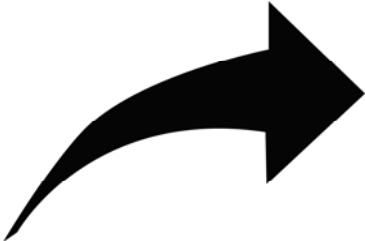


Plan Strategically

To meet the ISAT Challenge and Strengthen the Curriculum



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Polk Bros. Foundation Center for Urban Education at DePaul University
<http://teacher.depaul.edu>

This guide includes test specifications from ISBE. Those specifications and additional ISAT preparation materials are available at isbe.net.

Set Reading-Math-Writing-Science Priorities

GRADE LEVEL PRIORITIES FOR ISAT SUCCESS

Teachers can use this outline to list priorities and then schedule activities on the week-by-week calendar on the following pages.

GRADE LEVEL: _____

	WHAT TO STRENGTHEN	HOW TO INVOLVE PARENTS
MATH		
READING		
WRITING OR SCIENCE		

INTEGRATE ISAT PRIORITIES

Week	Reading	Math	Writing	Science
Jan. 5				
Jan. 12				
Jan. 19				
Jan. 26				

Week	Reading	Math	Writing	Science
Feb. 2				
Feb. 9				
Feb. 16				
Feb 23				

ISAT Daily Action Plan **January**

ISAT Priorities	Mon	Tue	Wed	Thu	Fri
Connect reading/ writing and Dr. Martin Luther King, Jr.	12	13	14	15	16
Connect Reading/ Writing and the President	19	20	21	22	23
	26	27	28	29	30

ISAT Daily Action Plan

February

ISAT Priorities	Mon	Tue	Wed	Thu	Fri
	2	3	4	5	6
Connect Reading/ Writing and the Presidency	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27

READING PRIORITIES AND RESOURCES

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Expand vocabulary to learn more and succeed on ISAT.

Number indicates grade level at which term is first used on ISAT samples.

Students can increase their fluency with these words by:

- Making a glossary
- Making up questions using these words
- Writing sentences with these words
- Grouping words by kind of word—adjective, verb
- Grouping words by how they help you tell about what you read:
 - Words that tell what kind of passage it is
 - Words that tell you what kinds of things to think about when reading
 - Words that tell you about the author's techniques

according to (4)	alike (3)	alliteration (6)
antonym (5)	article (3)	as used in (4)
aspect (8)	author (3)	author's purpose (3)
base word (3)	belongs (3)	best describes (4)
biography (5)	bold print (4)	character (7)
comparison (6)	complain (3)	conclusions (4)
describe (4)	description (3)	descriptive (6)
detail (5)	dialogue (4)	different from (3)
direct (4)	emphasize (8)	entertain (3)
essay (8)	etymology (7)	event (5)
expect (5)	experience (7)	explain (3)
expository (5)	extended-response (3)	extraordinary (5)
fable (3)	fairly tale (3)	fictional (5)
first person (7)	flashback (4)	genre (3)
historical fiction (7)	humor (4)	hyperbole (8)
inform (3)	information (3)	ironic (8)
legend (5)	literary device (6)	mainly (3)
mainly about (4)	manual (7)	mean (3)
meaning of (5)	metaphor (6)	most like (3)
most likely (3)	most likely reason (5)	narrative (5)
nonfiction (3)	observations (8)	occurred (5)
onomatopoeia (6)	opinion (4)	opposite of (3)
organized (3)	paragraph (4)	part of speech (7)
passage (3)	personification (8)	persuade (3)
persuasive (5)	phrase (7)	plot (6)
point of view (7)	purpose (3)	reason (5)
refer to (8)	remember (6)	repetition (6)
rewrite (3)	rhyme (4)	selection (5)
sentence (4)	simile (6)	stanza (7)
statement (4)	summary (4)	support your answer (3)
synonym (5)	theme (6)	third person (7)
third person objective (7)	third person omniscient (7)	title (3)
tone (6)	understand (3)	volume (7)

ISAT Reading Skills and Strategies

This is a list of proficiencies that ISBE has identified for all effective readers.

Check the abilities that your students should improve.

- Make and verify predictions based on prior knowledge and text.
- Identify probable outcomes or actions.
- Clarify an understanding of text by creating outlines, notes, or other visual representation
- Use information in illustrations to help understand a reading passage.
- Determine which illustrations support the meaning of a passage.
- Determine the purpose of features of informational text
- Distinguish between minor and significant details in a passage.
- Compare the content and organization of various selections.
- Relate information in the passage to other readings on the same topic.
- Relate information in the passage to other readings.
- Identify explicit and implicit main ideas.
- Distinguish the main ideas and supporting details in any text.
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- Determine the author's purpose for writing a fiction or nonfiction text
- Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.
- Identify the author's message or theme.
- Identify setting (i.e., place and time period).
- Recognize points of view in narratives (e.g., first person).
- Determine character motivation.
- Explain how the literary devices (e.g., imagery, metaphor, figurative language dialogue) contribute to the meaning of a literary selection.

APPLY SKILLS ACROSS DIFFERENT GENRES

1C I can read a broad range of materials; 2B I can interpret a variety of literary works.

CHECK PROGRESS:

Check the genres your students have read and will read.

MAKE PROGRESS:

A genre is a kind of literary work. It's a style that authors use to express their ideas. Students need the skills of reading to understand every genre.

Students can write in a genre.

First, read something in that genre.

Then list what kinds of techniques the writer uses. Then write your own versions as a class, with a writing partner, or independently.

Genre	Definition	What we read.	What we will read.
Fiction	Fiction is a type of writing based on imagination.		
Historical fiction	Historical fiction is based on imagination but based on real events.		
Mystery	A mystery is a piece of fiction that deals with puzzles or detectives.		
Science-fiction	Science-fiction is an imaginary science narrative.		
Nonfiction	Nonfiction is a type of writing that explains facts.		
Poetry	Poetry is a type of writing that uses rhythm to tell ideas & feelings. It may rhyme and use symbols.		
Biography	A biography is a narrative of someone's life.		
Auto-biography	An autobiography is a narrative of someone's life by that person.		
Adventure	Adventure could be either fact or fiction. It is a narrative about an exciting event.		
Fantasy	Fantasy involves characters, situations, or settings that are not really possible.		
Drama	A play uses characters and dialogue to tell a story. It may be fiction or non-fiction.		

QUESTIONS ARE THINKING PROMPTS

GET IT

Literal questions ask you to find or remember an answer in the information provided.

