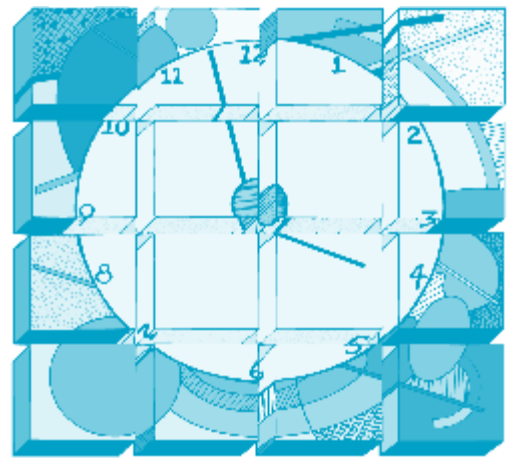


Successful Test Taking[®]

READING & WRITING 10



LEADERSHIP RESOURCES[®]

2006 Edition

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading & Writing 10 CSAP book (2006 Edition).

The actual book is 72 pages. There are 9 selections (2 literary and 7 informational text). The book has 82 reading questions: 55 are multiple choice, 12 are short constructed-response, 5 are medium constructed-response, and 10 are extended constructed-response.

For writing, there are 22 multiple choice grammar questions, 1 editing task, and 4 writing exercises.

The book is printed on newsprint, is consumable, and is sold in a set of 30 books for \$55.00.

Also included in this sample are two pages of the teacher's guide.

The teacher's guide identifies the specific benchmark and assessment objective each item assesses.

LEADERSHIP RESOURCES® publishes CSAP preparation books for:

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Successful Test Taking®

Reading & Writing 10

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2006 Edition

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Successful Test Taking Strategies for Answering Multiple Choice Questions in Reading and Writing

1. Skim each question before reading the selection. Try to get a “feel” for what the answers might be.
2. Ask and answer, “What do I know? What am I being asked to do?”
3. Read the selection. Try to get the “big picture” or main point of the selection. Pay attention to details.
4. Read the questions.
5. There are four answer choices for each question in this book. Look at all answer choices. Mark out all incorrect answer choices.
6. Look back at the selection as often as necessary to answer the questions correctly.
7. Make an educated guess if you really don't know.
8. Then, mark the **best** answer right in this book by filling in the bubble (circle) to the left of the answer you chose. Completely fill in only one bubble. A correct answer is worth one point.

Multiple Choice Sample Question

For this type of question you will select the answer and then fill in the bubble next to it. Look at the sample test question below about a boy named John whose brother was not able to make it home for John's birthday party.

1 John was unhappy at the end of the story. Which best states why John was disappointed?

- His dad took the car away.
- His brother didn't come home.
- He didn't get what he wanted.
- He didn't like his birthday cake.

For this sample question, the second answer choice was selected. Therefore, the bubble next to **that answer choice** was filled in.

Successful Test Taking Strategies for Answering Constructed-Response Questions in Reading

These questions require you to think about an answer to a question and then write the answer. Constructed-response questions require you to explain (tell) why and support your answer with reasons, with details, and/or with examples from the selection.

Short constructed-response questions have you write a short answer. You will use about 5 minutes to answer short constructed-response questions. A complete answer is worth 2 points.

Medium constructed-response questions have you write a longer answer. A complete answer is worth 3 points.

Extended constructed-response questions are the most challenging and require a more detailed answer. You will use about 10 minutes to answer these questions. A complete answer is worth 4 points.

1. **READ:** Read the constructed-response question and any directions carefully. Ask yourself, “What do I know? What is the question asking me to do? Who is my audience?”
2. Next, read the selection and study the material that is presented.
3. Try to get the “big picture” or main point of the selection. Pay attention to details.
4. **THINK:** Use the writing process to help you think:
 - Brainstorm for ideas by recalling what you already know.
 - Group (organize) all your ideas with an idea map/graphic organizer, if necessary.
 - Look over your map/graphic organizer, and order your ideas and topics for writing.
5. **EXPLAIN:** Remember, someone will be reading your answer. Explain your answer clearly and completely. **Use details and information from the selection.** Try to fill up all the lines when you write your answers. If you can't, that's OK as long as you write a complete answer.
6. Remember that someone will be reading your answer. Make sure your explanation is clear, so that the reader understands your thinking.
7. Read what you have written to revise and edit.

Introduction to Reading Selections

There are two kinds of reading selections in this book. The first kind of selection is **informational** or expository text. This kind of text is often found in newspapers, magazines, textbooks, and other kinds of reading required for school, work, and life. It is fact-filled text. This page and the next tell more about **informational** text.

The other kind of selection is **literary**, or narrative text. Literary text is usually fiction, but does not have to be. This kind of text tells a story. It requires you to use certain reading strategies that go with this kind of text. **Literary** text is discussed on pages 8-9.

INFORMATIONAL TEXT

Informational text is used daily by most readers.

Effective readers use these strategies to construct meaning (to make sure they understand the selection):

Read the title and major headings.

Recall what you may already know about the subject.

Look at pictures, graphs, and charts.

Read the summary.

Skim the questions to be answered.

Read the selection and **identify**:

- ◆ The selection's purpose.
- ◆ Descriptions, definitions, and details in the selection.
- ◆ Problems and solutions discussed in the selection.
- ◆ The conclusions reached in the selection.

10 Strategies for Test Taking in Reading

◆ INFORMATIONAL TEXT ◆

PREPARING TO READ A TEST SELECTION

1. IDENTIFY the topic.

- The topic is _____
- I already know this about _____

2. LOCATE graphic organizers.

- The headings tell me _____
- The pictures/captions tell me _____
- The chart/graph explains to me _____

3. READ the summary.

- The main points are _____

4. SKIM the questions.

- Underline or circle key words.
- I will look for these answers _____

AS YOU READ THE TEST SELECTION

5. GO find answers.

- Read the selection to find answers to the questions.
- Remember to construct meaning. Do YOU understand the selection?

6. SEARCH for author's purpose.

- The purpose of the selection is to _____

7. LOOK for descriptions, definitions, and details.

- The author describes these things _____
- The author describes with these examples _____

8. IDENTIFY types of information.

- Main Idea
- Cause and Effect
- Compare and Contrast
- Sequence of Events or Procedures
- Problem and Solution
- Drawing Conclusions

USE THE SELECTION TO ANSWER THE QUESTIONS

9. ANSWER all questions.

- Reread the questions carefully.
- Mark out incorrect answers to each multiple choice question.
- Circle or ✱ any question you skip and need to return to later.
- Look back in the text for answers you do not know.
- Remember to READ, THINK, and EXPLAIN when writing your answers to constructed-response questions.

10. MARK/WRITE the correct answer right in this book.

LITERARY TEXT

The seven components of literary text are:

Characters - who are the main characters?
- who are the minor characters?

Setting - where and when does the story take place?

Plot or Events - what happens in the story?

Problem or Conflict - what is the problem?
- why is it a problem?

Solution - how is the problem solved?

Mood - what is the feeling of the story?

Theme - what lesson does the story teach us?

Effective readers find the answers to these questions to construct meaning (to make sure they understand the story).

13 Strategies for Test Taking in Reading ◆ LITERARY TEXT ◆

PREPARING TO READ A TEST SELECTION

1. **READ** the title, and **PREDICT** what the story is about.

- The title is _____
- The story is about _____

2. **LOCATE** illustrations.

- What information do they suggest? _____

3. SKIM the questions.

- Underline or circle key words.
- I will look for these answers _____

AS YOU READ THE TEST SELECTION

4. LOOK for answers.

- Read the story to find answers to the questions.
- Remember to construct meaning. Do YOU understand the story?

5. IDENTIFY the main characters.

- The main characters are _____
- Describe each character in about 3 words _____

6. IDENTIFY the setting.

- Where does the story happen? _____
- When does the story happen? _____

7. NAME the main events (plot).

- Important actions are _____

8. FIND the problem (conflict). All good stories have one.

- The main problem is _____
- The problem is important because _____

9. IDENTIFY the solution.

- The problem is solved by _____

10. IDENTIFY the mood.

- This story made me feel _____

11. IDENTIFY the themes.

- This story's themes teach me something about _____
- How does this story teach me about this? _____

USE THE SELECTION TO ANSWER THE QUESTIONS

12. ANSWER all questions.

- Reread the questions carefully.
- Mark out incorrect answers to each multiple choice question.
- Circle or ✱ any question you skip and need to return to later.
- Look back in the text for answers you do not know.
- Remember to READ, THINK, and EXPLAIN when writing your answers to constructed-response questions.

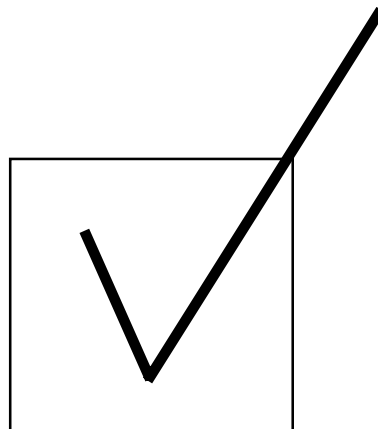
13. MARK/WRITE the correct answer right in this book.

A Reading Test-Taking Plan

Use this checklist to work your way through the process.

Check off each item as you do it:

- Read the title. Does it make you think of anything?
Predict what the selection will be about.
- Look at all the pages of the selection.
- Read the headings throughout the text.
Determine the subject matter of what you will be reading.
- Look for **boldface** words, *italics*, and numbers.
Also, read any graphs, charts, or captions. What do they refer to?
- Get the main idea by reading the summary.
- Read the questions and notice important words.
Examples:
 - not
 - most likely
 - difference
 - main
 - except
 - most
 - the author would probably agree
 - selection
 - of the following
- Read the selection. Look for the main idea and details.
- Answer the questions.
- Reread the selection as needed.



Directions: Read this article. Then do Numbers 1 through 9.

UNDERSEA CRUSADERS

From ancient times until the present, the sea has been a source of fascination for people. Early scientists conducted crude experiments and made what observations they could from the surface of the sea. Modern oceanographers are able to explore the sea from beneath the water's surface and educate others via written and videotaped records. Two of the most respected modern oceanographers, Jacques Cousteau and Sylvia Earle, have devoted their lives to exploring the undersea world to preserve the oceans and marine life.

Jacques Cousteau (1910 - 1997)

As a child in France, Jacques Cousteau developed a serious illness. Young Jacques' physicians advised his parents to teach the boy how to swim and exercise. Jacques regained his health, grew up, and planned a career as a naval pilot in the French military. Before his training began, a car accident broke both his arms. Doctors wanted to amputate one arm, but Jacques resisted. Instead, he returned to his old swimming and exercise routine. His arms healed, but his dreams of becoming a pilot ended.

During the recovery period, Jacques and two friends experimented with goggles and developed the first pair of watertight goggles. For the first time, Jacques could marvel at the beauty beneath the water's surface and decided to study the life in this undersea world. However, he soon discovered that he could not hold his breath for a period of time long enough to permit him to explore the undersea world as much as he wanted.

In 1943, Cousteau and a French engineer invented the Aqua-Lung, a device that enabled divers to breathe underwater for long periods of time. They called their invention a self-contained underwater breathing apparatus, or scuba, for short. The new scuba gear consisted of a tank of compressed oxygen connected to a face mask by a pressure-regulating valve. Divers strap the tank to their backs, put on the face mask, and adjust the valve over their mouths, enabling them to breathe underwater for long periods at a time.

Cousteau bought an old boat after World War II and remodeled it into a research vessel, traveling around the world to study ocean ecosystems. He gained worldwide attention writing books about the ocean that were translated into 22 languages. Cousteau designed a waterproof housing for motion picture cameras and was the first to film underwater sequences about sea life in their natural habitat.

Over the years, Mr. Cousteau filmed many movies and television specials. His television shows introduced millions of people to the beauty of the undersea world and educated them about the oceans' ecosystems. He once said that he was most proud of his efforts to save the waters off Alaska, the Antarctic, and the Amazon. "My greatest accomplishment was to awaken the awareness of people all over the world," he stated. His efforts caused many governments to discontinue the practice of dumping nuclear waste and other pollutants into the oceans.

