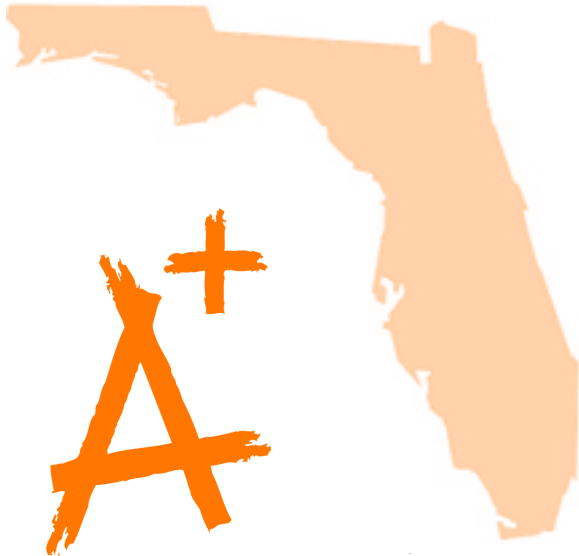


Student's Name \_\_\_\_\_

Successful Test Taking<sup>®</sup>

# READING 3



LEADERSHIP RESOURCES<sup>®</sup>

2011 Edition

# Successful Test Taking Reading 3

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading 3 preparation book (2011 Edition).

The actual book is 56 pages. There are 11 selections (6 literary and 5 informational text). The book has 100 multiple-choice reading questions. Questions are aligned with all Next Generation Sunshine State Standards and Benchmarks. The questions are written to the 2009 Item Specifications. The book is printed on newsprint, is consumable, and is sold in a set of 25 books for \$60.00.

Also included in this sample are three pages of the teacher's guide. The teacher's guide identifies the specific benchmark each question assesses.

**LEADERSHIP RESOURCES®** publishes preparation books for:

Grade 3 Reading, Grade 3 Mathematics,  
Grade 4 Reading, Grade 4 Mathematics,  
Grade 5 Reading, Grade 5 Mathematics, Grade 5 Science,  
Grade 6 Reading, Grade 6 Mathematics,  
Grade 7 Reading, Grade 7 Mathematics,  
Grade 8 Reading, Grade 8 Mathematics.

All Successful Test Taking books are sold in sets of 25 books plus teacher's guide. Reading and Mathematics books are \$60.00 per subject, per grade level. Science books are \$56.00 per set. Include 10% shipping & handling per order.

## **PLACE YOUR ORDER TODAY.**

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# Successful Test Taking®

# Reading 3

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2011 Edition

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# Successful Test Taking<sup>®</sup>

## Letter to the Student

Dear Student,

This book has been designed to help you take a reading test, as well as review strategies you already use while reading.

A good test:

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

It is important to remember that this book was designed to help you learn how to become a successful test taker. However, this book is **not** a complete model of your state test. This Successful Test Taking<sup>®</sup> book was designed 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 successful test taker. The reading 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.

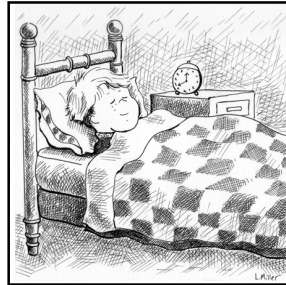
***Remember to  
Use your Common Sense***

# Test Taking Tips

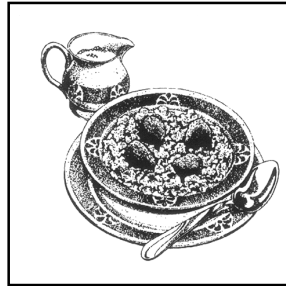
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Here are four helpful tips to do before coming to school on test days:

1. **Get some rest.** It's not very smart to try to do your best work when you are tired.



2. **Eat breakfast.** You already know that a good breakfast will give you the energy you need to do well in school. Eat some cereal, toast, or fruit, and have some milk or fruit juice.



3. **Come prepared.** You may be provided with a pencil that has an eraser, but bring one anyway. Also, bring a book or magazine to entertain yourself if you finish the test early.

4. **Arrive on time.** Tests take energy. Don't spend all your energy rushing to get to school on time. Allow yourself plenty of time to get to school on test days.