➡ When? ➡ Where?	➡ What? ➡ Who?	➡ Define _____. ➡ List the _____.
---------------------	-------------------	--------------------------------------

GET IT CLEAR

Analytic questions ask you to look closely and think thoroughly--to organize the information so you see patterns and can explain the situation.

⊞ Classify _____. ⊞ Give an example of _____. ⊞ Give the opposite of _____.	⊞ Compare: how is _ like _? ⊞ Contrast: How is _ different from _? ⊞ In what sequence did _____ happen?	⊞ Explain how ____ works ⊞ Use a time-line, chart, diagram, graph, or map to explain _____.
---	---	--

THINK MORE

Inferential questions ask you to make an educated guess—to think about and beyond the information given.

➡ Predict what will happen when _____. ➡ What is the main idea of _____. ➡ What does this word mean in this context?	➡ What might have caused this change? ➡ If ____ changed, what would happen? ➡ Which person might have said this?	➡ What is a good title for this? ➡ What is the missing part? ➡ What was the author's point of view?
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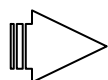
THINK IT THROUGH

Evaluative questions ask you to make your position clear, to make a thoughtful judgment.

➡ What are the important facts? ➡ What makes person important? ➡ Is this fact or opinion?	➡ Which is the best answer? Why? ➡ Give and justify your opinion on _____.	➡ Why do you make this choice? ➡ What is your evidence? ➡ Which is the most important event? Why?
---	---	---

GET IT TOGETHER AND GET IT ACROSS

Synthesis questions ask you to think about what you knew and what you read.



What do you think?

Include information from the passage and your own ideas.

Questions Based on ISAT samples.

Use these “stems” to prepare questions that get students to exercise thinking.

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 _____?

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. What is the best summary of the selection?
5. Which of these best describes the problem in the passage?
6. How do _____'s feelings change from the beginning to the end?
7. Which words best describe _____'s character?
8. 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

1. How does the author organize paragraphs x through x?
2. How is this selection best described?
3. Which would be the best to read to learn how to _____?
4. In which book would this selection most likely be found?
5. What is the tone of paragraph x?
6. Why is paragraph ___ important in this selection?
7. Which sentence best describes the author's opinion of _____?
8. How does the author organize the information in this article?
9. In paragraphs ___ to ___, what is the author's tone?
10. 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. Which of these is a theme of this story?

Multiple Choice Question Maker

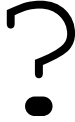
Students can use the question stems to make their own reading question.
They can use this same format for math and science.

Question Maker:

Write your question here. Make it a thinking question such as:

How is _____ like _____?

What would happen if _____?



Write the correct answer and three other possible answers here:

- a.
 - b.
 - c.
 - d.
-

Question Taker: Think It Through

What's the best answer? _____

Why?

GET IT CLEAR

Analytic questions ask you to **Get It Clear**—to look closely and think thoroughly—to organize the information so you see patterns and can explain the situation.

- Which is a kind of _____?
- How is ___ like ___?
- Which is an example of _____?
- Which is the opposite of _____?
- According to the text, which of these events caused _____ to happen?
- How did the _____ start?

- In what sequence did _____ happen?
- How is ___ different from ___?
- Which explains why _____ happens?
- How does _____ depend on _____?
- Which of these are alike?
- What is the last thing that happened?
- How is _____ related to _____?

Analytic Questions

1. Question:

Possible Answers:

- a.
- b.
- c.
- d.

2. Question:

Possible Answers:

- a.
- b.
- c.
- d.

THINK MORE: INFER

Inferential questions ask you to **Think More**—to make an educated guess—to think about and *beyond* the information given.

- | | |
|--|--|
| <ul style="list-style-type: none">• Predict what will happen when _____.• What is the main idea of _____?• What is the meaning of this word from context?• What do you think _____ means?• What might have caused this change?• Why did the author write this?• How would the story have changed if _____? | <ul style="list-style-type: none">• Which is the best title for this _____?• What is the missing part?• What was the author's point of view?• If _____ changed, what would happen?• Which person might have said this?• What do you think happened before this story started?• What do you think happens next? |
|--|--|

Inferential Questions

1. Question:

Possible Answers:

- a.
- b.
- c.
- d.

2. Question:

Possible Answers:

- a.
- b.
- c.
- d.

My Own Guide to ISAT Reading Success

What to do when you open the test booklet:

What to do when you read a passage:

What to do to answer a multiple-choice question:

How to answer an Extended Response question:

How to use the extra time you can have to work on the test:

Link Literacy to Black History

The following texts and questions can be used to develop proficiency with extended-response questions and knowledge of African American history.

ISBE Insights into the Extended Response

What are important aspects of a student response to an extended-response item?

Most students write a summary/retelling of the passage. A response that is strictly a summary/retelling of the passage cannot receive a score higher than a “2.” One important question scorers ask when evaluating a student response is – What has the response stated that is not in the passage? How has the student related/tied it back to the passage? (ISBE.net)

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Chicago's First Leader

3rd Grade

Long before there was a city of Chicago, a brave man moved here. It was tough to live here then. There were no stores. There were no settlers. It was very cold in the winter and hot in the summer. There was a lot of snow in winter, too. So, it was hard to travel. In spring, there was a lot of rain and mud, and that made it hard to travel as well.

Then an early Chicago leader came here. Jean Baptiste Point DuSable was the first non-Native American to choose to settle in this area. This African American leader built a cabin on the Chicago River. He started a business by trading with the Native Americans. He opened a trading post there in the late 1770's. At first, it was just a small home. Jean Baptiste Point DuSable stayed for more than 20 years and added to it. His building became the most important place in the area.

Getting things to Chicago was hard. Chicago was a very small town. It was hundreds of miles away from the closest city. At first, DuSable traded only with the Native Americans and a few explorers. He would trade tools and other goods for things that they grew, hunted, or made. As more explorers came to the area, his trading post became more important. Settlers bought goods as well.

DuSable's trading post allowed explorers to keep going. They could buy supplies at his post and then keep traveling further. That trading post helped start Chicago as a city. When families moved to Chicago to settle, they could get what they needed to live at the trading post.

At the trading post, settlers bought many things. DuSable sold blankets, butter, flour, furs, knives, cloth, hats, guns, and gunpowder. Settlers and Native Americans both traded for these goods or paid money.

DuSable was the first person who helped people to come to Chicago and settle here. So, much later, Chicago declared him the "father" of the city because he made it possible to settle here.

Today there is a harbor and park honoring DuSable. That park is very close to the place he started the first Chicago business. Perhaps the biggest legacy from DuSable is the location of the city. His trading post was the starting point for the building of the town that became today's big city.

Based on what you knew and what you read...

Why is DuSable important to Chicago? Use examples from the reading and your ideas about what he accomplished in your answer.

Harold Washington's Acceptance Speech – April 12th, 1983

Chicago, IL

As transcribed by Hannah Lantos, from <http://www.chicagopublicradio.org/Content.aspx?audioID=15929>.

The following excerpt is from the speech that Mayor Harold Washington made when he won the election in 1983.

Tonight we are here. Tonight we are here to celebrate a resounding victory. We, we have fought a good fight. We have finished our course. And we have kept the faith.

We fought that good fight. We fought it, with unseasoned weapons and with a phalanx of people who mostly have never been involved in a political campaign before. This has truly been a pilgrimage. Our government will be moving forward as well, including more people. And more kinds of people, than any government in the history of Chicago. Today... today... today, Chicago has seen the bright daybreak for this city and for perhaps this entire country. The whole nation is watching as Chicago is so powerful in this! Oh yeah, yeah, they're watching. They're watching.

Out of the crucible... Out of the crucible of this city's most trying election, carried on the tide of the most massive voter turn out in Chicago's history. Blacks. Whites. Hispanics. Jews. Gentiles. Protestant and Catholics of all stripes. Have joined hands to form a new democratic coalition. And... and to begin in this place a new democratic movement.

The talents and dreams of our citizens and neighborhoods will nourish our government the way it should be cherished and feed into the moving river of mankind. And we have kept the faith in ourselves as decent, caring people who gather together as a part of something greater than themselves. We never stopped believing that we were a part of something good and something that had never happened before.

We intend to revitalize and rebuild this city. To open its doors and be certain that its babies are healthy! And its old people are fed and well-housed. We intend, we intend that our city will grow again and bring prosperity to ALL of its citizens. We have been victorious. But I am mindful that there are many other friends and neighbors who were not a part of our campaign. But that's alright! That's alright! That's alright! You never get 'em all! That's why we have a democracy. Because there are many opinions in a city as diverse and multi-ethnic as the city of Chicago.

To those who supported me, I offer my deepest thanks. I will initiate your reforms. But I charge you... I charge each and every one of you to rededicate your efforts to heal the divisions that have plagued us. Each of us must reach out, in open arms. Together we will overcome our problems, and restore Chicago to its proper position as one of the most dynamic cities in all the world!

Based on what you knew and what you read...

How are Barack Obama and Harold Washington alike?

Chicago Is a City of Possibilities

ILS1B: I can analyze a text and write an extended response based on it.

Deval Patrick was a child in Chicago, living in the Robert Taylor Homes, a public housing project. Mrs. Eddie Quaintance, his teacher, arranged for him to apply for a scholarship. He got that scholarship and continued to get a great education and then good jobs. Today he is governor of Massachusetts. Read his inauguration speech to learn about his ideas.

For a very long time now we have been told that government is bad, that it exists only to serve the powerful and well-connected, that its job is not important enough to be done by anyone competent, let alone committed, and that all of us are on our own. Today we join together in common cause to lay that fallacy to rest, and to extend a great movement based on shared responsibility from the corner office to the corner of your block and back again.

My journey here has been an improbable one. From a place where hope withers, through great schools and challenging opportunities, to this solemn occasion, I have been supported and loved and lifted up. And I thank the family, the mentors, the teachers - every one of whom is here today in body or in spirit - just as I thank the tens of thousands of campaign volunteers and millions of voters across the Commonwealth who shared this improbable journey with me.

America herself is an improbable journey. People have come to these shores from all over the world, in all manner of boats, and built from a wilderness one of the most remarkable societies in human history. We are most remarkable not just for our material accomplishments or military might, but because of the ideals to which we have dedicated ourselves. We have defined those ideals over time and through struggle as equality, opportunity and fair play - ideals about universal human dignity. For these, at the end of the day, we are the envy to the world. ...

I am descended from people once forbidden their most basic and fundamental freedoms, a people desperate for a reason to hope and willing to fight for it. And so are you. So are you. Because the Amistad was not just a Black man's journey; it was an American journey. This Commonwealth - and the Nation modeled on it - is at its best when we show we understand a faith in what's possible, and the willingness to work for it.

And I see above all the imagination, the compassion and the energy of our people. I see what we are capable of - not just as a matter of history, but as a matter of character. And I am asking you to touch that part of our shared legacy, and reach with me for something better.

I know that we can have more and better jobs, and a stronger economy. But we will need the best prepared workforce on the planet, simpler and faster regulatory processes, a stable and simplified corporate tax structure, and a more cooperative relationship between labor and business. Let's reach for that.

I know we can have better schools to support that emerging economy, and to prepare today's and tomorrow's citizens. But we will need high expectations for our kids at home as well as at schools, more flexibility in the classrooms and even in what we consider to be a "classroom," early education and after-school programs, and public colleges and universities every bit as well-supported and honored as their private counterparts. Let's reach for that.

I know we can have more accessible and more affordable health care for ourselves and our families. But it will take transparency among clinicians and health insurers, a system of care that makes more use of community settings, simplified administrative systems, and government stewardship for the good of the whole. Let's reach for that.

I know we can have safer neighborhoods. But it will take more community-based patrols, after-school and enrichment programs, summer job and volunteer opportunities for young people, training and pre-release preparation for inmates, and sensible reform of both CORI and sentencing. Let's reach for that.

We know what to do. We know that our challenges were long in the making and will require long-term solutions. We know what to reach for. And we ought to know that either we invest today or we will surely pay excessively tomorrow. We know that investment in education today beats investment in prisons tomorrow.

Quick fixes, gimmicks and sound bites are not enough. That's not in the spirit of what built this country. That is not what cleared the forest and planted New England's earliest farms. It's not what inspired our great universities and museums. It's not what created the boom in textile manufacturing in its time or a flourishing biotech industry today. It's not what freed the colonies from oppression or the slaves from bondage or women from second class citizenship.

What has distinguished us at every signature moment of our history is the willingness to look a challenge right in the eye, the instinct to measure it against our ideals, and the sustained dedication to close the gap between the two. That is who we are.

Think It Through

A theme is a way of thinking about something.

What is the theme of this speech—the ideas that Governor Deval Patrick wants you to understand? Write the theme on the line.

He uses different examples to make that idea clear. List three examples from the speech that support the theme.

