

Adlai Stevenson School Teacher's Toolkit

Grades 3-5

2010-2011

"Success is a journey, not a destination."

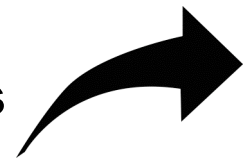
Set Priorities ➡

Organize ➡

Act ➡

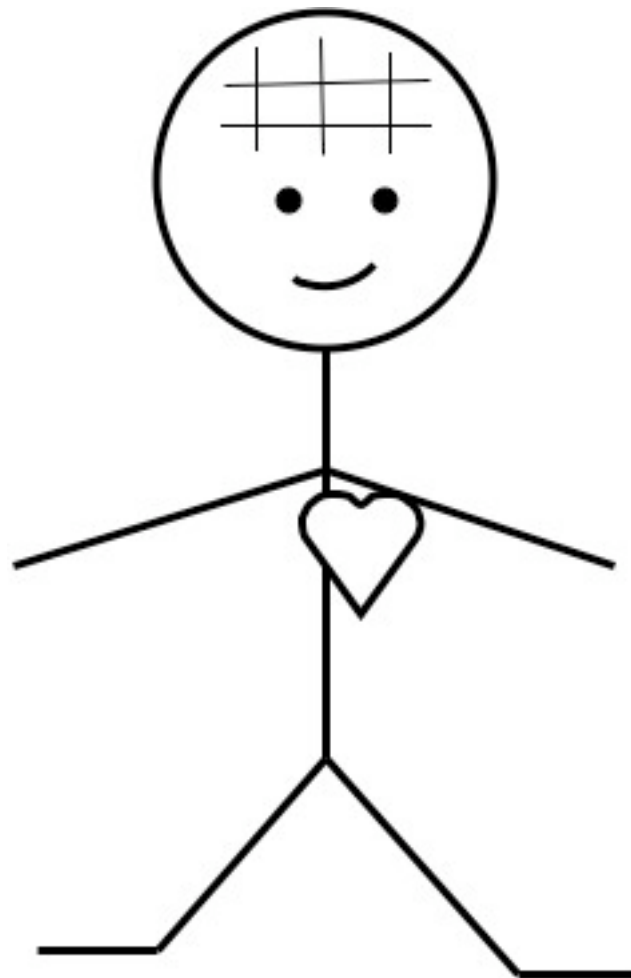
Check ✓

Make Progress



Polk Bros. Foundation Center for Urban Education

<http://teacher.depaul.edu>



Inspire learning.

Recognize Progress.

Expand Progress.

Proverbs and sayings can inspire progress.

SHARE AN INSPIRING QUOTE OR POEM EACH WEEK.

“The future depends on what we do in the present.”

Mahatma Gandhi

Proverbs to Inspire Learning and Leadership

Proverbios para Inspirar Aprendizaje y Liderazgo

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)
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)
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)
Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
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)
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)

Check this list to decide what is essential to make your classroom a clear learning place.

Elements of Effective Instruction	Demonstrations
Teacher Makes Learning Clear	<ul style="list-style-type: none"> __ teacher posts goals/objectives __ teacher previews lesson __ teacher “thinks out loud” about how to—read a story, solve a problem, read content __ teacher asks students to clarify instructions __ teacher posts directions and gives them orally __ teacher models/demonstrates
Teacher Guides Actively	<ul style="list-style-type: none"> __ teacher maintains eye contact __ teacher organizes activities so students work in pairs/groups as well as individually __ teacher circulates to guide/coach/assess
Students Think Thoroughly	<ul style="list-style-type: none"> __ teacher uses a variety of questions __ students ask questions __ students paraphrase and illustrate learning __ students make/complete graphic organizers to analyze and synthesize __ students use skills/knowledge independently __ students note what they learn—learning log or think-pair-share __ at end of lesson teacher asks students to explain what they learned __ Students model/demonstrate
Vocabulary Is Connected	<ul style="list-style-type: none"> __ word wall posted (and illustrated) __ word wall vocabulary used in activities __ phrases/sentences posted __ students write explanations __ students illustrate vocabulary __ students use current vocabulary in writing
Writing Makes Sense	<ul style="list-style-type: none"> __ teacher explains writing by “thinking out loud” and posting steps to write effectively writing with students __ Students write what they learn across the curriculum __ students write in a variety of formats __ students improve one element at a time: focus, support, organization, conventions, integration—one aspect at a time

LRE Makes Sense

The Least Restrictive Environment = the Most Inclusive Classroom

Make Special Education and Regular Education Instructional Connections

The following modifications are listed on the IEP for use by teachers in adjusting instruction to respond to the needs of special education students.

These are useful in teaching **all students all subjects**.

1. Explain directions and give concrete examples
2. Maintain frequent eye contact
3. Give verbal directions in clearly stated steps
4. Test one concept at a time
5. Walk by student's desk to check for accuracy and on task behaviors every 15 minutes
6. Write assignments and give verbal instructions
7. Provide visual aids
8. Give simple directions with written examples
9. Ask student to explain what you said in his/her own words
10. Reinforce previously mastered skills
11. Provide motivation and verbal rewards on a daily basis
12. Enlist parental cooperation

Remember that special education includes gifted education.

Use a layered curriculum approach:

- ✓ Set an essential learning outcome for all students.
- ✓ Provide opportunities for all students to learn even more.

