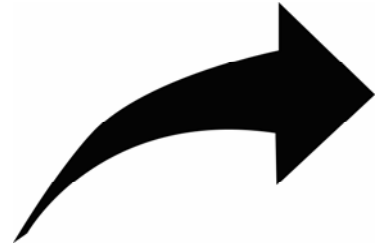


Organize ISAT Progress



EXPAND THINKING

reading = thinking

math = thinking with numbers

science = thinking with patterns

writing = thinking on paper

ISAT = thinking independently

**All the resources in this Toolkit are posted at
<http://teacher.depaul.edu>.**

Contents

1. My Progress Plan

The school's librarian, music teacher, art teacher, computer teacher, PE teacher—each can make a February progress plan.

Use these resources in your planning.

These sections include lists of requirements, including vocabulary students will need to know, and activities to guide learning.

2. ISAT Reading Progress
3. ISAT Math Progress
4. ISAT Writing Progress
5. Writing Science progress
6. Area 8 ISAT Strategy Bank

ISAT Progress Calendar: Grade _____

Week of	Action

Reading PRIORITIES

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

<p>Session 1</p> <ul style="list-style-type: none"> • Six short passages: literary, informational, poems • 30 multiple-choice questions • SAT 10 questions 	<p>Sessions 2 and 3 (<i>One will be a pilot</i>)</p> <ul style="list-style-type: none"> • Two passages • 10 multiple choice questions each • 1 extended response
---	---

Students across the state have difficulty with items that address these topics:

READING COMPETENCE	IMPORTANT FOR OUR GRADE
1. homonyms	
2. fable/folk tale/legend/myth/fairy tale/essay	
3. organizational patterns	
4. mood and tone	
5. point of view	
6. irony	
7. genre	
8. main idea	
9. information in charts/graphs	
10. inference	
11. elements of fiction	
12. author's message	
13. point of view	
14. type of writing	
15. character	
16. cause/effect	
17. fact/opinion	

Extended Response issues:

1. key ideas	
2. text references	
3. connections/conclusions	
4. extend	
5. balance	

WHAT

ISAT Reading Skills And Strategies

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.

HOW: Organize activities in which students apply the ability and explain how they do it—"think out loud" about their strategic reading.

ISAT Reading Terms

The following words and phrases are used in questions on the ISAT sample tests. Students should be familiar with these words so that they can respond to the questions. The grade level at which a word first is included in the questions on the test is listed in parentheses after the word. Usually the words also will be used at higher grade-levels as well as the grade where they first are used.

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)	fairy 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)

HOW: 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 prefix/root
- 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

Clarify GENRES

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

HOW: Have students complete this chart individually or as a class so they clarify the kinds of genres they read.

A genre is a kind of literary work. It's a style that authors use to express their ideas. List examples of genres you have read.

Genre	Definition	What we read
Fiction	Fiction is a type of writing based on imagination, and not necessarily on fact.	
Nonfiction	Nonfiction is a type of writing based on fact. It might be based in history or in science.	
Poetry	Poetry is a type of writing that uses rhythm, and sometimes rhyme, to communicate ideas & feelings	
Biography	A biography is an account of someone's life, told by another.	
Auto-biography	An autobiography is an account of someone's life, told by that person.	
Historical fiction	Historical fiction is based on imagination (like fiction), but set among actual events or during a specific period of history.	
Mystery	A mystery is a piece of fiction that deals with puzzling events & suspenseful situations. Many mysteries involve characters attempting to solve crimes.	
Adventure	Adventure could be either fact or fiction. Adventure usually involves a hero or heroine who pursues, against great obstacles, something noble.	
Fantasy	Fantasy (which is another form of fiction) involves characters, situations, or settings that could not exist in life as we know it. Many fantasy books involve magic or other-worldly events.	
Science-fiction	Science-fiction uses the influence of science (both real science & imagined science) on real life. It might be set in the future or outer-space.	

HOW: Questions Based on Learning First Assessment

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 _____?
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?
8. Which of these is a theme of this story?

Multiple Choice Question Maker

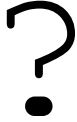
Students can use the question stems to make their own reading question.
They can use this same format for math and science.

