

READING PRIORITIES AND RESOURCES

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ISAT READING COMPREHENSION ITEM DISTRIBUTION (ISBE.NET)

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

Expand vocabulary to learn more and succeed on ISAT.

Numbers indicate 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)	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)

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 _____.
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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 _____.
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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 _____. ➡ 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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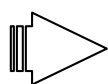
THINK IT THROUGH

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?
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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.
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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 _____?
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Analytic Questions

<p>1. Question:</p> <p>Possible Answers:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	<p>2. Question:</p> <p>Possible Answers:</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
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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?
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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: