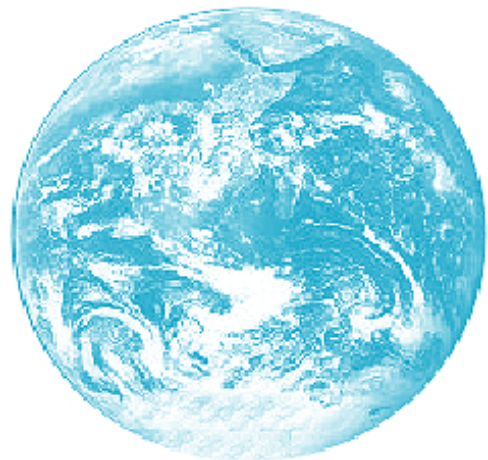
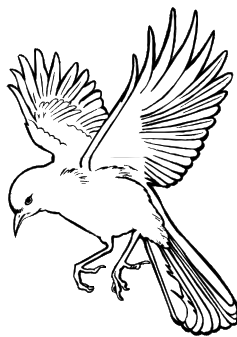


Student's Name _____

Successful Test Taking[®]

READING & WRITING 4



LEADERSHIP RESOURCES[®]

2006 Edition

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading & Writing 4 CSAP book (2006 Edition).

The actual book is 72 pages. There are 10 selections (3 literary and 7 informational text). The book has 76 reading questions: 59 are multiple choice, 10 are short constructed-response, 3 are medium constructed-response, and 4 are extended constructed-response.

For writing, there are 40 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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- Grade 4 Reading & Writing, Grade 4 Mathematics,
- Grade 5 Reading & Writing, Grade 5 Mathematics,
- Grade 6 Reading & Writing, Grade 6 Mathematics,
- Grade 7 Reading & Writing, Grade 7 Mathematics,
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Successful Test Taking®

Reading & Writing 4

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2006 Edition

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Successful Test Taking[®]

Preface

This test taking book has been developed to help you take a reading and writing test, as well as review strategies you already use in reading and writing.

A good test:

- A. confirms what you already know,
- B. helps you to see where you can use what you know,
- C. shows you new ideas while taking the test.

Please note that this book was made to help you learn how to prepare for and take tests. It is **not**, however, a complete model of the CSAP. This book was developed to provide you with typical items that might be tested.

Test taking is complicated. By studying tests and how they are written, you can become a better test taker. The reading and writing strategies you use in the classroom and in daily life can be used here as well.

As you work with this book, try to do your best work. Doing your best work is a mirror of your ability and effort.

**Remember to
Use your Common Sense**

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 **literary** 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 10-12.

The other 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. See pages 13-15 for more about **informational** text.

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.

- 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.

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

3. READ the summary.

- The main points are _____

4. SKIM the questions.

- I will look for these answers _____

AS YOU READ THE TEST SELECTION

5. GO find answers.

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

6. SEARCH for author's purpose.

- The purpose of the article 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.

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?

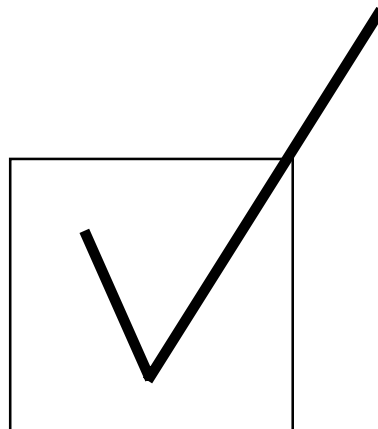
- Get the main idea by reading the summary.

- 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.



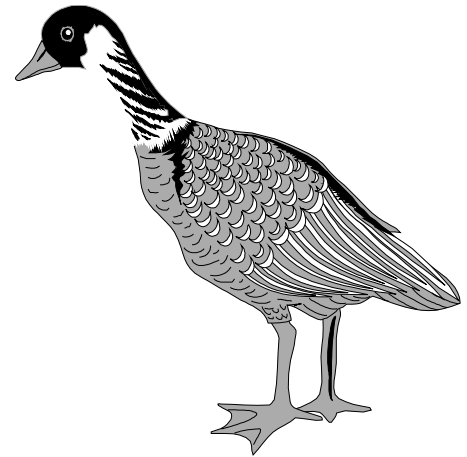
Directions: Read this story. Then do Numbers 1 through 9.

