

# Successful Test Taking<sup>®</sup>

## READING & WRITING 9



LEADERSHIP RESOURCES<sup>®</sup>

2006 Edition

# Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading & Writing 9 CSAP book (2006 Edition).

The actual book is 72 pages. There are 9 selections (4 literary and 5 informational text). The book has 84 reading questions: 60 are multiple choice, 13 are short constructed-response, 7 are medium constructed-response, and 4 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.

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# Successful Test Taking®

# Reading & Writing 9

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2006 Edition

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# *Test Taking Tips*

## *When You Get to School on the Test Days*

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- 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 Constructed-Response Questions in Reading

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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.

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

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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.

# 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.

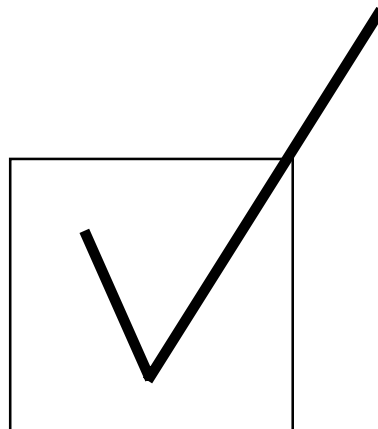
### 10. MARK/WRITE the correct answer right in this book.

# 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.



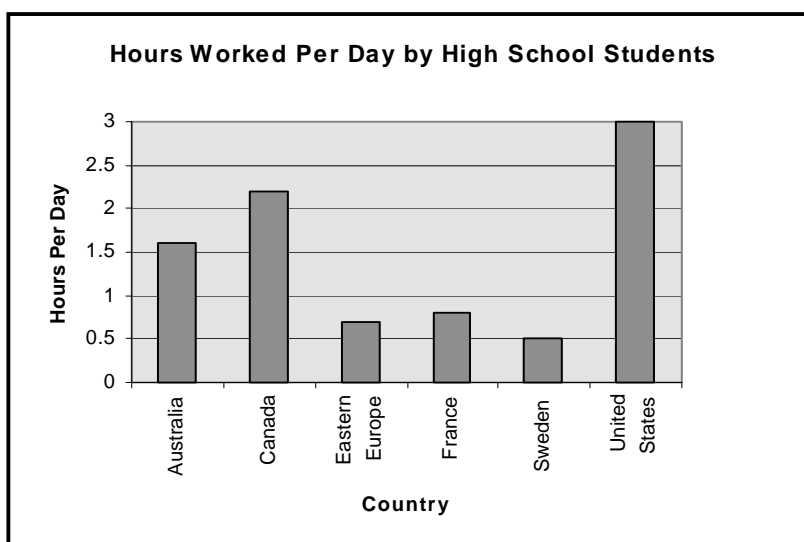
**D**irections: Read this article. Then do Numbers 1 through 10.

## ***HIGH SCHOOL STUDENTS IN THE WORKPLACE***

Faster than the due date of a report, more powerful than labor laws, able to stock grocery shelves and study for an algebra exam in a single night – it’s the American high school student, the hardest working high schooler in the Western world.

But making money at part-time jobs may be keeping American high school students from making the grade. On average, American high school students work longer hours at after-school jobs than their peers in 18 other Western countries, according to the Third International Mathematics and Science study, released in 1998.

The study, which surveyed 200,000 high school students around the world, showed that 55 percent of American high school students work more than three hours each day. Internationally, only 18 percent of high school students work as much. The study also showed that American high school students lag behind high school students of other countries in mathematics and science performance. Although the researchers stop short of linking the two findings, education experts agree that long work hours can contribute to low grades.



“There are many factors that contribute to school performance, but on the face of it, we can see that kids who are working a lot aren’t doing well in school,” said Michael Martin, a research professor at Boston College and the study’s deputy director.

The study discovered that high school students who work more than three hours per day tend to have lower grades than students who do not. Interestingly, researchers found that high school students who work one hour a day actually do better than students who don’t work at all.

Researchers and educators agree the study’s results are especially disheartening because most American high school students work simply to buy extras such as concert tickets, designer clothes and cars.

“I don’t need to work. I want to work,” said Ethan Wilson, 17, who usually works 22 hours a week packing groceries and stocking shelves at a local supermarket for \$6.00 an hour to keep gas in his car and spending money in his pocket.

Wilson, a C-plus student, admits that he sometimes wonders whether working such long hours is worth it. One recent school night, Wilson expected to stay up studying until midnight after finishing work at 9:00 p.m.

Wilson said he is considering decreasing his hours and changing his schedule to work only on weekends because he has been too sleepy in class. "I get tired. All I think about is when I can get out of work so I can get home and finish my homework. It feels like I'm working all the time."

State officials say the teen work force is getting bigger and younger. Twenty years ago, it was primarily 16- and 17-year-olds working after school, according to most state labor officials. Today, more 14- and 15-year-olds are in the workplace.

State child labor laws mandate that full-time students cannot work more than 18 hours a week. These laws also permit children 14 and older to work in most retail and service jobs, however those under 15 cannot work past 9:00 p.m., and kids ages 16 and 17 cannot work past 10:30 p.m. on school nights.

"It's important for kids to develop connections to the work force," said Kate O'Sullivan, of the National Youth Employment Coalition, a nonprofit organization in Washington, D.C., that recently honored an inner-city group that provides at-risk high school students with on-the-job training while they earn their diplomas. Such programs are good learning opportunities for high school students because they are monitored by educators, O'Sullivan claims.