# Tips once you get to school on test days:

1. **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.
2. **Pay attention.** Listen carefully when your teacher reads the test directions. Ask your teacher to explain the directions if you do not understand them.
3. **Follow directions.** Some tests are confusing. You may know the answer, but you must correctly fill in the bubble to get credit for your answer.
4. **Mark in the test book** unless your teacher tells you otherwise. Most test books will not be used again, so mark away! Do any work you need to do right on the test book pages.
5. **Stuck? Don't waste time.** It is OK to skip a difficult question and return to it later. Make it easy to find the question you skipped by putting a large \* next to it.
6. **Do your own work.** Copying another student's answers is wrong.
7. **Don't give up.** Sometimes test writers put the hardest questions at the beginning of a test. Don't get discouraged. Keep going!
8. **Choose carefully.** For multiple-choice questions, mark the BEST answer. If you are not sure of an answer, guess wisely. But don't mark just any answer. You will probably discover at least one incorrect answer choice. Mark out answer choices that are clearly incorrect even if you can't come up with the BEST answer. This will make guessing wisely easier.
9. **Review your answers.** Review your multiple-choice answers when you are finished. Have you chosen the BEST answer?
10. **Keep up the good work.** Most tests are too long, and you will get tired. Keep at it. It may help to stretch your back and arms, or look at the ceiling or out a window from time to time.
11. **Remain calm.** Tests are important, but they aren't the end of the world. Do the best you can.

# Successful Test Taking Strategies for Answering Multiple-Choice Questions

---

1. Skim each question before reading the passage.  
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 passage. Try to get the “big picture” or main point of the passage.  
Pay attention to details. Underline, circle or highlight key words or ideas.
4. Read the questions. Each question has four answer choices. Read each choice.
5. Look back at the passage as often as necessary to answer the questions correctly.
6. Mark out all answer choices that are clearly incorrect.  
If you still don't know the answer, go ahead and guess wisely.
7. Mark the BEST answer right in this book by filling in the bubble 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 choose the answer and then fill in the bubble next to it. Look at the sample question below about a girl named Ali whose favorite way to spend an afternoon is playing soccer.

- 1** Which piece of sports equipment did Ali MOST LIKELY want for her birthday present?
- (A) a basketball hoop
  - (B) a soccer ball
  - (C) a tennis racquet
  - (D) a softball mitt

For this sample question, the answer chosen was **B**.  
Therefore, the bubble labeled **B** was filled in.

# Strategies for Reading Literary Text

There are two kinds of reading passages in this book. One kind of passage is **literary** text. Literary text is usually fiction, but does not have to be. This kind of text tells a story.

## LITERARY TEXT

The seven components of literary text:

### 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 PASSAGE*

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

- What is the title?
- What do you think the story might be about?

#### **2. LOCATE illustrations.**

- What can you learn about the story by looking at the illustrations?

#### **3. SKIM the questions.**

- Look for answers while reading the story.
- Underline, circle or highlight key words.

### *AS YOU READ THE TEST PASSAGE*

#### **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.**

- Who are the main characters?
- How would you describe each character?

#### **6. IDENTIFY the setting.**

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

## **7. THINK about the plot.**

- What are the main events in the story?
- Why are these events important?

## **8. FIND the problem (conflict).**

- What is the main problem?
- Why is the problem important?

## **9. IDENTIFY the solution.**

- How is the problem solved?

## **10. IDENTIFY the mood.**

- How does the story make you feel?

## **11. IDENTIFY the theme.**

- What is the theme of the story?
- What does the theme teach you?

***USE THE PASSAGE TO ANSWER THE QUESTIONS***

## **12. ANSWER all the questions.**

- Reread the questions carefully.
- Mark out incorrect answer choices to each multiple-choice question.
- Circle or ✱ any question you skip and will return to later.
- Look back in the text for answers you do not know.

## **13. MARK the BEST answer right in this book.**

# Strategies for Reading Informational Text

Another kind of passage is **informational** or expository text. This kind of text is nonfiction and is often found in newspapers, magazines, and textbooks. Informational text is used daily by most readers. It is a fact-filled text.

## INFORMATIONAL TEXT

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

**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 passage and **IDENTIFY**:

- the passage's purpose,
- descriptions, definitions, and details in the passage,
- problems and solutions discussed in the passage,
- the conclusions reached in the passage.

# 10 Strategies for Test Taking in Reading

## ◆ INFORMATIONAL TEXT ◆

### *PREPARING TO READ A TEST PASSAGE*

#### **1. IDENTIFY the topic.**

- What is the topic?
- What do you already know about the topic?

#### **2. LOCATE graphic organizers.**

- Read the headings.
- What do the illustrations show?
- What do the captions explain?
- What information do the charts/graphs show?

#### **3. READ the summary.**

- What are the main points of the article?

#### **4. SKIM the questions.**

- Look for answers while reading the article.
- Underline, circle or highlight key words.

## ***AS YOU READ THE TEST PASSAGE***

### **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 the author's purpose.**

- Why did the author write the article?