Cousteau's views about the world's oceans changed over the years. In the 1950's, he believed the "sea is an exploitable resource." He helped start the first experimental manned undersea colonies in the 1960's. By the 1970's, Cousteau had become more of an advocate for the oceans, warning people that "life in the oceans has diminished 40% in just 20 years."

Although Jacques Cousteau died in 1997, his work continues through the organization he founded, the Cousteau Society. The group, dedicated to marine conservation, boasts a worldwide membership of 300,000 people.



Sylvia Earle (1935 -)

When she was a girl, Sylvia Earle's parents encouraged her to catch frogs and other creatures to observe their beauty and their habitats. Her entire family had a love of nature and as a girl, Sylvia spent her days playing in and around ponds and lagoons in New Jersey and Florida, her childhood homes. Sylvia claims that she knew from the time she was a child that she "had to be a scientist." She earned college degrees in botany, the study of plants and plant life. As an adult Sylvia's love for all things aquatic has never diminished.

At college, Dr. Earle focused her efforts on the Gulf of Mexico and detailed a study of its algae, a project she still follows today. Since 1966, she has collected over 20,000 algae samples from Gulf waters, and is considered one of the foremost experts on the ecosystem of the Gulf of Mexico. In an interview, she noted, "When I began making collections in the Gulf, it was a very different body of water than it is now – the habitats have changed. So I have a very interesting baseline."

Dr. Earle did not confine her work to the Gulf of Mexico, however. In 1970, she gained national attention when she and four other scientists lived for two weeks in an underwater chamber located in the Caribbean Sea, studying undersea habitats. Later, Dr. Earle and other researchers refined Jacques Cousteau's invention of scuba gear. The improved gear enabled her to set an astonishing record of free diving to a depth of 1,250 feet to study deep-sea marine life. Fascinated by what she discovered beneath the water's surface, Dr. Earle became determined to develop a way to dive far deeper into the ocean.

In the 1980's, Dr. Earle and a partner founded Deep Ocean Engineering, Inc., a company that designs and builds small submersible vehicles for underwater research. She helped design a one-person submarine and test-piloted the craft to a depth of over 3,000 feet. The company also makes Phantoms – sled-like undersea robots that the government uses to observe changes beneath polar ice caps.

Observing the effects of humans' careless attitudes toward the sea has made Sylvia Earle an advocate for the world's oceans. She crusades against overfishing, toxic pollution, and what she terms "ecoterrorism" of the sort waged by Saddam Hussein, who dumped 11 million barrels of oil into the Persian Gulf in 1991. Educating others about the effects of these events is sometimes difficult because people do not realize they are ignorant of the consequences of their actions. "We do not see ourselves as a part of nature," insists Dr. Earle. "On a recent dive, I saw the sweep of time, the ancient processes that have worked through the millenniums. I also saw cement blocks, bottles, cans, spools of cable. In some ways, I was on the far side of the universe. In other ways, it was as familiar as the city dump."

Today, Dr. Earle is project director of the Sustainable Seas Expedition, an agency that studies our nation's 12 marine sanctuaries. She is the author of several books, including two for children, and also lectures at colleges, universities, and other events. Dr. Earle believes that humans are completely dependent on the ocean, but have a primitive understanding of it: "I must get the word out to the inhabitants of Planet Earth."

1

Jacques Cousteau and Sylvia Earle are most like which vested interest group in the article “The War of the Wood”?

- the lumber companies
- the naturalists
- the economists
- the lumber workers

2

List four things that Jacques Cousteau and Sylvia Earle have in common. Use information and details from the article to support your answer.

3

Jacques Cousteau was most proud of

- inventing scuba gear.
- making people aware of the ecosystems of the world’s oceans.
- realizing the impact people have on the ecosystems of the world’s oceans.
- introducing millions of people to the beauty of the undersea world.

4

Why do you think Jacques Cousteau’s views about oceans changed over the years? Use information and details from the article to support your answer.

5

Why was the invention of scuba gear so important to Cousteau and Earle?

- Submarines were developed from the technical knowledge used to invent scuba gear.
- It helped them gain attention by setting free diving records.
- Money they received from inventing or improving scuba gear financed their diving trips.
- Scuba gear allowed them to make longer, deeper underwater dives.

6

Read this quote by Dr. Sylvia Earle.

