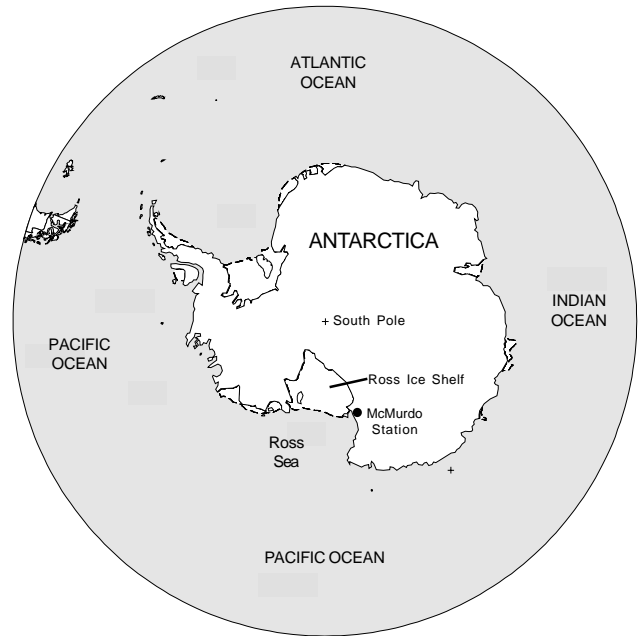
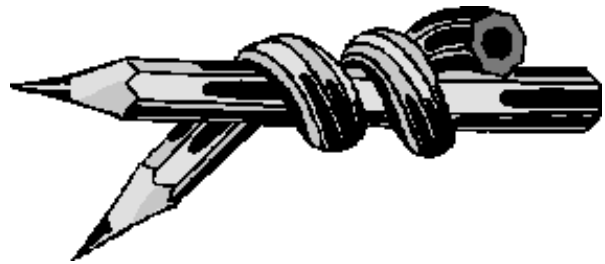


Student's Name _____

Successful Test Taking[®]

READING & WRITING 8



LEADERSHIP RESOURCES[®]

2006 Edition

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading & Writing 8 CSAP book (2006 Edition).

The actual book is 72 pages. There are 9 selections (3 literary and 6 informational text). The book has 69 reading questions: 48 are multiple choice, 11 are short constructed-response, 5 are medium constructed-response, and 5 are extended constructed-response.

For writing, there are 25 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:

- Grade 3 Reading & Writing, Grade 3 Mathematics,
- Grade 4 Reading & Writing, Grade 4 Mathematics,
- Grade 5 Reading & Writing, Grade 5 Mathematics,
- Grade 6 Reading & Writing, Grade 6 Mathematics,
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Successful Test Taking®

Reading & Writing 8

Table of Contents

Test Taking Tips	3
Test Taking Strategies	4
Introduction to Reading Selections	7
Literary Text	7
Informational Text	10
A Reading Test-Taking Plan	13
Session 1: Writing	14
Session 2: Writing	20
Session 3: Reading and Writing.....	24
Session 4: Reading	37
Session 5: Writing	54
Session 6: Reading	64

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2006 Edition

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Test Taking Tips

When You Get to School on the Test Days

- A. Find a comfortable place to work. This may mean not sitting next to your friends. Remember, your goal is to do your best on the test. Sit where you can concentrate and do well.
- B. Follow along when the teacher gives the test directions. Ask your teacher to explain the directions if you do not understand them.
- C. Some tests are confusing. You may know the answer, but you must correctly fill in the bubble or write your answer on the blank lines to get credit for your answer.
- D. Unless your teacher tells you otherwise, **mark in the test book**. Most test books will not be used again, so mark away! Do any work you need to right on the test book pages.
- E. Don't waste all of your time on one item. It is OK to skip an item and return later. Make finding the item you skipped easy for yourself by putting a large ✱ next to it.
- F. If you come across an item that just seems impossible, skip it and move on. But don't give up on the whole test altogether. Some test writers put in very hard items at first. Don't let them defeat you when they do this. Keep going!
- G. For multiple choice questions, mark the **best** answer. If you are not sure of an answer, go ahead and guess wisely. But don't just mark any answer. You probably already know that at least one of the answers is incorrect. Mark out all incorrect answers even if you can't completely figure out the correct answer. This will make guessing wisely easier.
- H. For constructed-response questions, clearly explain your thinking.
- I. Do your own work. Copying is not right. Besides when you copy, you run the risk of miscopying; and the person you copy from may be wrong.
- J. Review your multiple choice answers when you are finished. Reread all your answers to constructed-response questions to make sure they are clear and complete.
- K. Most tests are too long, and you will get tired. Keep at it, even if you need to stretch your back and arms. It may help to look at the ceiling or out a window from time to time.
- L. **Smile**. Tests are important, but they aren't the end of the world. Remain calm. Do the best you can.

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?