But in many cases, high school students are not working only for the out-of-the-classroom experience. "Students like making money," said Jerald Bachman, a University of Michigan social scientist who calls the phenomenon of teenage work "premature affluence."

"It's affluence because the money most high school students make is used as spending money," Bachman states. "It's premature because they're still in high school, and not accustomed to paying for room and board and other necessities of life."

Bachman says his studies have shown that the more hours high school students work, the less likely they are to succeed at school and the more likely they are to buy drugs. His studies also show that very few high school students save the money they make.

But students say that even high-achievers need to have fun. "Sometimes, I just want it to be 'Treat Samantha Day,'" admits Samantha Carbella, 17, a high school student and a part-time waitress at a neighborhood family-style restaurant. "If I'm making my own money, it doesn't bother me to spend \$100 on a pair of jeans."

Carbella, who maintains a 3.947 grade point average, is the Student Congress president, National Honor Society treasurer, yearbook editor, and tri-captain of the varsity girls basketball team. She only works on weekends, and if she has a big test coming up, she calls in to say she can't work.

"For me, work is good. It helps me organize," explained Carbella, who earns about \$160 to \$180 for working 16 hours a week. However, Carbella added, "school comes first."

Educators realize Carbella is the exception. "Not every kid is like Samantha," said high school English teacher Barbara Gutman. "Too many students have trouble maintaining that balance. The result is that they fall asleep in their first-hour class, they come to class without completing their homework, or they lose interest in school altogether. They may fail the class and eventually drop out." Gutman said that if parents actively supervise their children, after-school jobs can be a good idea.

Kathy Cloud, whose daughter Alexis – a 16-year-old high school junior – works 12 hours every weekend behind the concession stand at a multiplex movie theater, said: "Our daughter understands the rules about working after school. We've made her quit jobs before when her grades fell."

But Cloud said the job makes her daughter "appreciate the value of money and helps her organize her time. She learns things at a job she won't learn in a classroom."

1

According to the findings of the Third International Mathematics and Science study based on hours worked per week, high school students in which country should do best in school?

- United States
- Australia
- France
- Canada

2

The chart in this article supports which of the following statements?

- International high school students perform better in school than American high school students.
- American high schoolers lag behind international high schoolers in math and science.
- American high school students work more hours than their peers in other countries.
- Only 18% of high school students in other countries work as many hours as American high school students.

3

Which of the high school students interviewed for this article is not working in accordance with state child labor laws? Explain the violation.

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4

In this excerpt from the article, what does the word *affluence* mean?

**“Students like making money,” said Jerald Bachman, a University of Michigan social scientist who calls the phenomenon of teenage work “premature affluence.”**

- maturity
- money
- able to persuade others to your way of thinking
- independence

5

What is the main reason most experts believe it is bad for American high school students to work too many hours?

- Working high schoolers are buying too many concert tickets, designer clothes, and cars.
- The school performance of working high school students is suffering.
- Working high school students are not paying for their room, board, and other necessities.
- Adults are upset because students from other countries are doing better in high school.

6

What information that is missing from this article would one analyze to check the validity of the Third International Mathematics and Science study's findings?

- the child labor laws of the other countries that participated in the study
- the actual survey forms the 200,000 high school students filled out
- a comparison of the hourly wages earned by students and their grades in high school
- the math and science grades of the high school students from other countries who participated in the study

7

Why are the National Youth Employment Coalition and the comments of Kate O'Sullivan mentioned in this article?

- They give another viewpoint about working students and high school performance.
- They support the findings of the Third International Mathematics and Science study.
- The coalition is the only place where high school students can find jobs that won't interfere with their school performance.
- The findings of O'Sullivan and the coalition are more current than those of the Third International Mathematics and Science study.

8

Which high school student's school performance is a contrast to researcher Michael Martin's claims? Explain your answer using information from the article.

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9

When Kathy Cloud commented that her daughter Alexis learned things at a job that she could not have learned in a classroom, what did she mean? Give three examples of things Alexis Cloud may have learned at her job.

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10

Read this excerpt from the article. Why did the author write the sentence in this manner?

**Faster than the due date of a report, more powerful than labor laws, able to stock grocery shelves and study for an algebra exam in a single night – it's the American high school student, the hardest working high schooler in the Western world.**

- to explain in a sarcastic way that American high school students value work over school
- to imply that high school students in the Middle East and Far East probably work harder
- to show in a humorous way that American students try to balance high school and work
- to make fun of all the things American high school students do in a single day

# Answer Key & Teacher's Guide

## Successful Test Taking®

# READING & WRITING 9

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 9 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 9 book, let them know they can write and mark their answers in the Reading and Writing 9 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 38, 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 22 grammar items and write paragraphs in response to two writing prompts.
10. Session 6: Reading, begins on page 63. 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 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.

**13.** There are 84 questions and 123 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 31 possible points.

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## 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
High School Students in the Workplace (IT)	25	9.00
Benjamin Franklin (IT)	30	9.60
Moneybag Savings Bank (IT)	34	NA
Just Show Up! (LT)	39	9.00
A Dream (LT)	42	NA
An American Tapestry (IT)	46	9.00
A Perfect Partnership (LT)	50	9.30
Sound Off (IT)	64	9.70
Going Solo (LT)	68	10.0

LT = Literary Text

IT = Informational Text