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.

- | | |
|--|--|
| <ul style="list-style-type: none">• 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? | <ul style="list-style-type: none">• 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.

Students should answer questions that get them to think about the passage and then write an extended response.

GET IT

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

➡ When? ➡ Where?	➡ What? ➡ Who?	➡ Define _____. ➡ List the _____.
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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 _____. ☞ <i>Analogy:</i> _____ is to _____ as _____ is to _____.
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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 _____. ➡ Figure out the meaning of this word from 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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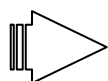
THINK IT THROUGH

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 _____. ☞ Which part is most important?	☞ Why do you make this choice? ☞ What is your evidence? ☞ Which is the most important event?
---	--	--

GET IT TOGETHER AND GET IT ACROSS

Synthesis questions as you to think about what you knew and what you learned and how it fits together.



What do you think?

Include information from the passage and your own ideas.

EXTENDED RESPONSE

- √ READ
- √ THINK
- √ ORGANIZE
- √ WRITE

Extended response questions on the Reading ISAT Samples 2008

Analyze these questions.

What does a student need to do to answer them clearly and completely?

3rd grade

Even though owls live all over the world, owls are alike in many ways. Explain how owls are alike. Use information from the passage and your own ideas to support your answer.

4th grade

Explain why the author thinks that the elephants in the passage are smart. Use information from the passage and your own ideas and conclusions to support your answer.

5th grade

Why would people want to save structures like Lucy and Sweet Willy? Use information from the story and your own ideas and conclusions to support your answer.

6th grade

What lessons does Jane learn in the passage? Use information from the passage and your own ideas and conclusions to support your answer.

7th grade

What challenges did the inventors face, and what could people learn from how they overcame these challenges? Use information from the passage and your own ideas and conclusions to support your answer.

8th grade

In the story, the author describes the behavior of adults at a little league game. Explain why adults behave as they do in this story. Use information from the story and your own observations and conclusions to support your answer.

ACTIVITY TO GUIDE STUDENT THINKING BEFORE THEY WRITE THEIR EXTENDED RESPONSE

ILS1B: I can restate a situation presented in text or illustration. ILS1C: I can interpret that situation.

Show what happened.

Extended Response

Write about it. Tell what you think people can learn from what happened.

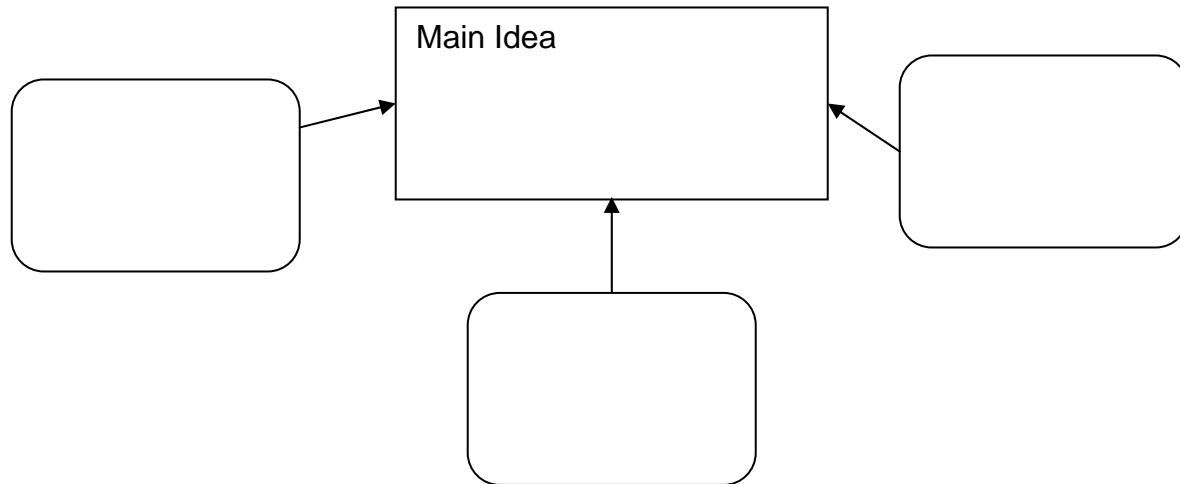
What is your main point you will make? Write a one-sentence answer to the question.