Differentiate Instruction AND Assessment

Diversify instruction and assessment to respond to individual learning needs and styles.

<i>Teach Explicitly</i>	<i>Teach and Assess Diversely Assessment if done independently</i>
<p>Word Knowledge T: Display words and pictures by patterns and topic</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures to show what words mean. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example.
<p>Comprehension and Fluency <i>DRTA:</i> T: Preview S: Predict; read; check prediction <i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell <i>Reading Transfer:</i> T: Read to, read with students S: Re-read to find out more.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Dramatize the story or history <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who “was there”.
<p>Strategic Reading T: Think out loud—explain the strategies you use as you read</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Think out loud. <input type="checkbox"/> List what’s important <input type="checkbox"/> Ask yourself questions as you read <input type="checkbox"/> Apply the same strategy to different sections or texts. <input type="checkbox"/> Draw what you read
<p>Math T: Demonstrate math T: Post vocabulary and example/picture</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draw the problem and solution <input type="checkbox"/> Act out the problem and solution <input type="checkbox"/> Write math—examples, explanations, “Math Path”. <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary. <input type="checkbox"/> Write a math guide
<p>Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas</p>	<ul style="list-style-type: none"> <input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic.
<p>Writing T: Do a “write aloud” ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work on one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters

BUILD SOCIAL EMOTIONAL DEVELOPMENT INTO YOUR CURRICULUM

An Example of how to integrate each quarter

<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
Interest Inventory			
<u>Poems and Songs:</u> Read and write positive poems and songs	<u>Poems and Songs:</u> Read and write positive poems and songs	<u>Poems and Songs:</u> Read and write positive poems and songs	<u>Poems and Songs:</u> Read and write positive poems and songs
<u>Learning Partners</u>	<u>Learning Groups</u>	<u>Learning Teams</u>	<u>Learning Leaders</u>

How and Why Take an Interest Inventory

Originally designed for reading, this is a survey that asks students what kinds of things they like to read. That information will help you select materials for independent reading and for special lessons. You can expand it to ask students what they like to learn about—and how—in science, social studies, and math.

Poetry and Music: Why, How, What

Why: *Poetry and music express ideas and feelings and can help students understand and communicate their own and others' emotions.*

How: *Students read/listen to inspiring poems and songs.*

Students write their own poems and songs.

See the Teacher Toolkit for guides to interpreting and writing poems and songs.

What: *The website teacher.depaul.edu will post spirituals and poems that you can use in addition to poems available in your school and on the Internet.*

Learning Partners, Groups, Teams, Leaders

These are recommended ways to build collaboration and increase learning.

The sequence starts with pairs, then expands to groups.

The Teams in third quarter can be organized to support projects and ISAT preparation.

The 4th quarter emphasis on leaders is to support greater independence as students move to the next grade.

Expand Parent Involvement

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.

- ✓ *Have once-a-month parent “open house” at your classroom.*
- ✓ *Send home a list of words of the month for parents to reinforce.*
- ✓ *Use “Family Math” or another resource and send one activity home each week.*
- ✓ *Make a parent preview, listing topics, skills, and activities children will work on.*
- ✓ *Call one parent each day to discuss one student’s progress.*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Make a schedule for home activities that can be done regularly based on what your class is studying, such as:*
 - Monday: Draw pictures to show what you read today.
 - Tuesday: Use this week’s math skill to solve problems you make up.
 - Wednesday: Make up questions about this week’s content.
 - Thursday: Write about this week’s content topic.
 - Friday: Make a quiz about what you learned this week.
- ✓ *Send home outlines for parents to use to write books with their children. See “My Family History Book” for an example. (<http://teacher.depaul.edu>)*

Note your own parent involvement plans here:

OUR GRADE'S PLAN TO EXPAND SCHOOL-HOME CONNECTIONS

Teachers can collaborate by grade level to organize a "bank" of resources.

Examples	What We'll Organize for Home Learning Connections
<p><i>Expand Vocabulary</i></p> <ul style="list-style-type: none"> • Make vocabulary "flashcards". • Make your own pictionary. • Play word games. 	<p><i>Example: word lists</i></p>
<p><i>Read and Discuss Stories</i></p> <ol style="list-style-type: none"> 1. Talk about what happens and why in a story you read—or watch on TV. 2. Predict what could happen next. 	<p><i>Example: Questions to ask about any story</i></p>
<p><i>Learn More Social Studies and Science</i></p> <ul style="list-style-type: none"> • Watch TV programs about science or history. • Talk about what you child is learning. • Go to a museum to learn more. • Use the library or Internet to learn even more. 	<p><i>Example: List of TV shows to watch this month.</i></p>
<p><i>Make More Math Progress</i></p> <ul style="list-style-type: none"> • Practice math with your child. For example, use flashcards you make to review math facts. • Play math fact matching games. • Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be. 	<p><i>Example: List of math skills to practice.</i></p>

Plan Comprehensively

Organize a Four-Quarter Framework that Includes Social Emotional Development and Emphasizes Critical Thinking