THEME: _____

Example

Example

Example

Your Vision

Governor Deval Patrick shared his history and his hopes in his inauguration speech. Inauguration means beginning. He inspired people with his speech. He asked them to work together to have a better future. It is a persuasive speech.

Every January is a beginning. Write a new year's speech or letter. Write about what is important to you and the progress you want to make in the new year. Write a persuasive statement about your future.

ORGANIZE YOUR RESPONSE TO RELEVANT READING

A legacy is what someone leaves to other people, something that helps people after someone has died.

Use this chart to identify the legacy of an African American you read about.

Based on what you knew and what you read...

Explain what you think about the legacy of this African American.

What is this person's greatest contribution to us today?

First, write your idea.

Then support it with information from the passage and your own experience.

From the Passage	From My Experience

AN AFRICAN AMERICAN POET

Grades 3-4 Text

Gwendolyn Elizabeth Brooks was an American poet. Her grandfather had been a slave. He was a brave man. He ran away from slavery. Then he fought in the Civil War.

His son married a teacher. They lived in Kansas. When Gwendolyn Brooks was a baby, her family moved to Chicago. Gwendolyn went to Chicago public schools. She grew up in Chicago. She stayed here for the rest of her life. She visited many places. But she always came back to Chicago.

Gwendolyn Brooks enjoyed reading and writing. She wrote about her life. She wrote about Chicago. When she was just thirteen, she wrote a poem for a magazine. Later, she wrote more poems. They were printed in other people's books. When she was older, she wrote books of her own poems. She became a poet. She was well known in the United States. She was also well known in other countries. She won awards for her poetry.

It was not easy to get a job in writing. Gwendolyn worked for a while typing. She typed other people's words. But she wrote her own words, too. She wrote important poems. They were read by many people all over the world. Her poems made them think.

Gwendolyn Brooks was also a teacher. So she helped students think more. She taught college students in the Chicago area. What did she teach them? She taught them how important ideas are in poems. Many people learned from her in those classes.

Gwendolyn Brooks won prizes for her poetry. Every year, more people read them. They loved her poems. She is well known as a great poet. She is an important African American woman.

When she was 83, she became sick with cancer. In just a short time, she died. She died in 2000. She had done so much in her life. Her life is an important part of America's history. She left a great legacy.

Based on what you knew and what you read...

Explain what you think about the legacy of this African American.

What is this person's greatest contribution to us today?

First, write your idea.

AN AFRICAN AMERICAN POET

Grades 5-6 Text

Gwendolyn Elizabeth Brooks was an American poet. Her grandfather was a slave who escaped from slavery. That grandfather fought in the Civil War. He was part of an important era in American history.

His son married a teacher, and they lived in Kansas. The family moved to Chicago when she was a baby. Gwendolyn Brooks went to Chicago public schools. She grew up in Chicago and stayed here for the rest of her life. She traveled many places but always came back to Chicago.

Gwendolyn Brooks enjoyed reading and writing. She wrote about her experiences. She wrote about Chicago. When she was just thirteen, a poem she wrote was published in a magazine. In time, she was published in books and then had books published that were only her poems. She became a noted poet, well known in the United States and in other countries. She won awards for her poetry.

It was not easy to get a job in writing. Gwendolyn Brooks worked for a while as a typist. She would type other people's words. But she continued to write her own words. She wrote poems that are important to many people around the world. Her poems inspired them.

In addition to being a poet, she also was a teacher. She taught college students in the Chicago area. She taught them about poetry. She taught them how important it is to make your ideas clear when you write a poem. There are hundreds of people who learned from her in those classes. Probably some of them are writing poems. And most of them also read poems better because of learning from her how to look for the ideas they communicate.

Illinois has a special role called Poet Laureate. Gwendolyn Brooks was named Illinois Poet Laureate in 1968. But that was one year after she was poet laureate for the whole country. She was very clear that what is important is the ideas a poet communicates—more than the prizes a poet may earn. But she earned many prizes. She is recognized today as a great poet and an important African American who influenced many people.

When she was 83, she became ill with cancer. In just a short time, she died. Her death in Chicago in 2000 affected people all over the world. She had accomplished much in her life. Her legacy is part of your heritage.

Based on what you knew and what you read...

Explain what you think about the legacy of this African American.

What is this person's greatest contribution to us today?

AN AFRICAN AMERICAN POET

Grades 7-8 Text

Gwendolyn Elizabeth Brooks was an American poet. Her grandfather was a slave who fled slavery and later fought on the side of the Union in the Civil War. He was part of a pivotal era in American history.

His son married a teacher, and they resided in Kansas. The family sought the opportunities offered by a growing city and moved to Chicago when she was a baby. Gwendolyn Brooks was educated in Chicago public schools. She grew up in Chicago and stayed here for the remainder of her life. She traveled many places but always came back to Chicago.

Gwendolyn Brooks enjoyed the literary pursuits of reading and writing. She wrote extensively about her experiences, but she also wrote about urban lives -- particularly those in Chicago. When she was just thirteen, a poem she wrote was published in a magazine. In time, she was published in the books of others, but she eventually authored entire volumes of her own poetry. She became an accomplished poet, well known in the United States and abroad. She won numerous awards for her poetry.

It was not easy to get a job in writing, so Brooks worked for a while as a typist, putting the words of others in print. But she continued to write her own words; these became important poems that inspired people throughout the world.

In addition to being a poet, she taught poetry to college students in the Chicago area. She taught them the importance of clarity in writing poetry. There are hundreds of people who learned from her in those classes, and several of them have gone on to write their own poetry. Most of them also read poems better because of learning from her how to look for the ideas they convey.

Illinois has a special role called Poet Laureate. Gwendolyn Brooks was named Illinois Poet Laureate in 1968, but this recognition didn't come until one year after she had already been named poet laureate for the whole country. She was very clear about her artistic priorities: of greater importance is the ideas a poet communicates—more than the prizes a poet may earn. But she earned many prizes. She is recognized today as a great poet and an important African American whose influence continues to be felt by subsequent generations.

When she was 83, she was diagnosed with cancer. Shortly thereafter, she died. Her death in Chicago in 2000 affected people all over the world. While countless numbers of people mourned her death, she had accomplished much in her life. She's an important part of Chicago history, African-American history, and American history, and her legacy is part of your heritage.

Based on what you knew and what you read...

Explain what you think about the legacy of this African American.

What is this person's greatest contribution to us today?