List information from the passage that you will use to support your answer.

Then list your ideas that you will include to explain your answer.

Extended Response Exercise—Starting with the Main Idea

Student Activity—Find the main idea and supporting information.



Extended Response

Teacher Question: _____ ?

Student Activity: What is your answer—write it here.

Before you write more, make some notes. List what you will put in your response.

<i>From the Passage</i>	<i>My Ideas Based on the Passage</i>

Then write your response. Use your ideas and information from the passage.

Main Idea Clarifier

If students need guidance to identify the main idea, this is a scaffold to do that.

ILS 1B: I can identify the main idea.

Directions: Place this page next to your book.

After you read each paragraph, draw a picture that shows what it says or list words that tell what's important in that paragraph.

What's the best title for this page?

Paragraph Reader/Page Reader

1B. I can identify the main idea

- ✓ Place this page next to your book.
- ✓ After you read each paragraph make a note in the right box.
- ✓ Tell what is important in that paragraph.

<p>George Washington Carver lived from 1864 to 1943. He spent much of his life helping farmers to use their land in better ways. His ideas have helped farmers in many countries around the world.</p>	
<p>Carver was in charge of farm research a Tuskegee institute, a college in Alabama. He taught students how to farm. He also worked with southern farmers on their land. In the southern part of the United States, most farmers had grown cotton for so many years that the soil had worn out. Carver showed them how to improve the land.</p>	
<p>Carver said the farmers should plant peanuts. Peanuts would enrich the soil. Farmers asked who would buy so many peanuts if they planted them. Carver answered by finding more than 300 new ways to use peanuts. Farmers could feed the vines to farm animals. They could use the hulls for fertilizer. Carver even found a way to make paper from the peanut shells.</p>	
<p>When Carver died, he left his money to help people to keep working on farm research. Today, people from many countries come to the George Washington Carver Foundation at Tuskegee Institute. There they learn better ways of farming.</p>	

What is the main idea of the whole page?

Write an extended response.

Explain what you think about the legacy of George Washington Carver. What is his greatest contribution to us today?
First, write your idea.

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

Extended Response Pre-Writer

Read Think/Pre-Write Write

Teacher Question: _____

Student Activity

What is your answer—write it here.

**Before you write your extended response, make some notes.
List what you will put in your response to support your idea.**

Information from the passage

My Ideas—what I think based on what I read and what I knew.

Inference Clarifier

ILS 1B: I can classify information; I can make and support inferences

Teachers can use this chart to see what students can do.

Category	Literal <i>Find information stated in the text.</i>	Inference <i>Make an educated guess.</i>
where: <i>characteristics of the place (setting)</i>		
who: <i>characteristics of person</i>		
what: <i>an action by this person</i>		

Think More:

 *What's next?*

 *Why do you make that prediction?*

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:

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, too.
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. (All are available online.)
7. Write about math in a journal.
8. Practice! Practice! Practice!

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)

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: Solve it here. *Show your work.*

What is your answer? _____

Step 3: Write to explain what you did and why.

What I did:

Why I solved it this way:

<i>Knows How--Use Math Skills Well</i>	<i>Thinks Strategically</i>	<i>Communicates Clearly</i>
Uses math skills to solve a problem correctly.	Identifies important parts of the problem and chooses strategies to solve a problem.	Explains the thinking that solves the problem--gives a reason for each important step.

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.**

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 take these steps before they start to write.

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.