	<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
<p>CORE OUTCOMES</p> <p>Math Reading Science Writing Social Sciences</p>	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments 	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments 	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments 	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ mid and end-of-quarter assessments
<p>Critical Thinking across the curriculum</p> <p>correlated with Learning Standards and ISAT PREP</p>	<ul style="list-style-type: none"> > Levels of Questions/ISAT Prep > Use Pictures and Graphic Organizers to Learn and Assess > Read/write across the curriculum > <i>Extended response in all subjects</i> > <i>Write to explain</i> 	<ul style="list-style-type: none"> > Levels of Questions/ISAT Prep > Expand use of Graphic Organizers to Learn and Assess > Expand read/write across the curriculum > Extended response in all subjects > Write to explain, narrate 	<ul style="list-style-type: none"> > Challenging Questions/ISAT Prep > Expand use of Graphic Organizers to Learn and Assess and pre-write > Emphasize writing in all subjects. > Write to explain, narrate, persuade 	<ul style="list-style-type: none"> > Creative Thinking > Students create Graphic Organizers to Learn and Assess > Write to inspire > Creative writing > Next Grade Prep
<p>EMBEDDED SOCIAL EMOTIONAL DEVELOPMENT</p>	<ul style="list-style-type: none"> • Poems • Learning Partners • Opportunities to self-select books and activities. • Formative Assessment • Students summarize their learning progress each week 	<ul style="list-style-type: none"> • Poems and Music • Learning Groups • More opportunities to self-select books and activities. • Formative Assessment • Student-set learning goals 	<ul style="list-style-type: none"> • Poems, Music, and Drama • Learning Teams • Opportunities to self-select books and activities and recommend books. • Formative Assessment 	<ul style="list-style-type: none"> • Students write poems and music • Learning Leaders • Opportunities to self-select books and activities and recommend choices. • Next Grade Prep

CONNECT

✓ Identify the learning priorities for each quarter.

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Content Skills Strategies	Content Skills Strategies	Content Skills Strategies	Content Skills Strategies

Schedule topics and skills for each week.

Week 1	week 2	week 3	week 4	week 5
Content Skills Strategies	Content Skills Strategies	Content Skills Strategies	Content Skills Strategies	Content Skills Strategies

Organize activities to develop the knowledge and skills each week.

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Vocabulary					
Writing					
Content					
Math					

Use a Layered Curriculum approach:

- ✓ Each week all students learn the core.
- ✓ Each week students have opportunities to exceed—to do and learn more.

Example of a Comprehensive Learning Week

FOCUS	Monday <i>Make It Clear</i>	Tuesday <i>Take It and use It</i>	Wednesday <i>Work with It</i>	Thursday <i>Assess, Clarify</i>	Friday <i>Fix and Finish</i>
Start the Day Positively and Clearly	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day	✓ Idea of the Day/Week ✓ Graph Attendance ✓ Preview Day
Word Knowledge	Word Pattern Set up word display to expand and use each day.	Words Count Add examples and illustrations to word display.	Words Count Add examples and illustrations to word display.	Word Sense Use this week's words in sentences.	Words Expand Add examples and use in sentences.
Reading with Fluency	Model Strategic Reading Read aloud and think out loud	Model Strategic Reading Read aloud and think out loud	Model Strategic Reading Read aloud and think out loud	STUDENTS Model Strategic Reading	Students choose and illustrate their favorite reading this week.
Guided Reading	<i>Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading	<i>Students lead Reading Core with Rotation</i> >Guided reading >Vocabulary/writing >Independent reading
Listen and Move	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>	Rhythm Break <i>(clap syllables/ do other exercise)</i>
Math	Math Start-Up Introduce Terms and demonstrate • Patterns • Strategies	Math Develops ✓ Clarify the week's math. ✓ Students work in pairs/groups	Math Expands ✓ Clarify math. ✓ Students make own math guides and use in pairs/groups.	Check Math Assess and clarify as students use the week's math independently.	Complete Math A. Math Book-making B. Math support for some
Lunch PLUS	<i>Lunch Plus Draw to show today's reading.</i>	<i>Lunch Plus Music—draw what you hear</i>	<i>Lunch Plus Music—write what you hear</i>	<i>Lunch Plus Draw to show this week's content.</i>	<i>Lunch Plus Write a poem.</i>
Content	Preview Topic ➤ Write questions you will answer ➤ Start this week's glossary.	Collect Facts Read to locate and collect important information.	Use Graphic Organizer to organize information; then write what you think.	Write Content using this week's words— --letter --paragraph --_____	Put It Together Combine writing, organizer, glossary, pictures into content book or display.
Write what you think	Write a note to your family to preview the week	Write about this week's reading.	Write with this week's content vocabulary.	Write about this week's content.	Write a note about what you learned this week.
Connect	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview	✓ Day review ✓ Homework preview

PQRST

Preview

Preview the topic, introduce a few important vocabulary terms.
Explain why it's an important and interesting topic.

Question:

Ask one BIG question about the topic.

Example: What is a city?

Read:

Students

read to learn about the topic—to find information that helps answer the BIG question

list facts they find that help answer it

Make a topic glossary

Organize:

Students make use graphic organizers to show what they learn.

--timeline

--chart

--Venn diagram

--cause effect diagram

--“web” diagram

Synthesize

Students write what they think—this could be an extended response.

