

ISAT ALIGNED RESOURCES

The following pages include information from and guides based on ISAT.

The national standards include the ISAT components and **MORE**.

WHAT IS READING? THINKING

Items based on ISAT samples.

If you ask these as **open-ended questions** you will be preparing students for the ISAT terminology and assessing your students' competence.

1A Apply word analysis and vocabulary skills to comprehend selections.

1. Which word best describes _____?
2. Which word in paragraph ___ helps the reader know what _____ means?
3. What phrase means the opposite of _____ as used in paragraph _____?
4. What does the word _____ mean in paragraph _____?

1B Apply reading strategies to improve understanding and fluency

1. What is paragraph x mainly about?
2. Which sentence from the selection best shows _____?
3. How can you best remember what this article is about?
4. How could a reader best determine _____?
5. According to the article and the map, in which place _____?

1C Comprehend a broad range of reading materials

1. Which question is best answered by information in paragraph x?
2. What is the most likely reason _____?
3. What happened because _____?
4. According to the chart, which statement is true?
5. What is the best summary of the selection?
6. Which of these best describes the problem in the passage?
7. How do _____'s feelings change from the beginning to the end?
8. Which words best describe _____'s character?
9. Based on the events in the pages, which of these is most likely true?

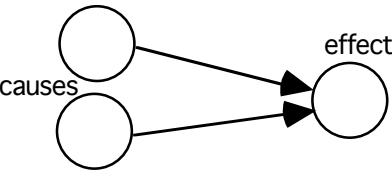
2A Understand how literary elements and techniques are used to convey meaning

- a. How does the author organize paragraphs x through x?
- b. How is this selection best described?
- c. What is the most likely reason the author wrote this selection?
- d. Which would be the best to read to learn how to _____?
- e. In which book would this selection most likely be found?
- f. What is the tone of paragraph x?
- g. The article ____ would be of most use to _____.
- h. Which of the following books would most likely contain information about ____?
- i. Why is paragraph ____ important in this selection?
- j. Which sentence best describes the author's opinion of _____?
- k. How does the author organize the information in this article?
- l. In paragraphs __ to __, what is the author's tone?
- m. What strategy does the author use at the beginning of this selection to create interest and to encourage readers to continue reading?

2B Read and interpret a variety of literary works.

1. This selection is an example of which kind of literature?
2. Why did the author write this selection?
3. Which type of literature is _____?
4. What is the mood in most of the story?
5. What type of story is _____?
6. With which statement would the author most likely agree?
7. At which museum would the _____ most likely be exhibited?

Questions that ask students to think more.

<p>Compare How is this story like another story you have read? ____ and ____ are alike because they both _____</p>	<p>Summarize Which of these would be the best title for this passage? What lessons does ____ learn? Which statement best summarizes the passage?</p>
<p>Contrast How is ____ different from ____? What is the opposite of ____?</p>	<p>Infer Main Idea Paragraph n of this selection is mainly about _____ This passage is mainly about ____ What is the author's message in the passage?</p>
<p>Identify Sequence What do the people do last at _____? How did the event start?</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Sequence the events.</p>	<p>Infer Meaning from Context In paragraph 3, it says ... What is a _____? What is the meaning of _____ as used in paragraph n?</p> <p>Identify Synonym and Antonym What is a synonym for _____ in the passage? What is an antonym for _____ in the passage?</p>
<p>Infer motive Why does _____ feel _____? Why does _____ do _____?</p>	<p>Infer Author's Purpose What was the author's purpose in writing _____? How does the author show the purpose of the passage?</p>
<p>Analyze cause-effect relations How did _____ change _____</p> 	<p>Analyze author's Techniques Which techniques did the author use in the story? Why does the author tell us that _____?</p>
<p>Infer a prediction After reading the title, what should you expect to learn from this selection? After reading the passage, what is most likely to occur?</p>	<p>Identify Fact/Opinion What is an opinion from the passage? How is a fact different from an opinion?</p>
<p>Analyze/infer characteristics Which character is _____? What word describes _____? What does the character's action tell you about the character's trait?</p>	<p>Analyze setting What kind of place is _____? Why does the author use the setting for the story? How does the author communicate what the setting is like?</p>
<p>Analyze relationships What is an example of _____? How does ____ feel about ____?</p>	<p>Evaluate Which is the most important part?</p>

ISAT READING COMPREHENSION ITEM DISTRIBUTION (ISBE.net)

Proceed with caution. What is missing from this chart? Nonfiction.