Expository Organizer

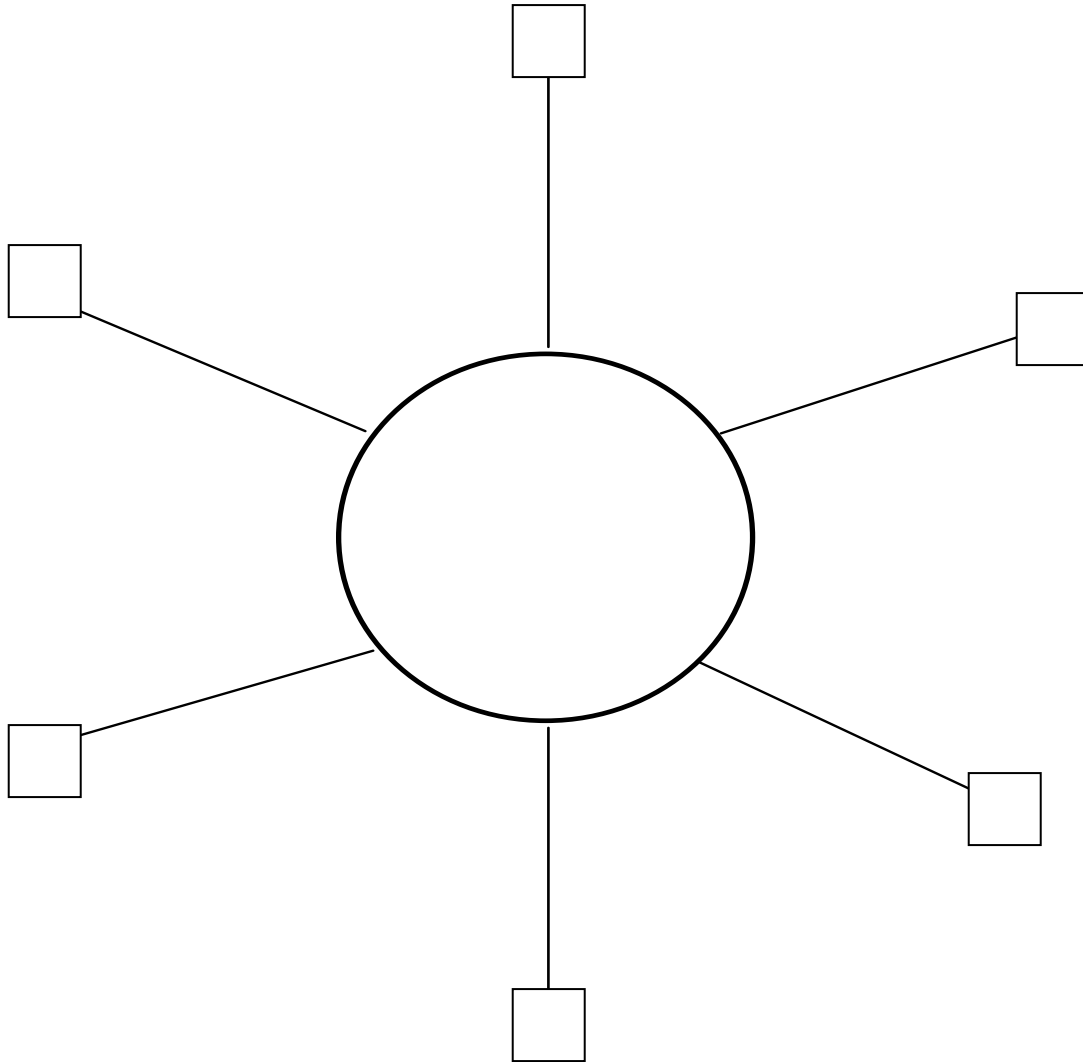
ILS 3B or ILS 4B: I can prepare an expository passage.

This guide can help students pre-write for the ISAT—and any other time they need to organize their ideas and information.

What's the topic? _____

What's the focus—my idea? Write it in the circle.

*What information is important to explain to make that idea clear? **Note it on the lines.** Number the lines—in the box at the end—in the order you will say or write this information.*



How will I start?

How will I conclude?

Narrative Writer

ILS 3B: I can write a narrative.

This organizer can help students pre-write for ISAT and any time they write a narrative.