Tell

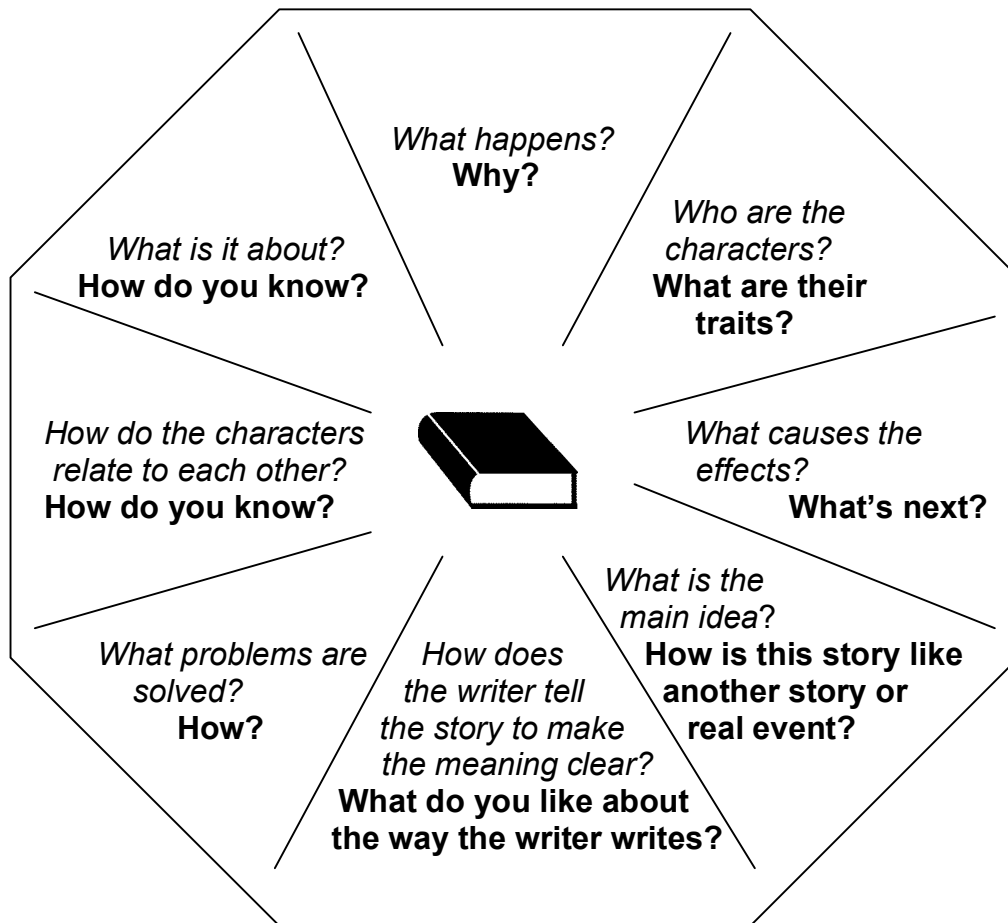
Students “pair” and learn from each other.

This approach will work well to differentiate—students can use books at different levels to locate and collect information that they share.

What is reading? Reading is comprehensive.

One skill or question is just part of understanding a story.

Make sure that students read thoroughly.



- What did you like about the story?
- What would you tell someone else about what happens?
- What would you ask the writer?
- How would you change the story—what would you add or change?
- Based on what you read and what you knew, what do you think—
What did the people in this story learn from the events?
How is what they learned important for people to understand?
Use information from the story and your own experience to explain your answer.

DEVELOP READING COMPETENCE WITH 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.		

Content Learning Plan

TOPIC: _____

Vocabulary: _____

BIG QUESTION: _____

<p>What will students</p> <p>Read 1A, B, C</p>	
<p>What will students</p> <p>DO</p>	<p>_____</p> <p>_____</p> <p>Be sure that students list the information they find that will help them answer the BIG question.</p>
<p>How will students</p> <p>Organize the information they find 1B, 5A</p>	<p>__chart __Venn diagram __time-line __cause-effect diagram</p> <p>__"web" diagram _____</p>
<p>How will students</p> <p>synthesize and share?</p> <p>Write/ ILLUSTRATE 3B</p>	<p>Write __ sentences __ paragraph __ letter __ poem</p> <p>__booklet __extended response</p> <p>_____</p> <p>Draw _____</p>

Make Social Studies Connections

SOCIAL STUDIES SCOPE AND SEQUENCE

Recommended Topics Based on the Illinois Learning Standards

We recommend the following sequence, which is incorporated in the grade-level “maps”, but you may decide to change the sequence based on your priorities.

We recommend that you ask a “big question” as you start each unit.

The following chart lists the sequence of content areas and also provides examples of very big questions that could be adapted to organize units that will give students opportunity to develop thinking abilities as well as expand knowledge.

	Social Studies
First Quarter	Geography Who lives where, why, how? How and why have people changed the places they live?
Second Quarter	Culture What’s important to the ways people live, the choices they make?
Third Quarter	Economics How do people use what they have to get what they need and want?
Fourth Quarter	Government What systems have people set up to live and work together? What should people do to bring about more progress?

GEOGRAPHY TOPICS AND QUESTIONS

Themes from Geography Education National Improvement Project

BIG QUESTION FOR GEOGRAPHY:

WHAT IS THE GEOGRAPHY OF ____ AND HOW DOES IT AFFECT PEOPLE THERE?