What is an error on this chart? There is no simple inference.

There is no literal question worth answering unless it is to find out if you are “on the page”.

*NAEP and the National Standards assess and explain reading **comprehensively**.*

Grade	3	4	5	6	7	8
State Goal 1 – Reading	65%-80%	65%-80%	65%-80%	65%-75%	65%-75%	65%-75%
Standard 1A – Vocabulary	10%-15%	10%-15%	10%-15%	10%-15%	10%-15%	10%-15%
Words in Isolation	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%
Words in Context	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%	5%-10%
Standards 1B, 1C – Reading Strategies	8%-12%	8%-12%	8%-12%	8%-10%	8%-10%	8%-10%
Standard 1C – Reading Comprehension	47%-53%	47%-53%	47%-53%	47%-50%	47%-50%	47%-50%
Literal or Simple Inference	8%-14%	8%-14%	8%-14%	6%-12%	6%-12%	6%-12%
Summarizing and Main Idea	8%-12%	8%-12%	8%-12%	6%-10%	6%-10%	6%-10%
Sequencing and Ordering	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%
Drawing Conclusions Based on Evidence	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%
Interpreting Instructions	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%	6%-10%
Author’s Purpose and Design	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%
State Goal 2 – Literature	20%-35%	20%-35%	20%-35%	25%-35%	25%-35%	25%-35%
Standard 2A – Literary Elements and Techniques	12%-31%	12%-31%	12%-31%	17%-31%	17%-31%	17%-31%
Story and Literary Structure	4%-12%	4%-12%	4%-12%	6%-12%	6%-12%	6%-12%
Characterization	4%-10%	4%-10%	4%-10%	6%-10%	6%-10%	6%-10%
Literary Terms and Devices	4%-10%	4%-10%	4%-10%	6%-10%	6%-10%	6%-10%
Standard 2B – Variety of Literary Works	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%	4%-8%
Total	100%	100%	100%	100%	100%	100%

Science Content Category Table (ISBE.net)

Grade	4	7
State Goal 11	20%	20%
Standard 11A – Scientific Inquiry	10%	10%
Standard 11B – Technological Design	10%	10%
State Goal 12	60%	60%
Standard 12A – Living Things ¹	10%	10%
Standard 12B – Environment and Interaction of Living Things	10%	10%
Standard 12C – Matter and Energy ²	10%	10%
Standard 12D – Force and Motion	10%	10%
Standard 12E – Earth Science ³	10%	10%
Standard 12F – Astronomy	10%	10%
State Goal 13	20%	20%
Standard 13A – Safety and Practices of Science	10%	10%
Standard 13B – Science, Technology, Society ⁴	10%	10%
Total	100%	100%

¹ Includes the following topics: Classification, Cell Biology (Grade 7 only), Reproduction (Grade 4 only), Genetics and Reproduction (Grade 7 only), Botany (Grade 7 only), Change Over Time (Grade 7 only)

² Includes the following topics: Properties of Matter, The Atom (Grade 7 only), Acids and Bases (Grade 7 only), Energy/Electricity (Grade 4 only), Electricity (Grade 7 only), Light

³ Includes the following topics: Basic Earth Science (Grade 4 only), The Earth’s Structure (Grade 7 only), The Earth’s Dynamic Processes, The Atmosphere, Water

⁴ Includes the following concept: Measurement

SCIENCE PROGRESS STRATEGIES

- Students read and write about science topics
- Students use graphic organizers to “show” science
- Post science vocabulary and illustrations
- Students write science learning reports
- Students make and interpret data tables and graphs each week
- January: Revisit core science essential for ISAT
- February: Emphasize scientific method and data interpretation, continue to revisit core science content essential for ISAT
- Use ISAT sample test to simulate science test; clarify test-taking strategies