Solving the Math Problem

The following advice is from the Illinois State Board of Education.
You will find it and much more on the ISBE website, ISBE.net

- √ Be familiar with the Illinois Learning Standards and the Assessment Frameworks
- √ Integrate test-taking skills into regular instruction
- √ Be familiar with and practice different test items with students
- √ Create a positive atmosphere for testing

- Extended-Response in the Classroom: Ideas to help teachers help students
1. Explain and display the “student-friendly” version of the scoring rubric
 2. Discuss “What you did” and Why you did it” for multiple-choice items.
 3. Discuss and display a variety of student work in the classroom
 4. Aim for the 4 on the rubric.
 5. Use a T-chart to help guide explanations—this helps some students to remember to explain what they did and why they did it.
 6. Use previous ISAT tasks from the sample books. (available online.)
 7. Write about math in a journal.

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What does the ISAT Math test require?

You can figure out some of what students need to know and be able to do from this list.

ISAT Math Terms, Grades 3-8

The following words were identified as part of the ISAT Sample Test for 2008.

The number after each word is the grade at which the sample tests first include that item. Students will need to be fluent with those terms at the higher grade levels as well.

MATH SYMBOLS

Students need to know these symbols, not only for ISAT but to be fluent in math.

Recommended activities—have students:

- ✓ *make a symbol chart*
- ✓ *play a symbol-phrase matching game*
- ✓ *make up problems using these symbols*
- ✓ *put the symbols on cards and put numbers on other cards and have them make up math sentences using these symbols and the numbers*

1. operation signs—add, subtract, multiply, divide (3)
2. the symbol for a degree, as it relates to an angle (6)
3. the symbol for a finite line segment (6)
4. the symbol for a triangle (8)
5. the symbol for an angle (6)
6. the symbol for an inequality in which one quantity is greater than or equal to another (7)
7. the symbol for an inequality in which one quantity is greater than another (6)
8. the symbol for an inequality in which one quantity is less than or equal to another (7)
9. the symbol for an inequality in which one quantity is less than another (6)
10. the symbol for base (7)
11. the symbol for diameter (7)
12. the symbol for height (7)
13. the symbol for pi (7)
14. the symbol for radius (7)
15. the symbol for the square root of a number (8)
16. the symbol for volume (7)

Mathematics Content Category Table

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%

MATH WORDS

The following words are part of ISAT sample questions requiring students to know these parts of mathematics.

To help students comprehend them, students can:

- √ *Make a math term glossary*
- √ *Write about math using some of these words*
- √ *Make up questions using these words*

acute angle (5)	angle (5)	approximate (7)
approximately (7)	area (4)	bar graph (6)
centimeter (3)	characteristic (4)	chart (3)
circle graph (6)	circumference (8)	cone (3)
congruent (3)	consecutive (8)	coordinate (5)
cube (3)	cubed (4)	cubic (4)
cylinder (4)	cylindrical (8)	data (3)
data point (8)	diameter (7)	digit (3)
dimension (5)	dimensional (5)	equal (3)
equality (4)	equivalency (4)	equivalent (4)
expression (4)	figure (3)	fraction (4)
fractional (4)	grid (4)	hexagon (3)
incongruent (3)	inequality (6)	input (5)
integer (8)	intersect (5)	intersection (5)
likelihood (3)	likely (3)	line segment (4)
maximum (6)	mean (5)	median (6)
milliliter (8)	minimum (6)	mode (3)
negative (8)	number line (3)	number sentence (4)
obtuse angle (5)	output (5)	parallel (6)
parallelogram (7)	pattern (3)	pentagon (4)
perimeter (3)	perpendicular (6)	pi (7)
pictograph (3)	place value (4)	plane (7)
plot (5)	point (3)	polygon (7)
positive (8)	prism (3)	probability (4)
probable (4)	Pythagorean formula (7)	quadrilateral (8)
random (6)	randomly (6)	range (6)
ratio (5)	rational (5)	rectangle (3)
rectangular (3)	rectangular prism (4)	rectangular pyramid (5)
repeat (3)	repeating (3)	right angle (5)
right triangle (7)	scale (5)	scatter plot (7)
sector (8)	segment (4)	slope (8)
solve (3)	square (4)	square pyramid (7)
squared (4)	surface area (8)	survey (4)
symmetrical (4)	symmetry (4)	table (6)
tally (3)	trapezoid (4)	triangle (4)
triangular (4)	triangular prism (4)	triangular pyramid (5)
value (4)	Venn diagram (4)	vertex (3)
vertices (4)	volume (3)	x-axis (8)
y-axis (8)		

WORDS STUDENTS MAY FIND IN DIRECTIONS AND QUESTIONS

These words are included in questions and directions on the ISAT sample for all of grades 3-8, except for the following terms, which are included in the sample tests for grades 4-8: conclusive, measurable, relate, relationship

- √ *To help students understand these words individually, have them make a glossary.*
- √ *To help them recognize and comprehend them in questions, have them write statements and questions using these words.*

cause	compare	comparison
conclude	conclusion	conclusive
contrast	diagram	effect
estimate	estimation	graph
identification	identify	key
label	measurable	measure
predict	prediction	reflect
reflection	relate	relationship
represent	representation	similar
similarity	translate	

Math Reporters

Topic: _____

Each student writes about an important math topic.

What are some important words to know to use this math?

Word or Symbol	What It Means

What's important to know about this math?

Math Path: Show your Math Skills

Solve your problem on the left side of the arrow.



Then write an explanation of the steps on the right side.

Why I did it this way.

Student Friendly Rubric—MATH—grades 3-4 (ISBE.net)

Mathematical Knowledge: Do you know it?

- √ I get the right answer.
- √ I label my answer correctly.
- √ I use the right math words to show I understand how math works.
- √ I work it out with no mistakes.

Strategic Knowledge: How do you plan?

- √ I find all the important parts of the problem, and I know how they go together.
- √ I show a good plan about how I got my answer.
- √ I show all of the steps I use to solve the problem.
- √ I find most of the important parts of the problem.
- √ I show most of the steps I use to solve the problem.

Explanation: Can you explain it?

- √ I write what I did and why I did it.
- √ If I use a drawing, I can explain all of it in writing.

You will find the rubrics for other grade levels at ISBE.net.

MY MATH PROBLEM SOLVING STEPS

Teachers can use this guide to figure out if a student needs help at different points in problem solving.

Write answers to these questions when you solve a math word problem.

Step 1. What are you going to figure out?

Step 2: How will you do it? What will you do to solve the problem?

Step 3. Underline the information you need to find the answer.