A Silly Goose

Canada goose: a common North American wild goose 30-35 inches long, brownish above and light below. Its head, bill, neck, and feet are black and it has a white patch on the throat and sides of the head.

On the shore of a quiet lake lived a beautiful Canada goose named Glenda. Glenda knew she was a beautiful goose. She was always doing something to attract attention to herself.

Glenda honked only when the other geese were silent because she wanted everyone to hear her voice. She walked grandly around the lake. Glenda stretched her long neck and flapped her wings and ruffled her feathers. The other Canada geese in the flock would roll their eyes and shake their heads at Glenda.



The flock lived near the quiet lake all summer. They swam, and ate small fish and plants. When fall arrived, the Canada geese prepared to fly south to a warmer climate. That is, all the geese except Glenda.

When Canada geese and most other birds migrate south for the winter, they fly in large flocks. The flock flies in a V-shaped formation. The lead bird at the tip of the “V” cuts through the wind and creates a current of air for the other birds. The air current makes it easier for the other birds to fly. It is very tiring to be the lead bird. All the birds in the flock take turns as the lead bird. When a bird is no longer the leader, it falls back and flies at the tail of the “V”, where the air current allows the bird to “rest.”

Glenda did not want to migrate with her flock. She thought, “I am so much prettier and smarter than the other geese that I don’t need to waste my time with their silly formation. The others will only slow me down. I will just fly off by myself.”

When Glenda told the other geese of her plan, they laughed at her.

“You won’t last a day by yourself. It’s too far away and you’ll get too tired,” cried Granny Goose.

“Geese aren’t supposed to fly south by themselves. It’s too dangerous. There is safety in numbers,” warned Gus Gander.

But Glenda refused to change her mind. With a flap of her wings and a good-bye honk, she flew away.

Glenda flew south, high in the sky. She had a wonderful view, but she was too busy flapping her wings and honking, “Look at me!” to notice the scenery.

That night, Glenda found a river where she could rest. She saw a few fish, but she was too tired to eat. She fell asleep the moment she landed.

When morning came, Glenda forced herself awake. It was still a long way to her winter home and she was still tired. Glenda gave herself a pep talk. “Come on, you can do it. I’ll show those silly geese that I am the prettiest and smartest goose there is. I’ll arrive at our winter home days before they do.”

All day Glenda flew south. There was a strong breeze and she had to fly against the wind. She learned that flying alone meant there was no “V” formation of birds to protect her from the wind. Glenda was exhausted. Just when she thought she couldn’t flap her wings one more time, she spied a pond and decided to stop for the night.

Glenda’s wings were sore and her muscles ached. She began to think that flying with a flock was not a bad idea after all. She fell asleep and did not wake up even when a large flock of honking Canada geese landed on the other side of the pond.

All night, Glenda imagined she heard a flock of honking geese. “I’m just dreaming,” she told herself. “I hear geese honking because I don’t want to fly alone anymore.”

When Glenda woke up the next morning, she saw that she had not imagined the flock of geese. There was her old flock, right before her eyes! She could hardly believe her good luck.

Glenda honked to her friends, “I’m so glad to see you! I don’t want to fly alone anymore. I don’t like it and it’s no fun. Can I fly with you?”

“Well, I don’t know,” said Gus Gander. “You thought you were better than us. You said we were just going to slow you down.”

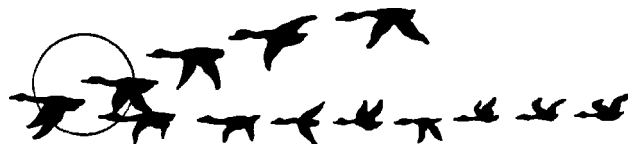
“I know what I said, but I was wrong. Migrating is hard work and hard work is always easier when there are friends to help. I want to join my friends and help the flock. Please?” begged Glenda.

The flock saw how tired Glenda was. She had no energy left to show off or brag. Her feathers drooped and she didn’t flap her wings when she walked.

Granny Goose spoke. “I think Glenda should join us. Look at her. She can’t fly another day by herself. Let’s forget about the past and start fresh.”

Glenda was pleased. “Oh, thank you. I promise you won’t be sorry. But do you think we could rest here for a day so I can get my beautiful feathers back in shape?”