4th GRADE SCIENCE CONTENT Identify Priorities for Your Students

<p>FORCE AND MOTION balance/equilibrium friction gravity magnetism simple machines: level, inclined plane, pulley, screw, and wheel and axle—how they function, how they apply forces with advantage, relate to tasks</p>	<p><i>Inquiring about</i> ENERGY/ELECTRICITY AND LIGHT attraction electrical energy heat light magnet mechanical energy nonmetal prism repel static electrical charge</p>																				
<p>MATTER contact density dissolve expand gas liquid particles solid temperature</p>	<p><i>Inquiring about</i> BASIC EARTH SCIENCE</p> <table border="1" data-bbox="771 737 1427 1150"> <tr> <td>Air</td> <td>climate</td> </tr> <tr> <td>coal, oil</td> <td>decompose</td> </tr> <tr> <td>earth's surface and landforms</td> <td>erosion</td> </tr> <tr> <td>fossil fuel</td> <td>igneous</td> </tr> <tr> <td>land</td> <td>land formations</td> </tr> <tr> <td>metamorphic</td> <td>minerals</td> </tr> <tr> <td>natural gas</td> <td>natural resource</td> </tr> <tr> <td>non-renewable resource</td> <td>renewable resource</td> </tr> <tr> <td>water</td> <td>sedimentary</td> </tr> <tr> <td>weather</td> <td>water cycle</td> </tr> </table>	Air	climate	coal, oil	decompose	earth's surface and landforms	erosion	fossil fuel	igneous	land	land formations	metamorphic	minerals	natural gas	natural resource	non-renewable resource	renewable resource	water	sedimentary	weather	water cycle
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<p>BASIC ASTRONOMY constellation galaxy lunar eclipse mass of a planet order of planets from the sun relative positions revolution rotation solar eclipse sunlight</p>	<p>LIVING THINGS amphibian bird characteristics inherited living needs non-living reptile</p>																				
<p>INQUIRY <input type="checkbox"/> Students observe, analyze, and read <input type="checkbox"/> Continue science topical word wall. <input type="checkbox"/> Students interpret data table or graph <input type="checkbox"/> Students make glossary <input type="checkbox"/> Students write summary Inquiry, Data Analysis, forming a hypothesis; observation; Measurement, Evaluation, Content</p>	<p>ENVIRONMENT AND INTERACTION OF LIVING THINGS decomposer ecosystem food chain food web life cycle photosynthesis plants, plant growth producer reproduction</p>																				

7th GRADE SCIENCE CONTENT Identify Priorities for Your Students

Biology, Genetics, and Reproduction		Botany carbon dioxide classification efficient food chain herb herbivore osmosis oxygen palmate solar energy structure	
<i>amoeba</i>	<i>bacteria, bacterium</i>		
<i>bio (prefix)</i>	<i>carnivorous</i>		
<i>carnivore</i>	<i>cell</i>		
<i>classification</i>	<i>disease</i>		
<i>dominant</i>	<i>euglena</i>		
<i>flagellum</i>	<i>heredity</i>		
<i>meiosis</i>	<i>mitosis</i>		
<i>omnivore</i>	<i>organism</i>		
<i>osmosis</i>	<i>population</i>		
<i>recessive</i>	<i>reproduction</i>		
<i>relate</i>			
Matter and Energy		The Earth's Structure and Processes, including ecosystems	
<i>acids</i>	<i>bases</i>	<i>biodegradable</i>	<i>condensation</i>
<i>buoyancy</i>	<i>chemical energy</i>	<i>consume</i>	<i>climate</i>
<i>compound</i>	<i>electricity</i>	<i>crust</i>	<i>distribution</i>
<i>diffuse</i>	<i>diffraction</i>	<i>ecosystem</i>	<i>erode</i>
<i>energy</i>	<i>friction</i>	<i>food web</i>	<i>fossil</i>
<i>heat</i>	<i>light</i>	<i>habitat</i>	<i>igneous</i>
<i>light waves</i>	<i>magnetism</i>	<i>layer</i>	<i>metamorphic</i>
<i>property</i>	<i>reflection</i>	<i>parasite</i>	<i>rock cycle</i>
<i>refract</i>	<i>solution</i>	<i>sedimentary</i>	<i>water cycle</i>
<i>substance</i>			
ASTRONOMY		Science, Technology, Society, and Safety	
<i>air mass</i>	<i>atmosphere</i>	<i>average</i>	<i>biodegradable</i>
<i>constellation</i>	<i>gravity</i>	<i>conclusion</i>	<i>estimate</i>
<i>hemisphere</i>	<i>mass</i>	<i>experiment</i>	<i>investigate</i>
<i>orbit</i>	<i>planets</i>	<i>measure</i>	<i>rate</i>
<i>rotation</i>	<i>solar system</i>	<i>recycle</i>	<i>research</i>
<i>star</i>	<i>weight</i>	<i>strategy</i>	<i>visual observation</i>

INQUIRY

- Students observe, analyze, and read
- Continue science topical word wall.
- Students interpret data table or graph
- Students make glossary
- Students write summary

Inquiry, Data Analysis, forming a hypothesis; observation; Measurement, Evaluation, Content