Step 4. What do you estimate the answer will be? _____

Step 5. Solve the problem here.

What is your answer? _____

Step 6: Write to explain what you did and why.

What I Did	Why I Solved the Problem This Way

EXAMPLE: Use your skills to solve this problem.

James brings \$20 to the store. He buys a hat that costs \$16.50. The store charges 8% tax. How much is the tax?

Step 1. What are you going to figure out?

Step 2: How will you do it? What will you do to solve the problem?

Step 3. Underline information you need to find the answer.

Step 4. What do you **estimate** the answer will be? _____

Step 5: Solve the problem here.

What is your answer? _____

Step 6: Write to explain what you did and why.

What I Did	Why I Did It

My Own Guide to ISAT Math Success

What to do when you open the test booklet:

What to do when you read a word problem:

How to explain how you solved a problem:

How to make sure you have enough time to solve the problems and check your answers.

What else to do to succeed on the ISAT math test:

ISAT WRITING PROGRESS

- ✓ Writing is thinking on paper.
- ✓ Clear writing requires clear thinking.
- ✓ If students write about what they know, they will learn more.

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Writing Content Category Table

Grade	3	5	6	8
State Goal 3 – Writing				
Standard 3A – Grammar, Sentence Structure, Spelling, Punctuation, and Capitalization	9%	9%	9%	9%
Grammar and Sentence Structure	4%	4%	4%	4%
Spelling	2%	2%	2%	2%
Punctuation and Capitalization	3%	3%	3%	3%
Standards 3B, 3C – Composition	91%	91%	91%	91%
Expository	91%	91%		
Focus	18%	18%		
Support	18%	18%		
Organization	18%	18%		
Integration	37%	37%		
Persuasive			45.5%	45.5%
Focus			9%	9%
Support			9%	9%
Organization			9%	9%
Integration			18.5%	18.5%
Narrative			45.5%	45.5%
Focus			9%	9%
Elaboration			9%	9%
Organization			9%	9%
Integration			18.5%	18.5%
Total	100%	100%	100%	100%

Writing Requirements

What does ISAT Writing require?

This answer is from the Illinois State Board of Education. You'll find it and many more resources at ISBE.net.

Fifth Grade: Expository

Expository Writing

- √ Presents factual information:
- √ Explains, defines, describes, informs
- √ Provides supporting reasons, examples, facts
- √ Maintains a clear focus
- √ Ends with an effective conclusion

Sixth Grade: Narrative; persuasive (2 sessions)

Eighth Grade: Narrative; persuasive (2 sessions)

Narrative Writing

- √ Tells a story in logical order by
- √ Using specific details to explain one event
- √ Including the author's reactions
- √ Moving through time
- √ Writing a beginning, middle, end

Persuasive Writing

- √ Takes a position for or against on an issue
- √ Maintains the position clearly throughout
- √ Uses facts, examples to support the position
- √ Convinces the reader to believe or act
- √ Includes an effective conclusion

ISAT - Student Writing Checklist (ISBE.net) Expository, Grade 3-5

Focus

I have an interesting beginning to my composition that clearly explains what I am going to write about.

My composition is about the subject or topic.

If I use previewing, I remember to write about **each** point.

I write a closing that successfully ties my ideas together.

Support

I use specific examples and details to explain **each** of my points.

I use the same amount of support and detail for each of the points I make.

I use the same *voice** throughout my composition.

I use a variety of specific and descriptive words to make my composition more interesting for the reader.

I use words correctly and purposefully.

Organization

My composition is organized so that it makes sense.

I use paragraphing to help organize my thoughts.

I use transition words to connect my sentences and paragraphs so that my composition flows smoothly when I read it.

My sentences begin in different ways.

My sentences are different lengths to make my composition more interesting.

I avoid using the same words over and over again.

Conventions

I use complete sentences.

I spell familiar words correctly.

I spell higher-level words the way they sound.

I use capitalization and punctuation correctly.

I make sure that the subject of my sentence agrees with the verb.

I use the same verb tense throughout my composition.

**Voice* – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

ISAT - Student Writing Checklist Narrative, Grade 6-8 (ISBE.net)

Focus

I use my introduction to set the purpose of my composition.
I have an interesting start to my story that catches the reader's attention.
My composition is about the subject or topic.
I write a closing that effectively unifies my writing.

Elaboration

I use specific examples and details to describe the event or experience and my reactions and/or the reactions of others.
I balance my use of description throughout my composition.
I use the same *voice** throughout my composition.
I use a variety of specific and descriptive words and phrases to make my composition more interesting for the reader.
I use words correctly and purposefully.

Organization

My composition moves logically through time and has a beginning, a middle, and an ending.
I use paragraphing to help organize my story.
I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
My sentences begin in different ways.
My sentences are different lengths to make my composition more interesting.
I avoid using the same words over and over again.

Conventions

I use complete sentences.
I spell familiar words correctly.
I use capitalization and punctuation correctly.
I make sure that the subject of my sentence agrees with the verb.
I use the same verb tense throughout my composition.

Voice – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

Grade 8 Persuasive Prompt (ISBE.net)

You can use this example to practice.

You can make up others like it to help students understand how to plan before they write. You will find others at ISBE.net.

We boldfaced the directions.

They are NOT boldfaced on the test.

Make sure your students know to read the directions very carefully.

Example from ISBE

Your school has adopted an incentive program that rewards students for straight A's. Do you think this is fair? Do you agree or disagree with this program?

Directions

Take a few minutes to plan your paper.

Make notes on the other side of this page.

- 1. Decide if you agree or disagree with the school's incentive program. Take one position.**
- 2. Think of reasons to support your opinion.**
- 3. Organize your ideas carefully.**
- 4. Manage your time to allow for writing a closing.**

After you have planned the paper, begin to write. Finally, proofread your finished paper to check correct sentences, punctuation, and spelling.

ISAT - Student Writing Checklist (ISBE.net) Persuasive, Grade 6-8

Focus

- I use my introduction to set the purpose of my composition.
- I clearly state my position on the topic.
- I stay on the issue throughout the composition.
- I write a closing that effectively summarizes my position.

Support

- I use specific examples and details to explain each of the points that I use to explain my position.
- I balance my use of detail and description throughout my composition.
- I use the same *voice** throughout my composition.
- I use a variety of specific and descriptive words and phrases.
- I use words correctly and purposefully.