The other geese just rolled their eyes and honked.



1 How would the author **best** describe Glenda?

- the leader of the flock
- afraid to be alone
- fun-loving
- a show off

2 After the first night, why did Glenda give herself a pep talk?

3 The V-shaped formation that geese use to migrate south is a good example of

- teamwork.
- friendship.
- leadership.
- preparation.

4 The author wrote this story to

- prove to readers that animals can behave like humans.
- describe for readers how Canada geese decide when to migrate.
- tell readers about a Canada goose who plays tricks.
- show readers why working together is important.

5 The illustration at the bottom of page 27 shows

- the V-shaped formation that Canada geese use to fly south.
- how Canada geese change places while flying in formation.
- the location of the flock when Glenda found them.
- why it was hard for Glenda to fly alone.

6

Read this sentence from the story.

The flock flies in a V-shaped formation.

In this sentence, the word *formation* means all of the following **except**

- habitat.
- pattern.
- design.
- arrangement.

7

Why did Glenda begin to think that flying with a flock was not a bad idea?

8

Which sentence correctly tells how Glenda behaves at the **beginning** of the story and how she behaves at the **end** of the story?

- Glenda entertains the flock at the beginning of the story; she annoys the flock at the end of the story.
- Glenda plays tricks at the beginning of the story; she is helpful at the end of the story.
- Glenda is concerned only with herself at the beginning of the story; she is concerned only with herself at the end of the story.
- Glenda is friends with the flock at the beginning of the story; she is not friends with the flock at the end of the story.

9

At the end of the story, why did the geese roll their eyes and honk at Glenda?

- They were welcoming her back to the flock.
- They realized that Glenda would never change.
- They were mad that Gus and Granny agreed to let Glenda fly with them.
- They were trying to decide if they should stay and rest for an extra day.

Answer Key & Teacher's Guide

Successful Test Taking®

READING & WRITING 4

2006 Edition

LEADERSHIP RESOURCES®

303 Court Street, Port Huron, MI 48060

800.257.7157 Fax 810.985.7157

Successful Test Taking®

This *Successful Test Taking*® Reading & Writing 4 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 4 book, let them know they can write and mark their answers in the Reading and Writing 4 book.
2. Use pages 3 and 4 to discuss preparation and aids to test taking.
3. On pages 5-8, review with your students the strategies for answering the different types of reading questions on the Colorado Student Assessment Program.
4. Have students turn to the Introduction to Reading Selections on page 9 and discuss it with them. Then, review the literary text (pages 9-11), informational text (pages 12-14), and the Reading Test Taking Plan (p. 15) material if you wish. This material can be reviewed at any time, or not at all.
5. Next, have students turn to Session 1: Writing (p.16). 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.
6. In Session 2: Writing (beginning on p. 21), 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.
7. Next, have students begin Session 3: Reading and Writing. Students will read the directions (p. 25) and then the reading selections. After reading and responding to the reading questions, students will write a paragraph in response to a writing prompt.
8. Session 4: Reading begins on page 38. Students will read and respond to reading selections in the same fashion as Session 3.
9. In Session 5: Writing (beginning on p. 54), students will do the 40 grammar items and write paragraphs in response to two writing prompts.
10. Session 6: Reading, begins on page 65. Students will read and respond to reading selections in the same fashion as Sessions 3 and 4.

11. 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.

12. The reading and writing portions of the CSAP are conducted over a period of six days. You may wish to spend more time and/or days using this book than is actually spent on the CSAP.

13. There are 76 questions and 104 possible points in the reading portions of the book. In the writing portions, there are 41 **grammar** and editing items worth a total of 46 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
A Silly Goose (LT)	26	3.90
Mail Call (IT)	30	5.00
Facts About Colorado (IT)	34	NA
Thomas Edison's Greatest Discovery (IT)	39	5.00
Our Planet Earth (IT)	42	4.40
Sam and Susie (LT)	46	4.20
Robins (IT)	50	4.28
The Lark Bunting (IT)	52	4.94
It's Coming (LT)	66	NA
Pilgrims and Indians Cooperate (IT)	69	6.77*

LT = Literary Text

IT = Informational Text

* Most students will be able to read this selection.

The level is higher because of the Native American names.