K	Place: My Classroom 17A What happens here?	Place: My school 17A How does my school work?	Places: Home 17A Who lives where?	People and Places 17A How do people help each other?	SYNTHESIS <i>Draw features of home, school</i>
1	Place: Me and my 17A neighborhood What places are in a neighborhood?	Place: Work in my neighborhood 17A What work do people do in a neighborhood?	Movement: streets in my neighborhood 17A What is on our street?	Movement: going places 17A How and where do people go?	SYNTHESIS <i>Draw or match features; draw pictures or act stories of what happens in different places in the neighborhood.</i>
2	Our community Places 17A What places are in the community?	Our community Workers 17A What workers help our community?	Our community 17A Transportation How do people travel in our community?	Our community and the city 17A What links our community and the city?	SYNTHESIS <i>List, picture features; describe features; make map; complete booklet or model of community geography.</i>
3	Location: Where are we? 17A What is where in the city?	Place: City places 17A Who lives and works where in Chicago?	Region: City areas 17A What is in different parts of Chicago?	Movement: City 17A How, where, and why do people travel in the city?	SYNTHESIS <i>List, illustrate, explain features of a city; diagram relationships; Write own guide to city including map and vocabulary terms.</i>
4	Location: Where are we? 17A	Place: What's where in Illinois? 17A	Region: What regions are in Illinois and the US? 17A	Movement: Traveling in Illinois 17A	SYNTHESIS <i>Write and illustrate an Illinois geography guide. List, illustrate, explain features and relationships. Use terms correctly.</i>
5	Location: Where are we? 17AC	Place: Our land—from sea to shining sea 17AC What is special about the United States geography?	Region: What regions are in the US? 17AC	Movement: How, where and why do people travel in the US 17C	SYNTHESIS <i>Make US geography guide—or write the story of a US geography journey; include map and explain features and relationships. Use terms correctly.</i>
6	Location: How do you read a world map? 17A	Place: Where in the world are important places? 17C	Region: How does geography affect living in different regions? 17C	Movement: How and why do people travel? 17C	SYNTHESIS <i>Write/illustrate booklet or display. Explain features and relationships of world geography. Use terms correctly.</i>
7	Location: How do you use different kinds of maps? 17A	Place: What do maps show about the US and world? 17C	Region: What is important about US regions today? 17C	What is an important region of the US in the past—and why? 17C	SYNTHESIS <i>Write/illustrate booklet or display. Explain features and relationships of US geography. Use terms correctly.</i>
8	Location: What do maps show about the US and the world? 17C	Place: What places have been important in US history—and why? 17A	Region: What parts of the US are important today? 17C	Place: How has the United States changed? 17D	SYNTHESIS <i>Write/illustrate booklet or display. Explain features and relationships of world geography. Use terms correctly.</i>

CULTURE TOPICS AND QUESTIONS

Big question for culture: What is important in the culture of _____ ?

K	Listen, read, draw: What's important to families? 18 A	Listen, read, draw: How and what do families celebrate? 18 A	Listen, read, draw How do families work together? 18 A c	How do families live together? 18 A	SYNTHESIS <i>Give examples of how a family shares values in how they live and what they celebrate.</i>
1	How do people live in our neighborhood? 18A, 5A	How do people show they value each other. 18A,5A good help hope	What do people value in our neighborhood 16AB and how do they show it? 18A	What do people celebrate in our neighborhood? 18A	SYNTHESIS <i>Describe values; illustrate and explain what values mean to the way people live in our Culture 16AB and what is important to them.</i>
2	How did people meet needs in our community in the past? 16A	What values did people in people in our community have the past? 16A	How do people in our community and others meet needs today? 18A	How do people in communities show values today. 18A	SYNTHESIS <i>Describe values; illustrate and explain examples of a community's values in the past and today.</i>
3	How did people live in Chicago long ago? 16A	How, where, and why did people travel in Chicago long ago? 16A, 5A	What was important to people in Chicago in the past? 16A	What values of Chicago stayed the same or changed and how that affects us today? 18A	SYNTHESIS <i>Explain Culture with examples from Chicago. Identify ways Chicago has changed. Give examples of values and their importance to Chicago.</i>
4	How did people live in Illinois in the past? 16A	How, where, and why did people travel in Illinois in the past? 16A	How and why have people changed Illinois? 16A	What values of people have stayed the same and what values have changed? 18A	SYNTHESIS <i>List, illustrate, give examples of choices of a culture; Write/illustrate to explain values and traditions</i>
5	How did people live in the US in the past? 16A, D	How, where, and why did people travel in the US in the past? 6A,D	How have communication and technology changed—and how does that affect the US today? 16A,D,	What values of the U.S. have stayed the same; what values have changed? 18A,C, 5A	SYNTHESIS <i>List, illustrate, give examples of choices of a culture; Write/illustrate to explain values and traditions</i>
6	Who lives where why? 16A,D, 18A	Who lives how—why? 16A,,D, 18A	Values—how are they different/alike for different cultures? 16A,D, 18A	How do values influence traditions and history; how does a Culture 16AB change? 18A,C	SYNTHESIS <i>List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions, continuity and change</i>
7	US Choices--Where and how have people chosen to live? 16A,D, 18A	US choices—where and how have people chosen to move? 16A,D, 18A	US Choices—what is important now? 16A,D, 18A	What choices from the past are important to the US today? 16AB 18A D	SYNTHESIS <i>List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions</i>
8	US Choices—what choices have people made about how to work? 16A,D, 18A	US Choices—what choices have people made about how to live? 16A,D, 18A	US Changes—what changes have people made that changed the US? 16A,D, 18A	What values still are important to the US today? 16AB 18AC	SYNTHESIS <i>List, illustrate, give examples of parts and patterns of a culture; Write/illustrate to explain values and traditions</i>

ECONOMY TOPICS AND QUESTIONS

Big Question for economics: What are the parts of the economy and how do they fit together and change?