Organization

- My composition is arranged logically and makes sense.
- I use paragraphing to help organize my points.
- I use transition words and phrases to connect my sentences and paragraphs so that my composition flows smoothly when I read it.
- My sentences begin in different ways.
- My sentences are different lengths to make my composition more interesting for the reader.
- I avoid using the same words over and over again.

Conventions

- I use complete sentences.
- I spell familiar words correctly.
- I use capitalization and punctuation correctly.
- I make sure that the subject of my sentence agrees with the verb.
- I use the same verb tense throughout my composition.

Voice – The individuality of the writer coming through on the page. Voice gives writing a distinctiveness. The reader of the composition has the feeling that the writer is talking directly to him or her.

THREE WAYS TO WRITE

ILS 3B: I can write about one topic with expository, narrative, or persuasive writing.

What's the same?

	Expository	Narrative	Persuasive
Focus	✓	✓	✓
Support	✓	✓	✓
Organization	✓	✓	✓
Precision	✓	✓	✓
Integration	✓	✓	✓

What's different?

	Expository	Narrative	Persuasive
Purpose	To explain.	To tell an event that takes place over time.	To influence, to inspire, to change someone's opinion or attitude.
How to use the information to support your idea.	Include information that helps people understand your topic.	Include information that helps people understand what happened and when it happened.	Include information that helps people understand your position.

You can write one topic three ways.

Choose one topic.

Write about that topic all three ways.

Example: Write about a person.

- *Write an expository paragraph about this person. Tell what the person is like, where the person lives, what the person does.*
- *Write a narrative essay about one of this person's experiences. Tell what the person did and why.*
- *Write a persuasive speech about this person. Tell why you think this person is important.*

Essay Organizer

ILS 3B: I can organize an essay with a main idea and supporting information

What's the topic? _____

What's the focus—my idea?

How I'll Start	<i>What idea I will tell What I'll explain about what the parts of my essay are</i>
What I'll Talk about Next	<i>What idea this part will be about. What kind of information I will include.</i>
What I'll Talk about Next	<i>What idea this part will be about. What kind of information I will include.</i>
What I'll talk about Next	<i>What idea this part will be about. What kind of information I will include.</i>
How I will end so my reader will know what is important.	<i>How I will start this paragraph. What I will include to make sure my reader knows what is important.</i>

ORGANIZE TO WRITE CLEARLY

ILS 3B I can organize and write an essay.

ORGANIZE: The first step to writing is organizing.

Sort these facts about Barack Obama.

Write the number of each of the facts that belong in each category.

Facts about his personal life:

Facts about his career:

Facts about his ideas:

1. elected President of the United States
2. believes that hope is very important
3. the first African American to be elected President of the United States
4. elected United States Senator from Illinois in 2004
5. graduated from Columbia University and Harvard Law School
6. wants to end the war in Iraq
7. worked as a community organizer
8. wants less racism
9. worked as a civil rights attorney in Chicago
10. elected to the Illinois Senate from 1997 to 2004.
11. taught at the University of Chicago Law School
12. born in 1961 in Hawaii
13. wants to help more people get jobs
14. has two daughters
15. mother was a Caucasian American
16. father was Kenyan
17. spent a lot of time with his grandparents
18. worked in Chicago as a community organizer
19. he helped set up a job training program
20. he helped tenants (renters) get more rights

WRITE: Write an essay about Barack Obama.

Use some of these facts and facts you know.

What is a main idea for your essay?

Expository Writer

ILS 3B: I can use prewriting strategies to generate ideas and organize my writing.

What's the topic? _____

What are three sub-topics—parts of this topic—that I will use to help people understand it? List them. Then list information you will use to explain that part of the topic.

Subtopic: _____

Information:

Subtopic: _____

Information:

Subtopic: _____

Information:

How will I start my writing so my reader knows what I'm writing about and what the most important thing to understand is?

How will I conclude so my reader knows what was most important about this topic?

Narrative Writer

ILS 3B: I can write a narrative.

What event will I explain? _____

What parts of the event will I tell? List them on this time-line.

I'll remember to tell what happened AND how people felt about it.

What persons will I include?

<i>Person</i>	<i>How this person felt about the event</i>

How will I start my narrative?

What will I say to make it clear what I'm telling and why?

How will I end my narrative so people know what was important about it?

Persuasive Writer: What's My Position?

ILS 3B: I can write a persuasive text.

What's the issue? _____

What's my position? _____

What evidence will I include to support my position?

(You can use the boxes to number the order in which you will give that evidence.)

How will I start my persuasive writing?

How will I conclude so people know how I supported my position?

Take a Position and Support It

Illustrate proverbs and sayings to see how pictures can communicate ideas.

ILS 2B can interpret literature representing a culture; ILS3B can write to support an idea.

- ✓ Choose one of these sayings that you believe is important.
 - ✓ List examples that help make it clear.
 - ✓ Then write about the idea. Use your examples.
1. Never be afraid to sit awhile and think. Lorraine Hansberry
 2. The future depends on what we do in the present. Mahatma Gandhi
 3. Do good, and don't worry to whom. (Mexico)
 4. It takes two to make the quarrel, but only one to end it. (Nicaragua)
 5. Our children must never lose their zeal for building a better world. They must not be discouraged from aspiring toward greatness, for they are to be the leaders of tomorrow. Mary McLeod Bethune
 6. One minute of patience can mean ten years of peace. (Greece)
 7. From small beginnings come great things. (America)
 8. It is a rough road that leads to the heights of greatness. (Ancient Rome)
 9. Every future is not far away. (Arab)
 10. Do not look where you fell, but where you slipped. (Kenya)
 11. By learning you will teach, by teaching you will learn. (Latino)
 12. He who does not know one thing knows another. (Kenya)
 13. Sometimes you have to give a little in order to get a lot. Shirley Chisholm
 14. The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. Dr. Martin Luther King, Jr.
 15. No one tests the depth of the river with both feet. (Ghana)
 16. Learn about the future by looking at the past. (Tamil)
 17. Education is the key to unlock the golden door of freedom. George Washington Carver

My Choice: _____ (list the number)

My Examples:

SCIENCE PRIORITIES AND RESOURCES

Students will need to know science at every grade. Some of the ISAT reading passages are about science topics. And science is essential to learning about our world. Students in grades 4 and 7 can write “extended responses” to science texts they read.

The following pages list words students will need to know to succeed on ISAT. You can choose topics that relate to these words so that students get to use them to explain that science.

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Science Content Category Table

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

Fourth Grade ISAT Science Vocabulary

When students take the ISAT science test, they will need to be able to comprehend science explanations and questions. The following list includes some important 4th grade level science content words and some words that are used to ask students to interpret information on the test. The list includes words from the ISAT 2008 Sample Test for Fourth Grade.