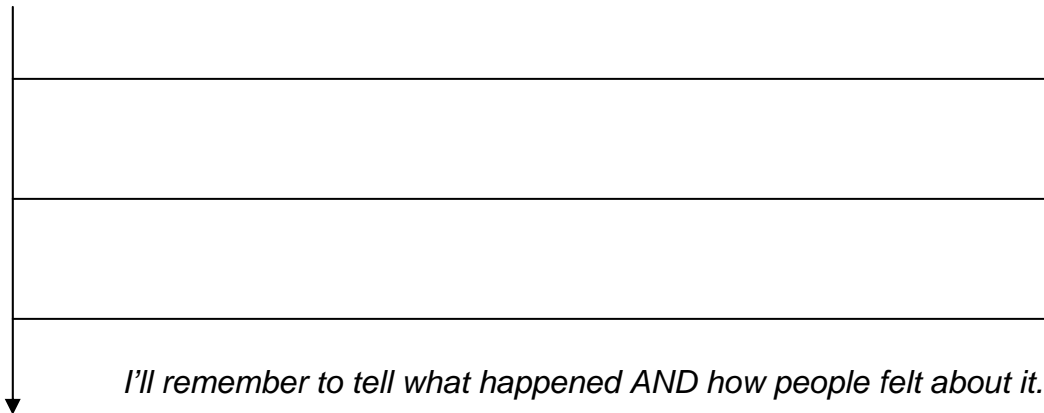
What's the question? _____

What event will I explain? _____

How will I start my narrative?

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

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>What this person did</i>	<i>How this person felt</i>

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.

Students can use this format to pre-write a persuasive essay on ISAT—and any time they write persuasively.

What's the issue/question? _____

What's my position? _____

What evidence will I include to support my position?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

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

How will I start my persuasive piece?

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

WHAT ARE THE WRITING STANDARDS?

You can use this chart to show students that all writing needs to have focus, support, organization, conventions, and coherence. It's the purpose and approach that are different.

What's the same?

Element of Writing	Expository	Narrative	Persuasive
Focus	✓	✓	✓
Support	✓	✓	✓
Organization	✓	✓	✓
Precision/ Conventions	✓	✓	✓
Integration/ Coherence	✓	✓	✓

What's different?

Purpose	To explain.	To tell an event that takes place over time.	To influence, to inspire, to change someone's opinion or attitude.
Approach	Clear and explicit information.	Clear and explicit information and chronological sequence.	Forceful language used with relevant and explicit information and clear logic.

To help students prepare for ISAT, ask them to write about one topic in different ways. For fifth grade, have them write expository texts in different formats—a poem, an essay. For 6th and 8th grades, have them write about the topic in two ways: narrative and persuasive.

- ✓ Choose one topic.
- ✓ Write about that topic in all three approaches.

Example: Write about Dr. Martin Luther King, Jr.

- Write an expository essay about his ideas.
- Write a narrative history about one of his experiences.
- Write a persuasive essay about his vision.

Writing Prompts for the Thoughtful Classroom

Students write about how the saying relates to an actual event. ILS1B, 1C, 3B.

If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
The world exists on three things: truth, justice, and peace. (Hebrew)	El mundo existe en tres cosas: la verdad, la justicia, y la paz. (Hebreo)
Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
If you cannot serve, you cannot lead. (Bulgaria)	Si no puedes servir, no puedes guiar. (Bulgaria)
A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)	El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen)
She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
An enemy will agree, but a friend will argue. (Russia)	Un enemigo estaría de acuerdo, pero un amigo discutirá. (Rusia)
Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
If there's no enemy within, no enemy outside can do you harm. (Nigeria)	Si no hay enemigo dentro de ti, no hay enemigo fuera que pueda lastimarte. (Nigeria)
Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
Even the hardest of winters fears the spring. (Lithuania)	Aún el invierno más fuerte le teme a la primavera. (Lituania)
A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
Clouds that thunder do not always rain. (Armenia)	Las nubes que truenan no siempre llueven. (Armenia)
Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)

Poem Builder

Choose a topic. _____

- ✓ List words that are part of explaining the topic.
- ✓ Draw a picture or diagram of what you think about this topic.
- ✓ Write a poem about it. Use your words.

Words

Picture/Diagram/Idea

POEM

Poets think fluently.

Writing and Science Progress

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.

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		