K	work What work do people do in school? ILS 15 D,E	work What tools do people use in their jobs? ILS 15 D, E	money How do people get and use money? ILS 15C	my choices Who I will be in the future? ILS 15 A, B, C, D,E	SYNTHESIS <i>Describe and explain kinds of work people do.</i>
1	work What work do people do in the neighborhood? ILS 15 D,E	work What tools do people use in their jobs in the neighborhood? ILS 15 D, E	money How do people get and use money? ILS 15C	my choices Who I will be in the future? ILS 15 A, B, C, D,E	SYNTHESIS Describe and explain kinds of work people do.
2	What are the parts of the community economy? ILS 15D,E	What workplaces are in the community? ILS 15D,E	What jobs are part of our community? ILS 15 D,E	How do people make community choices? ILS 15 D,E	SYNTHESIS Write a paragraph or booklet about the economy in the community.
3	What are parts of the Chicago economy. ILS15ABCD	What work do people do and how? ILS15ABC	What businesses are in Chicago—and why? ILS15ABC	How do the parts of the Chicago economy fit together? ILS15ABCD	SYNTHESIS Write, draw, explain the Chicago economy.
4	What are the parts of the Illinois economy? ILS15ABCD	Why is transportation an important part of the economy? ILS15ABCD	Why is communication an important part of the economy? ILS15ABCD	What changes have happened in the economy? ILS15ABCD	SYNTHESIS Write with examples, graphs and facts, to explain how the Illinois Economy works.
5	What kinds of work have people done in the past? What kinds of work do they do today? ILS15ABCD	How has transportation affected the economy? ILS15ABCD	How has the environment affected and been affected by the economy? ILS15ABCD	How does an economy change? ILS15ABCD	SYNTHESIS Write about economic changes in the US—past/present/future
6	What is an economy? ILS15ABCD	<i>How has work changed?</i> ILS15ABC	How have kinds of businesses changed? ILS15ABC	How do countries work together to solve economic problems? ILS15ABCD	SYNTHESIS Make an exhibit or booklet about how economies work.
7	What was important in the early US economy? ILS15ABCD	What is important in the US economy today? ILS15ABCD	How has the US economy changed? ILS15ABCD	How has work changed? ILS15ABCD	SYNTHESIS Use data to explain how the economy works.
8	How has government affected the economy? ILS15ABCD	What economic challenges have people faced? ILS15ABCD	How and why has the economy changed? ILS15ABCD	What economic challenges do we face today? ILS15ABCD	SYNTHESIS Use numerical data and current or historical information to write about how economies work.

GOVERNMENT TOPICS AND QUESTIONS

BIG QUESTION FOR GOVERNMENT: HOW DOES GOVERNMENT WORK, AFFECT PEOPLE, AND CHANGE?

K	Why do we have rules?	How do people share?	What are some safety rules?	What are ways people stay healthy?	SYNTHESIS
1	How do leaders help people? 14A	How do citizens help their neighbors? 14C	What community workers help us? ILS 15 D,E	What work do people do in our neighborhood? ILS 15 D,E	SYNTHESIS Based on what I knew and what I learned, what do I think is important?
2	What government services do we have? 14A	What do citizens do in a community? 14C	Who is a community leader? ILS 14C	What progress should our community make? ILS 14C	SYNTHESIS Write/draw to show how the government is part of the community.
3	How does city government work? 14A	How does a city use its resources? 14A	What kinds of jobs does government do in the city? Government 14B 15B	How does government help people travel and learn in the city? 14B 15B	SYNTHESIS Write about Chicago's government.
4	How do laws and courts work? 14AB	What agencies are important to people? 14AB	What do voters need to do? 14AB	What do leaders need to do? 14AB	SYNTHESIS Based on what I knew and what I learned, what do I think is important to understand state government?
5	What laws are important—and why? 14A	How do the parts of government work—and affect you? 14A	What is the President's job—and how does it affect you? 14A	What changes should we make for more progress? 14A	SYNTHESIS Based on what I knew and what I learned, what do I think is important to understand US government?
6	What is a nation? 14A,D	What kinds of governments are there? 14D	What choices does a government make? 14B 15 D,E	How does technology affect a country's development? 14B 15 D,E	SYNTHESIS Write and give examples of kinds and Systems of government.
7	What is a nation? 14A,D	What do leaders need to know and do? 14D	What economic choices does a government make? 14B 15 D,E	How have governments changed? 14B 15 D,E	SYNTHESIS Write and give examples of kinds and Systems of government.
8	What is a nation? 14A,D	What kinds of governments are there? 14D	What economic choices does a government make? 14B 15 D,E	How have governments changed? 114B 5 D,E	SYNTHESIS Write and give examples of kinds and Systems of government.

USE CHALLENGING QUESTIONS TO BUILD READING ABILITIES

Items based on ISAT samples.

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?

Good questions are thinking prompts.

