENCE

_____ Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

_____ Distinguish between fact and opinion.

_____ Draw conclusions from information in maps, charts, graphs, and diagrams.

_____ Interpret an image based on information provided in a passage.

INTERPRETING INSTRUCTIONS

_____ 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

_____ Determine the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).

_____ Determine how an authors and illustrators express their ideas.

ENABLING OBJECTIVES

From Grade 4

- _____ Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ish to determine the meaning of foolish).
- _____ Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
- _____ Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- _____ Distinguish between the main ideas and supporting details in informational text.

From Grade 3

- _____ Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., use knowledge of the prefix dis- to determine the meaning of disrespect).
- _____ Identify the word base of familiar words with common affixes (e.g., misspelled, unfinished).
- _____ Determine the answer to a literal, or simple inference, question regarding the meaning of a passage.
- _____ Distinguish between the main ideas and supporting details in informational text.

STORY AND LITERARY STRUCTURE

- _____ Differentiate among the literary elements of plot, character, setting, and theme.
- _____ Identify events important to the development of the plot and subplot.
- _____ Identify setting, including how setting affects the plot.
- _____ Identify the author’s message or theme.
- _____ Compare stories to personal experience, prior knowledge or other stories.
- _____ Interpret literary passages using the following elements of literary structure: rising action, falling action/resolution.
- _____ Recognize points of view in narratives (e.g., first person).

CHARACTERIZATION

- _____ Determine what characters are like (by what they say or do) by how the author or illustrator portrays them.

_____ Determine character motivation.

_____ Determine the causes of characters' actions (other than motivation).

_____ Explain the relationship between main and supporting characters.

LITERARY TERMS AND DEVICES

_____ Identify and interpret figurative language (e.g., metaphors, alliteration, personification).

_____ Identify examples of poetic devices using sound, such as alliteration, onomatopoeia, rhyme scheme, and unrhymed verse.

VARIETY OF LITERARY WORKS

_____ 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.

_____ Identify whether a given passage is fictional narrative, nonfiction narrative, persuasive, or expository.

Grade 5

Part Definition

-age (e.g., package, usage)

-ate (e.g., generate, dictate)

auto (e.g., automobile, automatic)

co- (con-, com-, coll-) (e.g., coincidence, congregate, combine, collision)

demo (e.g., democratic, demographic)

dict (e.g., predict, dictionary)

en- (e.g., encourage, enslave, employ)

graph (e.g., graphic, photograph)

human (e.g., humanity, inhuman)

inter- (e.g., interaction, interfere, interstate)

-ion, -ian (e.g., location, celebration, comprehension)

-ity (e.g., clarity, enmity)

-ize (e.g., economize, homogenize)

-ment (e.g., contentment, nourishment)

meter (e.g., thermometer, barometer)

mis- (e.g., misguide, misinterpret)

multi - (e.g., multimillionaire, multitude)

-ous (e.g., humorous, mysterious)

pro- (e.g., production, proceed)

sphere (e.g., hemisphere, spherical)

sub (e.g., subnormal, submarine)

trans- (e.g., transportation, transcontinental)

-ual (e.g., usual, gradual)