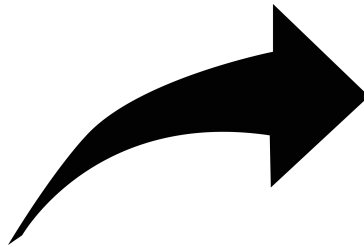


# ISAT Essentials



## Core Priorities for Grade 3

Center for Urban Education  
<http://teacher.depaul.edu>

*This guide includes test specifications from ISBE. Those specifications and additional ISAT preparation materials are available at [isbe.net](http://isbe.net).*

## 3<sup>rd</sup> Grade READING

### **Vocabulary Challenges--Determine word meaning—base, affix, context**

#### **Vocabulary Questions—Stems based on ISAT samples**

- What does \_\_\_\_\_ mean in this sentence from the passage?
- What is the base word for \_\_\_\_\_?
- What does \_\_\_\_\_ mean when you add the prefix *re* to it?
- What means the opposite of \_\_\_\_\_?
- What does the word \_\_\_\_\_ mean in this sentence from the passage?
- What is the base word for \_\_\_\_\_?
- What best describes the meaning of \_\_\_\_\_?
- What means the opposite of \_\_\_\_\_?
- What does the word \_\_\_\_\_ mean in this sentence from the passage?
- How does the prefix *dis* change the meaning of this word?

#### **Interpret Poems**

##### **Challenging Questions Based on ISAT Samples**

- What is the main idea of the poem?
- What is the main idea of the poem?  
What is a synonym for \_\_\_\_\_?
- What word means the opposite of \_\_\_\_\_?  
What words help you understand the main idea of the poem?
- How did the poet help you “see” what the poem is about?

## **Fiction**

### *Analyze questions*

—*what kind of question is it; how do I answer it?*

--*how do I choose the best answer?*

- Infer meaning of word from **context***
- Infer **cause-effect, motive, predictions***
- Summarize**
- Infer the **Main Idea** of a story or fable*
- Analyze genre*
- Identify/infer cause-effect*
- compare/contrast*
- Infer: character, setting, plot, motive, prediction, main idea/theme, meaning of word from context*
- Evaluate: author's techniques*

### **Challenging Questions Based on ISAT Samples**

- According to paragraph X, what is \_\_\_\_\_ doing?
- According to the passage, what do .....?
- How does the story end? What lesson do you think the writer was trying to explain with that ending?
- This diagram shows .... What belongs in the empty box?
- This story is mainly about a \_\_\_\_\_.
- This story mainly tells \_\_\_\_\_.
- What does \_\_\_\_\_ mean in this sentence from the passage?
- What does the author mean in the sentence.....?
- What does the word \_\_\_\_\_ mean in this sentence from the passage?
- What is the base word for \_\_\_\_\_?
- What is the genre of this passage?
- What means the opposite of \_\_\_\_\_?
- What problem do they solve in this passage? How?
- What problem takes place? What causes it?
- What was the author's purpose in writing this passage?
- What would be another good title for this passage?
- Which of the following describes the correct order of the passage?
- Which of these did the author use in this story? (techniques)
- Why did \_\_\_ do \_\_\_? Why didn't \_\_\_\_\_?
- Why didn't \_\_\_\_\_?

### **Extended Response Examples from ISAT samples**

- *What conclusions can someone draw about \_\_\_\_\_ based on this passage?*
- *What lesson can people learn from this story?*
- *Explain how \_\_\_\_\_ are alike. Use information from the passage and your own ideas to support your answer.*

## **Non-Fiction**

*Analyze questions and answers*

*—what kind of question is it; how do I answer it?*

*--how do I choose the most important information*

*--how do I choose the best answer?*

*Infer meaning from context*

*Identify fact/opinion*

*Summarize—evaluate the information and decide what is important*

*Identify the Main Idea and identify supporting information*

*Identify the Main Idea and evaluate the importance of information to support it.*

**Challenging Questions Based on ISAT Samples**

- According to the passage, what do .....?
- According to the passage, which of these goes in the empty box (diagram or timeline)
- This diagram shows .... What belongs in the empty box?
- What best describes the meaning of \_\_\_\_\_?
- What does \_\_\_\_\_ mean in this sentence from the passage?
- What does the author mean in the sentence.....?
- What does the word \_\_\_\_\_ mean in this sentence from the passage?
- What is the base word for \_\_\_\_\_?
- What is the best summary of the passage?
- What is the genre of \_\_\_\_\_?
- What means the opposite of \_\_\_\_\_?
- What was the author's purpose in writing this passage?
- What would be another good title for \_\_\_\_\_?
- Which is the best summary of the passage?
- Which of these is an opinion?
- Which question does the article answer?
- Why does the writer include this fact—what idea does it support?
- You would most likely find an article like this in a book about—

## THIRD GRADE MATH PRIORITIES

Priorities identified through the ISBE ISAT online resources and CPS Learning Targets  
<http://www.chicagoteachingandlearning.org/component/content/article/235-learning-targets.html>

### **Problem Solving**

Students need to be able to...

- solve problems in each of these areas of math.
- show the steps they take
- explain the reasons for their choices of strategies.