ISAT MATH REQUIREMENTS


Grade	3	4	5	6	7	8
State Goal 6 – Number Sense	35%	35%	30%	25%	25%	20%
Standard 6A Representations and Ordering	15%	15%	10%	5%	5%	5%
Standards 6B, 6C Computation, Operations, Estimation, and Properties	20%	20%	15%	15%	15%	10%
Standard 6D Ratios, Proportions, Percents	0%	0%	5%	5%	5%	5%
State Goal 7 – Measurement	20%	20%	15%	15%	15%	15%
Standards 7A, 7B, 7C Units, Tools, Estimation, and Applications	20%	20%	15%	15%	15%	15%
State Goal 8 – Algebra	10%	10%	20%	25%	25%	30%
Standard 8A Representations, Patterns, and Expressions	5%	5%	8%	10%	10%	10%
Standard 8B Connections Using Tables, Graphs, and Symbols	0%	2%	5%	7%	7%	10%
Standards 8C, 8D Writing, Interpreting, and Solving Equations	5%	3%	7%	8%	8%	10%
State Goal 9 – Geometry	20%	20%	20%	20%	20%	20%
Standard 9A Properties of Single Figures and Coordinate Geometry	15%	15%	10%	10%	10%	10%
Standard 9B Relationships Between and Among Multiple Figures	5%	5%	10%	10%	10%	10%
Standard 9C Justifications of Conjectures and Conclusions	<i>This standard is not assessed in isolation. Rather, its essence is assessed indirectly through problems that require this type of thinking.</i>					
Standard 9D Trigonometry	<i>This standard is not assessed on state assessment until grade 11.</i>					
State Goal 10 – Data Analysis, Statistics, and Probability	15%	15%	15%	15%	15%	15%
Standards 10A, 10B Data Analysis and Statistics	10%	10%	10%	10%	8%	8%
Standard 10C Probability	5%	5%	5%	5%	7%	7%
Total	100%	100%	100%	100%	100%	100%

Illinois Mathematics Assessment Framework for Grades 3–8 ISBE.net

REPRESENTATIVE MATH CONTENT 3rd GRADE

Identify priorities for students individually and as a class.


This chart lists terms from the Illinois Learning Standards and the ISAT sample.

Operations/Problem Solving	Fractions																										
<table border="1"> <tr><td>all</td><td>amount</td></tr> <tr><td>certain</td><td>compare</td></tr> <tr><td>difference</td><td>digit</td></tr> <tr><td>divide, divisible</td><td>division</td></tr> <tr><td>each</td><td>estimate</td></tr> <tr><td>factors</td><td>fewer</td></tr> <tr><td>label</td><td>likely</td></tr> <tr><td>multiply</td><td>number line numerals</td></tr> <tr><td>operation sign</td><td>order, ordered pairs</td></tr> <tr><td>place value</td><td>product</td></tr> <tr><td>solve</td><td>subtract, subtraction</td></tr> <tr><td>sum</td><td>total</td></tr> <tr><td>unit</td><td>value</td></tr> </table>	all	amount	certain	compare	difference	digit	divide, divisible	division	each	estimate	factors	fewer	label	likely	multiply	number line numerals	operation sign	order, ordered pairs	place value	product	solve	subtract, subtraction	sum	total	unit	value	denominator fraction greater than > half, halves less than < numerator decimal decimal point equal equal to equivalent fraction bar
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REPRESENTATIVE MATH CONTENT 4th GRADE

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REPRESENTATIVE MATH CONTENT 5th GRADE

Identify priorities for students individually and as a class.