“We do not see ourselves as a part of nature.”

Why does she think this is a problem?

7

Sylvia Earle crusades against what she calls “ecoterrorism.”
Which of the following is the best definition of *ecoterrorism*?

- a deliberate action causing major habitat destruction
- any incident that causes life and habitats to be destroyed
- accidental or deliberate incidents involving petroleum products and major bodies of water
- any act committed by Saddam Hussein during the Gulf War.

8

In this article, the author uses many quotes from Dr. Sylvia Earle.
The author does this to demonstrate

- that Dr. Earle is very dedicated to protecting the environment.
- that women are more knowledgeable about the environment than men.
- a way to persuade readers to work for environmental groups.
- that Dr. Earle knew Jacques Cousteau.

9

With which quote of Sylvia Earle’s would Jacques Cousteau most likely agree?

- “Since childhood, I knew I had to be a scientist.”
- “I rage heart and soul against the commercial fishing that is taking place.”
- “Oceans shape the way the world was, is, and will be.”
- “The oceans are largely unexplored.”

Answer Key & Teacher's Guide

Successful Test Taking®

READING & WRITING 10

2006 Edition

LEADERSHIP RESOURCES®

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Successful Test Taking®

This *Successful Test Taking*® Reading & Writing 10 book is specifically designed to assist teachers and students as they incorporate the information and skills contained in the Colorado Model Content Standards into their learning environment. The book is an **essential teaching resource** for educators interested in preparing their students for the Colorado Student Assessment Program (CSAP). Students will see the book as a helpful **learning tool** to master important reading and writing skills.

Using "Successful Test Taking®"

1. After each student receives a Successful Test Taking® Reading & Writing 10 book, let them know they can write and mark their answers in the Reading and Writing 10 book.
2. On pages 3-5, review with your students the strategies for answering the different types of reading and writing questions on the Colorado Student Assessment Program.
3. Have students turn to the Introduction to Reading Selections on page 6 and discuss it with them. Then, review the informational text (pages 6-7), literary text (pages 8-9), and the Reading Test-Taking Plan (page 10) material if you wish. This material can be reviewed at any time, or not at all.
4. Next, have students turn to Session 1: Writing (page 11). Read the directions aloud to the students as they follow along in their books. Students will plan and write a draft in response to an extended-writing prompt.
5. In Session 2: Writing (beginning on page 17), students will complete an editing task and then go back to their draft from Session 1 and revise it. The final copy of their writing task is to be completed in Session 2.
6. Next, have students begin Session 3: Reading and Writing. Students will read the directions (page 21) and then the reading selections. After reading and responding to the reading questions, students will write a paragraph in response to a writing prompt.
7. Next, have students turn to page 36, Session 4: Reading. Students will read and respond to the reading selections in the same fashion as Session 3.
8. In Session 5: Writing (beginning on page 54), students will do the 22 grammar items and write paragraphs in response to two writing prompts.
9. Session 6: Reading, begins on page 62. Students will read and respond to reading selections in the same fashion as Sessions 3 and 4.

10. Remind students to continue reading until they reach a stop sign  in their books, at which point students stop. Students may not go on until you tell them to do so.

11. The reading and writing portions of this book can be administered over a period of six days. However, you may wish to spend more time and/or days using this book.

12. There are 82 questions and 134 possible points in the reading portions of the book. In the writing portions, there are 23 **grammar** and editing items are worth a total of 32 possible points.

FLESCH-KINCAID GRADE LEVEL READABILITY SCALE FOR ALL SELECTIONS

(BASED ON NUMBER OF SYLLABLES PER WORD AND
SENTENCE LENGTH IN WORDS)

Selection Title	Page #	Grade Level
Is Nuclear Power the Energy Source of the Future? (IT)	22	11.4
The Unbreakable Code (IT)	27	10.7
The Portents (LT)	31	9.8
The Last Great Race (IT)	37	10.0
Stop Child Slave Labor, <i>NOW!!</i> (IT)	42	8.5
Outward Bound (LT)	46	10.1
Saving Time, Saving Energy (IT)	50	10.5
The War of the Wood (IT)	63	10.4
Undersea Crusaders (IT)	68	10.7

LT = Literary Text

IT = Informational Text