<b>Math Content</b>	<b>Examples of Questions from ISAT Sample</b>
<p><b><i>number sense and operations</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> addition</li> <li><input type="checkbox"/> base-ten number system</li> <li><input type="checkbox"/> decimals</li> <li><input type="checkbox"/> division</li> <li><input type="checkbox"/> equals</li> <li><input type="checkbox"/> equivalent forms of simple fractions</li> <li><input type="checkbox"/> estimation</li> <li><input type="checkbox"/> fractions</li> <li><input type="checkbox"/> monetary units</li> <li><input type="checkbox"/> multiplication</li> <li><input type="checkbox"/> number line</li> <li><input type="checkbox"/> ordered pairs</li> <li><input type="checkbox"/> place value</li> <li><input type="checkbox"/> repeating</li> <li><input type="checkbox"/> representations of numbers to 10,000</li> <li><input type="checkbox"/> subtraction</li> <li><input type="checkbox"/> value</li> <li><input type="checkbox"/> whole numbers</li> </ul> <p><b>symbols</b>                      Operations                      Equals                      Greater than                      Less than</p>	<ul style="list-style-type: none"> <li>• Lee collected 489 rocks for his science project. Sue collected 100 fewer rocks than Lee. How many rocks did Su collect?</li> <li>• Ed has 19 eggs. He has 2 empty egg cartons. Each carton can hold 12 eggs. How many more eggs does Ed need to fill the 2 egg cartons</li> <li>• Which has 1/3 shaded? (circle graph)</li> <li>• John buys 2 notebooks. Each notebook costs \$1.80. John gives the clerk \$5.00. How much changes does he get?</li> <li>• A month ends on a Tuesday. On what day does the next month begin?</li> <li>• Tom buys 5 toy cars. Each car costs \$0.98. Which shows how much money Tom needs?</li> </ul>
<p><b><i>geometry</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2-dimensional shapes</li> <li><input type="checkbox"/> 3-dimensional shapes</li> <li><input type="checkbox"/> congruence</li> <li><input type="checkbox"/> coordinate system</li> <li><input type="checkbox"/> hexagon</li> <li><input type="checkbox"/> lines of symmetry</li> <li><input type="checkbox"/> parallel</li> <li><input type="checkbox"/> polygon</li> <li><input type="checkbox"/> rectangle</li> <li><input type="checkbox"/> reflection/flips</li> <li><input type="checkbox"/> rotations/turns</li> <li><input type="checkbox"/> translation/slides</li> <li><input type="checkbox"/> vertex</li> </ul>	<ul style="list-style-type: none"> <li>• What is the area of this figure?</li> <li>• What is the perimeter of this square?</li> <li>• How many sides does a hexagon have?</li> <li>• Which has exactly one vertex?</li> <li>• Which shows only a flip across the line?</li> <li>• Which lines look parallel?</li> <li>• Which shapes look congruent?</li> </ul>

Math Content	Examples of Questions from ISAT Sample
<p><b>algebra</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comparison problems</li> <li><input type="checkbox"/> equations</li> <li><input type="checkbox"/> number sentences</li> <li><input type="checkbox"/> pattern problems</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the pattern. 82, 88 94, ____, 106, 112. What is the missing number?</li> <li>• What number goes in the box to make the number sentence true?</li> <li>• What number goes in the box to make this number sentence true? <math>12 - \underline{\quad} = 3</math>.</li> </ul>
<p><b>measurement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> area</li> <li><input type="checkbox"/> capacity/volume</li> <li><input type="checkbox"/> Celsius, Fahrenheit</li> <li><input type="checkbox"/> elapsed time</li> <li><input type="checkbox"/> estimate</li> <li><input type="checkbox"/> inch, foot, yard</li> <li><input type="checkbox"/> length</li> <li><input type="checkbox"/> mass/weight</li> <li><input type="checkbox"/> money</li> <li><input type="checkbox"/> non-standard unit</li> <li><input type="checkbox"/> ounce, pound</li> <li><input type="checkbox"/> perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Use your centimeter ruler. What is the length of this crayon in centimeters?</li> <li>• How many oranges equal the same weight as one cube?</li> <li>• What is the distance from point M to point N? (on a number line)</li> </ul>
<p><b>data analysis and probability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> chart</li> <li><input type="checkbox"/> circle graph</li> <li><input type="checkbox"/> graph</li> <li><input type="checkbox"/> line graph</li> <li><input type="checkbox"/> mean/average</li> <li><input type="checkbox"/> median</li> <li><input type="checkbox"/> mode</li> <li><input type="checkbox"/> probability and counting principles</li> <li><input type="checkbox"/> table</li> <li><input type="checkbox"/> tally, tally chart</li> </ul>	<ul style="list-style-type: none"> <li>• What number pair shows the location of the square?</li> <li>• A class votes for their favorite kinds of books. How many more students voted for books about adventures than books about sports?</li> <li>• A class makes a chart about what kind of pets they have. The class has 24 students. How many students have a cat for a pet?</li> <li>• The chart shows the shoe size for six students. What is the mode for the data in the chart?</li> <li>• Dan will spin the arrow many times. The arrow is least likely to stop on _____. (Circle with colored sections and spinner.)</li> <li>• Holly throws a penny in the air 100 times. The penny falls on the table each time. How many times will the penny probably show tails?</li> </ul>