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<p>Operations/Problem Solving</p> <table border="1"> <tr><td>amount</td><td>calculate</td></tr> <tr><td>determine</td><td>difference</td></tr> <tr><td>digit</td><td>divide, divisible</td></tr> <tr><td>division</td><td>each</td></tr> <tr><td>estimate</td><td>factors</td></tr> <tr><td>formula</td><td>greatest common factor</td></tr> <tr><td>label</td><td>likely</td></tr> <tr><td>multiply</td><td>number line numerals</td></tr> <tr><td>operation probability</td><td>order of operations</td></tr> <tr><td>order, ordered pairs</td><td>place value</td></tr> <tr><td>product</td><td>sign</td></tr> <tr><td>solve</td><td>square</td></tr> <tr><td>total</td><td>unit</td></tr> <tr><td>value</td><td></td></tr> </table>	amount	calculate	determine	difference	digit	divide, divisible	division	each	estimate	factors	formula	greatest common factor	label	likely	multiply	number line numerals	operation probability	order of operations	order, ordered pairs	place value	product	sign	solve	square	total	unit	value		<p>Fractions, Decimals, Percentages</p> <p>denominator fraction greater than > less than < numerator ratio mixed number improper fraction decimal decimal point equivalent fraction bar per percent proportion</p>
amount	calculate																												
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total	unit																												
value																													
<p>Analyzing Graphs and Data</p> <p>average bar graph circle graph coordinate data intersect, intersecting lines line graph mean, median, mode pattern pie graph table tally, tally chart stem and leaf plot</p>	<p>Geometry</p> <table border="1"> <tr><td>cone</td><td>congruent</td></tr> <tr><td>cylinder</td><td>cube, cubic</td></tr> <tr><td>diameter</td><td>figure</td></tr> <tr><td>hexagon</td><td>line</td></tr> <tr><td>line of symmetry</td><td>parallel</td></tr> <tr><td>equilateral triangle</td><td>Isosceles triangle</td></tr> <tr><td>polygon</td><td>prism</td></tr> <tr><td>ray</td><td>pyramid</td></tr> <tr><td>shape</td><td>sphere</td></tr> <tr><td>two-dimensional</td><td>vertical</td></tr> <tr><td>volume</td><td>obtuse angle</td></tr> <tr><td>acute angle</td><td>right angle</td></tr> <tr><td>vertex</td><td>vertices</td></tr> </table>	cone	congruent	cylinder	cube, cubic	diameter	figure	hexagon	line	line of symmetry	parallel	equilateral triangle	Isosceles triangle	polygon	prism	ray	pyramid	shape	sphere	two-dimensional	vertical	volume	obtuse angle	acute angle	right angle	vertex	vertices		
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<p>MATH PATH</p> <p style="text-align: center;"></p> <p>I used this strategy: _____</p> <p>Why I solved the problem this way: _____</p>	<p>Measurement</p> <table border="1"> <tr><td>exactly</td><td>gram</td></tr> <tr><td>height</td><td>kilometer</td></tr> <tr><td>gallon</td><td>measure</td></tr> <tr><td>kilogram</td><td>mile</td></tr> <tr><td>mass</td><td>ounce</td></tr> <tr><td>perimeter</td><td>scale</td></tr> <tr><td>non-standard unit</td><td>liter</td></tr> <tr><td>Miles per hour</td><td>degrees, Celsius, Fahrenheit</td></tr> </table>	exactly	gram	height	kilometer	gallon	measure	kilogram	mile	mass	ounce	perimeter	scale	non-standard unit	liter	Miles per hour	degrees, Celsius, Fahrenheit												
exactly	gram																												
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Miles per hour	degrees, Celsius, Fahrenheit																												

REPRESENTATIVE MATH CONTENT 6^h GRADE

This chart lists terms from the Illinois Learning Standards and the ISAT sample.

<p>Operations/Problem Solving calculate determine divisible estimate factors formula greatest common factor inequality number line operation probability sign ordered pairs unit value order of operations square number</p>	<p>Fractions, Decimals, Percentages denominator fraction greater than > improper fraction less than < mixed number numerator ratio simplify simplest form decimal decimal point equivalent equivalent fraction bar per percent proportion</p>																		
<p>Analyzing Graphs and Data average bar graph, circle graph coordinate data intersect, intersecting lines line graph pattern pie graph stem and leaf plot table, tally, tally chart line plot median range mode probability</p>	<p>Geometry area conversion cube line segment rectangular pyramid scale square prism three dimensional triangular prism two-dimensional vertex vertices</p>																		
<p>ALGEBRA associative property linear equation variable unknown equation balance exponent value expression equivalent table of values inequality represent</p>	<p>Measurement</p> <table border="1" data-bbox="808 1413 1404 1757"> <tr> <td>exactly</td> <td>gram</td> </tr> <tr> <td>height</td> <td>kilometer</td> </tr> <tr> <td>gallon</td> <td>measure</td> </tr> <tr> <td>kilogram</td> <td>mile</td> </tr> <tr> <td>mass</td> <td>ounce</td> </tr> <tr> <td>perimeter</td> <td>scale</td> </tr> <tr> <td>non-standard unit</td> <td>liter</td> </tr> <tr> <td>miles per hour</td> <td>degrees, Celsius, Fahrenheit</td> </tr> <tr> <td>Measurement system</td> <td></td> </tr> </table>	exactly	gram	height	kilometer	gallon	measure	kilogram	mile	mass	ounce	perimeter	scale	non-standard unit	liter	miles per hour	degrees, Celsius, Fahrenheit	Measurement system	
exactly	gram																		
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non-standard unit	liter																		
miles per hour	degrees, Celsius, Fahrenheit																		
Measurement system																			

REPRESENTATIVE MATH CONTENT 7th GRADE .