Ways to help students develop fluency with these words include:

- Make a glossary
- Group words by root words
- Group words by topic
- Write about a topic in science using some of these words.
- Make a cross-word puzzle or matching game with these words.

amount	attract
attraction	carnivore
carnivorous	cause
charged	compare
conclude	conclusion
conclusive	contrast
data	decompose
density	dense
diagram	effect
erosion	erode
estimate	estimation
expand	experiment
friction	gas
graph	identify
identification	intensity
invertebrate	lever
liquid	measure
measurable	negative
nutrient	nutrition
nutritious	particle
photosynthesis	plane
pole	positive
predatory	prey
predict	prediction
pressure	predator
relate	relationship
repel	resource
similar	similarity
solid	temperature
variable	vary
vertebrate	weigh

Seventh Grade ISAT Science Vocabulary

When students take the ISAT science test, they will need to be able to comprehend science explanations and questions. The following list includes some important 7th grade level science content words and some words that are used to ask students to interpret information on the test. The list includes words from the ISAT 2008 Sample Test for Seventh Grade.

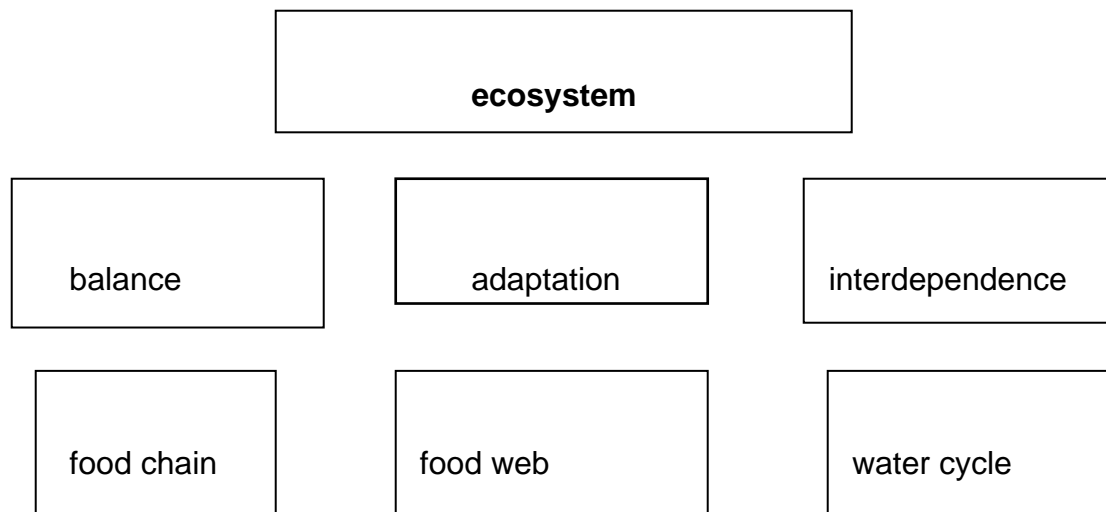
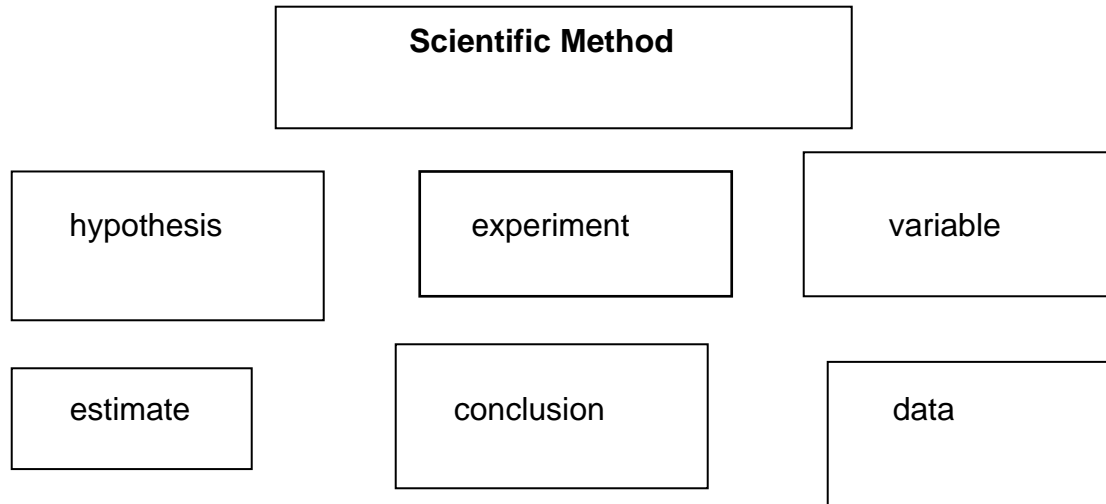
Ways to help students develop fluency with these words include:

- Make a glossary.
- Group words by root words.
- Group words by topic.
- Write about a topic in science using some of these words.
- Make a crossword puzzle or matching game with these words.

amoeba	analysis	analyze
average	bacteria	bacterium
base	bio (prefix)	biodegradable
biodegrade	buoy	buoyancy
buoyant	carnivore	carnivorous
cause	compare	comparison
conclude	conclusion	conclusive
condensation	condense	constellation
consume	consumption	contrast
degrade	diagram	diffraction
Diffuse	diffusion	dominant
dominate	effect	erode
erosion	estimate	estimation
exert	factor	flagellum
friction	granite	graph
herb	herbivore	identification
identify	igneous	litmus paper
mass	measurable	measure
media	medium	meiosis
mitosis	obsidian	omni- (prefix)
omnivore	orbit	osmosis
palmate	parasite	pinnate
pole	predict	prediction
rate	recess	recessive
reflect	reflection	refract
refraction	relate	relationship
reproduce	reproduction	sedimentary
separation	sequence	sequential
similar	similarity	trend
volume		

Set up Science Word Exhibits—ask students to add words and illustrations and then to write a summary with these words.

Examples of Science Vocabulary Word Walls



Science Writer

Topic: _____

What are some important words to know to understand this topic?

Word	What It Means

What's important to know about this science topic?

How to Summarize

ILS 1B: I can summarize nonfiction.

Topic: _____

List the “top ten” words that are part of what you read about it.

What are the two or three most important points you find in your reading?

Write a one-paragraph summary. Include the most important information.