GET IT

Answers start with information, but deep questions go farther.

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

➡ When?	➡ What?	➡ Define _____.
➡ Where?	➡ Who?	➡ 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 _____.	☞ Compare: how is _ like _?	☞ Explain how ___ works
☞ Give an example of _____.	☞ Contrast: How is ___ different from ___?	☞ Use a time-line, chart, diagram, graph, or map to explain _____.
☞ Give the opposite of _____.	☞ In what sequence did ___ happen?	

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

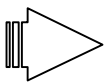
THINK IT THROUGH

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

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



The Extended Response asks: What do you think?

Include information from the passage and your own ideas.

Use organizers to guide or assess learning progress.

Classify and Clarify

Category	Category

Compare and Contrast

Show Sequence

Identify Causes

Effects

Organize Information

Show Inferences

Facts	—————➔	<i>Inference</i>
	—————➔	
	—————➔	

Support Ideas

THIRD GRADE ISAT REQUIREMENTS (ISBE.net)

The priorities in this guide align with the Illinois Learning Standards tested by ISAT.

MATH		READING COMPREHENSION	
State Goal 6 – Number Sense	35%	State Goal 1 – Reading	65%-80%
Standard 6A Representations and Ordering	15%	Standard 1A – Vocabulary Development	10%-15%
Standards 6B, 6C Computation, Operations, Estimation, and Properties	20%	Words in Isolation	5%-10%
Standard 6D Ratios, Proportions, Percents	0%	Words in Context	5%-10%
State Goal 7 – Measurement	20%	Standards 1B, 1C – Reading Strategies	8%-12%
Standards 7A, 7B, 7C Units, Tools, Estimation, and Applications	20%	Standard 1C – Reading Comprehension	47%-53%
State Goal 8 – Algebra	10%	Literal or Simple Inference	8%-14%
Standard 8A Representations, Patterns, and Expressions	5%	Summarizing and Main Idea	8%-12%
Standard 8B Connections Using Tables, Graphs, and Symbols	0%	Sequencing and Ordering	4%-8%
Standards 8C, 8D Writing, Interpreting, and Solving Equations	5%	Drawing Conclusions Based on Evidence	6%-10%
State Goal 9 – Geometry	20%	Interpreting Instructions	6%-10%
Standard 9A Properties of Single Figures and Coordinate Geometry	15%	Author’s Purpose and Design	4%-8%
Standard 9B Relationships Between and Among Multiple Figures	5%	State Goal 2 – Literature	20%-35%
State Goal 10 – Data Analysis, Statistics, and Probability	15%	Standard 2A – Literary Elements and Techniques	12%-31%
Standards 10A, 10B Data Analysis and Statistics	10%	Story and Literary Structure	4%-12%
Standard 10C Probability	5%	Characterization	4%-10%
		Literary Terms and Devices	4%-10%
Total	100%	Standard 2B – Variety of Literary Works	4%-8%
		Total	100%

FOURTH GRADE ISAT REQUIREMENTS (ISBE.net)

The priorities in this guide align with the Illinois Learning Standards tested by ISAT.

MATH		READING COMPREHENSION	
State Goal 6 – Number Sense	35%	State Goal 1 – Reading	65%-80%
Standard 6A Representations and Ordering	15%	Standard 1A – Vocabulary Development	10%-15%
Standards 6B, 6C Computation, Operations, Estimation, and Properties	20%	Words in Isolation	5%-10%
Standard 6D Ratios, Proportions, Percents	0%	Words in Context	5%-10%
State Goal 7 – Measurement	20%	Standards 1B, 1C – Reading Strategies	8%-12%
Standards 7A, 7B, 7C Units, Tools, Estimation, and Applications	20%	Standard 1C – Reading Comprehension	47%-53%
State Goal 8 – Algebra	10%	Literal or Simple Inference	8%-14%
Standard 8A Representations, Patterns, and Expressions	5%	Summarizing and Main Idea	8%-12%
Standard 8B Connections Using Tables, Graphs, and Symbols	2%	Sequencing and Ordering	4%-8%
Standards 8C, 8D Writing, Interpreting, and Solving Equations	3%	Drawing Conclusions Based on Evidence	6%-10%
State Goal 9 – Geometry	20%	Interpreting Instructions	6%-10%
Standard 9A Properties of Single Figures and Coordinate Geometry	15%	Author’s Purpose and Design	4%-8%
Standard 9B Relationships Between and Among Multiple Figures	5%	State Goal 2 – Literature	20%-35%
State Goal 10 – Data Analysis, Statistics, and Probability	15%	Standard 2A – Literary Elements and Techniques	12%-31%
Standards 10A, 10B Data Analysis and Statistics	10%	Story and Literary Structure	4%-12%
Standard 10C Probability	5%	Characterization	4%-10%
		Literary Terms and Devices	4%-10%
Total	100%	Standard 2B – Variety of Literary Works	4%-8%
		Total	100%

FIFTH GRADE ISAT REQUIREMENTS (ISBE.net)