This chart lists terms from the Illinois Learning Standards and the ISAT sample.

Operations/Problem Solving		Fractions, Decimals, Percentages	
calculate	determine	convert	denominator
divisible	estimate	fraction	greater than >
factors	formula	improper fraction	less than <
greatest common factor	inequality	mixed number	numerator
absolute value	ascending order	ratio	simplest form
square root	number line	simplify	decimal
operation probability	sign	decimal point	equivalent
ordered pairs	value	equivalent	fraction bar
order of operations	square number	per	percent
descending order	value	proportion	
cube root			
Analyzing Graphs and Data		Geometry	
average		area	capacity
coordinate		circumference	complementary angles
data		conversion	cube
data point		cylinder	hypotenuse
histogram		isosceles	line segment
intersect, intersecting lines		trapezoid	
pattern		parallelogram	perimeter
pie graph		rectangular prism	rectangular pyramid
stem and leaf plot		regular pyramid	right cylinder
line plot		scale	square prism
median		surface area	three-dimensional
range		trapezoid	triangular prism
mode		two-dimensional	vertex
probability		vertices	
slope			
x axis			
y axis			
scatter plot			
intercept			
ALGEBRA		Measurement	
balance	equation	exactly	gram
equivalent	exponent	height	kilometer
expression	inequality	gallon	measure
integer	negative	kilogram	mile
positive	represent	mass	ounce
table of values	unknown	perimeter	scale
value	variable	non-standard unit	liter
<i>additive identity property</i>	<i>additive inverse property</i>	miles per hour	degrees, Celsius, Fahrenheit
<i>arithmetic sequence</i>	<i>associative property</i>	Measurement system	milliliter
<i>combination function</i>	<i>compound inequality</i>		
<i>multiplicative identity property</i>	<i>linear equation</i>		
<i>multiplicative property of zero</i>	<i>multiplicative inverse property</i>		
<i>prime factorization</i>	<i>permutation</i>		
<i>scientific notation</i>	<i>rational number</i>		

REPRESENTATIVE MATH CONTENT 8th GRADE

This chart lists terms from the Illinois Learning Standards and the ISAT sample.

Operations/Problem Solving		Fractions, Decimals, Percentages	
calculate	determine	convert	denominator
divisible	estimate	fraction	greater than >
factors	formula	improper fraction	less than <
greatest common factor	inequality	mixed number	numerator
absolute value	ascending order	ratio	simplest form
square root	number line	simplify	decimal
operation probability	sign	decimal point	equivalent
ordered pairs	value	equivalent	fraction bar
order of operations	square number	per	percent
descending order	value	proportion	
cube root			
Analyzing Graphs and Data		Geometry	
average		circumference	complementary angles
coordinate		conversion	cube
data		cylinder	hypotenuse
data point		isosceles	line segment
histogram		trapezoid	
intersect, intersecting lines		parallelogram	perimeter
pattern		rectangular prism	rectangular pyramid
pie graph		regular pyramid	right cylinder
stem and leaf plot		scale	square prism
line plot		surface area	three-dimensional
median		trapezoid	triangular prism
range		two-dimensional	vertex
mode		vertices	
probability			
slope			
x axis			
y axis			
scatter plot			
intercept			
ALGEBRA		Measurement	
balance	equation	exactly	gram
equivalent	exponent	height	kilometer
expression	inequality	gallon	measure
integer	negative	kilogram	mile
positive	represent	mass	ounce
table of values	unknown	perimeter	scale
value	variable	non-standard unit	liter
<i>additive identity property</i>	<i>additive inverse property</i>	miles per hour	degrees, Celsius, Fahrenheit
<i>arithmetic sequence</i>	<i>associative property</i>	Measurement system	milliliter
<i>combination</i>	<i>compound inequality</i>		
<i>function</i>	<i>linear equation</i>		
<i>multiplicative identity property</i>	<i>multiplicative inverse property</i>		
<i>multiplicative property of zero</i>	<i>permutation</i>		
<i>prime factorization</i>	<i>rational number</i>		
<i>scientific notation</i>			