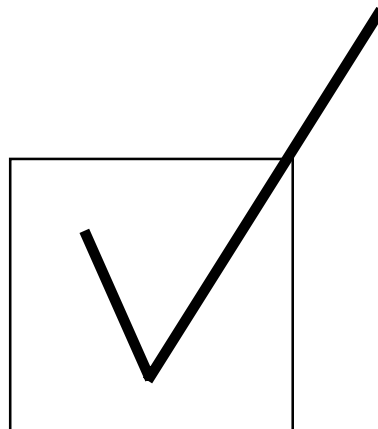
- Get the main idea by reading the summary.

- 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 8.

LETTER TO SCHOOL NEWSPAPER

Dear Editor and Fellow Students:

As everyone knows, the lunch period at Lincoln Middle School stinks. Students must rush through their meals and then are herded outside to spend the rest of the lunch period either standing around doing nothing or getting into trouble. This is a colossal waste of our time and it is so boring.

What we need is a more organized, better planned lunch period. I know I want to do something entertaining or meaningful with my lunch time, rather than waste it by standing around waiting for the bell to ring. What student doesn't feel this way? I have some suggestions for improving this critical situation:

1. Students do not like being rushed through their lunches. Permit students to remain in the cafeteria for as long as they like during lunch period.
2. Open the gym for activities such as volleyball or basketball.
Organize tournaments to make it more interesting.
3. Open the computer lab for students to do school work, surf the internet, or play computer games. Organize on-line game tournaments.
4. Open the library for quiet reading, studying, or homework completion.

We already have teachers and aides assigned to lunch period supervision. I'm certain they would prefer to supervise something more interesting and meaningful than a bunch of kids standing around outside. There is probably a research study out there that proves students need to have more physical activity and positive mental stimulation. I know that student morale would definitely increase.

I'm confident that all Lincoln Middle School students would participate in the new lunch program. Students who agree with these excellent suggestions should talk to their teachers and the student council. Ask your parents to call or visit the school to discuss these suggestions with the principal.

If we all work together, we can make lunch period rock at Lincoln Middle School.

Sincerely,

Jordan Ruiz

1 Read this phrase from the letter. In this phrase, what is another word for *colossal* ?

This is a colossal waste of our time . . .

- shameful
- enormous
- mindless
- unbelievable

2 Which of the following **best** summarizes Jordan’s letter?

- “What we need is a more organized, better planned lunch period.”
- “Organize tournaments to make it more interesting.”
- “I’m confident that all Lincoln Middle School students would participate in the new lunch program.”
- “Ask your parents to call or visit the school to discuss these suggestions with the principal.”

3 Read this sentence from the letter.

I know that student morale would definitely increase.

In this sentence, *morale* is another word for

- spirit.
- grades.
- activity.
- participation.

4 Read this reason Jordan gives in support of new lunch period activities.

There is probably a research study out there that proves students need to have more physical activity and positive mental stimulation.

Tell why this reason is weak and how it could be made stronger.

5

Besides the research study, list **four** other arguments Jordan gives in support of organizing new lunch period activities.

6

What is the purpose of this letter?

- to motivate students, parents, and teachers to organize tournaments
- to inform students that changes to lunch period activities will be coming soon
- to persuade school officials and students to improve the lunch period
- to get permission for students to do whatever they want during lunch periods

7

Which of the following from the letter is an opinion?

- As everyone knows, the lunch period at Lincoln Middle School stinks.
- Students must rush through their meals and then are herded outside. . .
- I have some suggestions for improving this critical situation.
- We already have teachers and aides assigned to lunch period supervision.

8

Jordan advises students who are interested in a new lunch program to

- organize activities in the gym, computer lab, and library.
- do something meaningful or entertaining during the lunch period.
- work together to protest for changes to the lunch period at school.
- talk to their teachers, student council, and parents about the program.

Answer Key & Teacher's Guide

Successful Test Taking®

READING & WRITING 8

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 8 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 8 book, let them know they can write and mark their answers in the Reading and Writing 8 book.
2. Use page 3 to discuss preparation and aids to test taking.
3. On pages 4-6, review with your students the strategies for answering the different types of reading and writing questions on the Colorado Student Assessment Program.
4. Have students turn to the Introduction to Reading Selections on page 7 and discuss it with them. Then, review the literary text (pages 7-9), informational text (pages 10-12), and the Reading Test Taking Plan (page 13) 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 (page 14). 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 page 20), 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 (page 24) 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. Next, have students turn to page 37, Session 4: Reading. Students will read and respond to the reading selections in the same fashion as Session 3.
9. In Session 5: Writing (beginning on page 54), students will do the 25 grammar items and write paragraphs in response to two writing prompts.
10. Session 6: Reading, begins on page 64. 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 69 questions and 105 possible points in the reading portions of the book. In the writing portions, there are 26 **grammar** and editing items are worth a total of 31 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
Letter to School Newspaper (IT)	25	8.10
Emergency 911 (LT)	28	8.20
Deep Freeze (IT)	32	8.10
The Peanut Scientist (IT)	38	8.20
Assembling an Exercise Bicycle (IT)	42	NA
An Alien Invasion (IT)	46	8.40
Expressions / The Writing Process (LT)	50	NA
The Tale of the Urban Coyote (IT)	65	8.00
Doubting Thomas (LT)	68	7.90

LT = Literary Text

IT = Informational Text