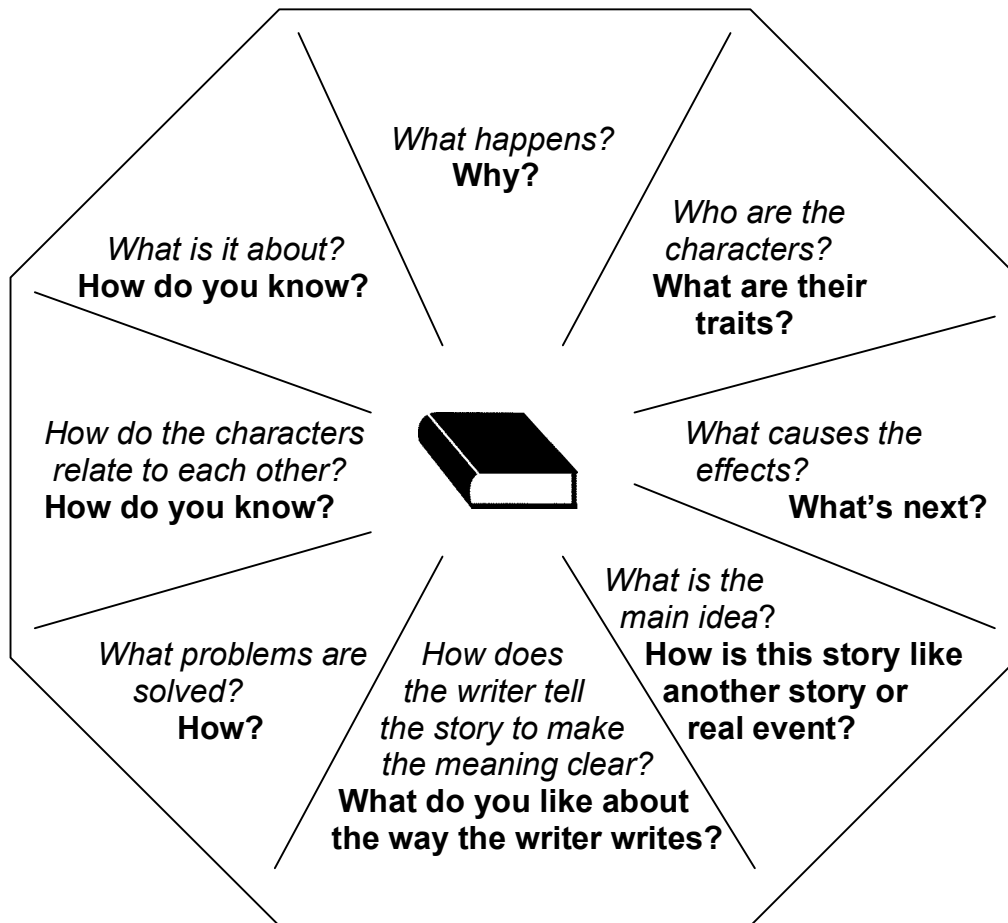
The priorities in this guide align with the Illinois Learning Standards tested by ISAT.

MATH		READING COMPREHENSION	
State Goal 6 – Number Sense	30%	State Goal 1 – Reading	65%-80%
Standard 6A Representations and Ordering	10%	Standard 1A – Vocabulary Development	10%-15%
Standards 6B, 6C Computation, Operations, Estimation, and Properties	15%	Words in Isolation	5%-10%
Standard 6D Ratios, Proportions, Percents	5%	Words in Context	5%-10%
State Goal 7 – Measurement	15%	Standards 1B, 1C – Reading Strategies	8%-12%
Standards 7A, 7B, 7C Units, Tools, Estimation, and Applications	15%	Standard 1C – Reading Comprehension	47%-53%
State Goal 8 – Algebra	20%	Literal or Simple Inference	8%-14%
Standard 8A Representations, Patterns, and Expressions	8%	Summarizing and Main Idea	8%-12%
Standard 8B Connections Using Tables, Graphs, and Symbols	5%	Sequencing and Ordering	4%-8%
Standards 8C, 8D Writing, Interpreting, and Solving Equations	7%	Drawing Conclusions Based on Evidence	6%-10%
State Goal 9 – Geometry	20%	Interpreting Instructions	6%-10%
Standard 9A Properties of Single Figures and Coordinate Geometry	10%	Author’s Purpose and Design	4%-8%
Standard 9B Relationships Between and Among Multiple Figures	10%	State Goal 2 – Literature	20%-35%
State Goal 10 – Data Analysis, Statistics, and Probability	15%	Standard 2A – Literary Elements and Techniques	12%-31%
Standards 10A, 10B Data Analysis and Statistics	10%	Story and Literary Structure	4%-12%
Standard 10C Probability	5%	Characterization	4%-10%
Total	100%	Literary Terms and Devices	4%-10%
		Standard 2B – Variety of Literary Works	4%-8%
		Total	100%

What is reading? Reading is comprehensive.

One skill or question is just part of understanding a story.

Make sure that students read thoroughly.



- What did you like about the story?
- What would you tell someone else about what happens?
- What would you ask the writer?
- How would you change the story—what would you add or change?
- Based on what you read and what you knew, what do you think—
What did the people in this story learn from the events?
How is what they learned important for people to understand?
Use information from the story and your own experience to explain your answer.

STEPS TO SOLVE A WORD PROBLEM

Answer these questions to solve a word problem.

1. What are you going to figure out?	
2. How will you solve the problem?	
3. What information will you use?	
4. Estimate the answer.	

5. Solve it here.

6. What is your answer?	
7. Write to explain what you did.	
8. Tell why you solved it this way.	