### **7. LOOK for descriptions, definitions, and details.**

- What things does the author describe?
- What kind of details does the author provide?

### **8. IDENTIFY types of information.**

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

## ***USE THE PASSAGE TO ANSWER THE QUESTIONS***

### **9. ANSWER all the questions.**

- Reread the questions carefully.
- Mark out incorrect answer choices to each multiple-choice question.
- Circle or ✱ any question you skip and will return to later.
- Look back in the text for answers you do not know.

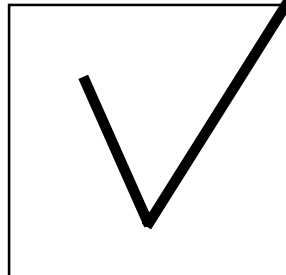
### **10. MARK the BEST answer right in this book.**

# 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 passage will be about.
- Look at all the pages of the passage.
- Read the headings throughout the text.  
Determine the subject matter of what you will be reading.
- Pay attention to **boldface** words, underlined words, words in *italics*, words in CAPITAL letters, and numbers. Also, read any graphs, charts, or captions. To what do they refer?
- 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
  - passage
  - of the following
- Read the passage. Look for the main idea and details.
- Answer the questions.
- Reread the passage as needed.



Read the story “Scavenger Hunt” before answering Numbers 11 through 20.

## SCAVENGER HUNT

“Help! I’ve lost my keys!” said Mom. “Have you and Snowball been playing with them again?”

“No, but I’ll help you find them,” offered Maribel.

“Thanks,” said Mom. “I’ll look outdoors. You can search inside the house.”

Maribel started her search in the kitchen. She looked under the kitchen table. There was the missing piece from her sister’s puzzle!



“Lola will be happy when I tell her I found this piece from her favorite puzzle,” Maribel thought to herself. She returned the puzzle piece to the puzzle box in the playroom.

Maribel looked in the playroom. The keys were not there, but Maribel did find something else. She spotted Dad’s missing book in the toy box.

“Dad will be surprised to learn where I found this book,” thought Maribel. She returned the book to the shelf in the living room.

Maribel looked around the living room. She squeezed behind the sofa to search. The keys were not there, but Maribel did find something else. She found Snowball’s rubber mouse.

“I’ve been wondering where she hid this,” Maribel smiled to herself as she returned the mouse to the laundry room. Snowball was lying in her basket. She spied the mouse in Maribel’s hand and exposed her claws. “You’ve been searching for this too, haven’t you girl?” Maribel asked her pet.

Maribel looked for Mom’s keys in the laundry room. Something caught her eye near Snowball’s food dish. Maribel saw that it was her favorite bracelet. “I’ve been hunting all over for this bracelet!” she excitedly told Snowball.

“You can stop looking,” called Mom, as she came in from outdoors. “I found my keys. Thanks for your help, honey.”

“That’s OK. I think I’ll keep looking,” Maribel replied.

**11** Who is the MAIN character in the story?

- Ⓐ Lola
- Ⓑ Maribel
- Ⓒ Mom
- Ⓓ Snowball

**12** What is the MAIN problem in the story?

- Ⓕ Mom has lost her keys.
- Ⓖ Maribel cannot find Mom's keys.
- Ⓗ There are many lost items in the house.
- Ⓘ Mom is upset because Snowball has played with her keys.

**13** What are some of the items Maribel finds?

- Ⓐ a toy box, a shelf, a basket
- Ⓑ keys, a book, a rubber mouse
- Ⓒ a book, a rubber mouse, a bracelet
- Ⓓ a puzzle piece, a toy box, a rubber mouse

**14** Which pair of words from the story has almost the SAME meaning?

- Ⓕ happy, surprised
- Ⓖ hunting, searching
- Ⓗ missing, found
- Ⓘ offered, returned

**15** Snowball is MOST LIKELY what kind of animal?

- Ⓐ a cat
- Ⓑ a dog
- Ⓒ a hamster
- Ⓓ a rabbit

16 In which place was a missing item NOT found?

- Ⓕ outdoors
- Ⓖ the kitchen
- Ⓗ the playroom
- Ⓘ Maribel's bedroom

17 Read this sentence from the story.

**She spied the mouse in Maribel's hand and exposed her claws.**

When Snowball *exposed* her claws, she

- Ⓐ hid them.
- Ⓑ licked them.
- Ⓒ showed them.
- Ⓓ sharpened them.

18 Maribel finds items that belong to everyone in her family EXCEPT

- Ⓕ her dad.
- Ⓖ her mom.
- Ⓗ her sister.
- Ⓘ herself.

19 What is the MOST LIKELY reason the author titled the story "Scavenger Hunt"?

- Ⓐ The keys were hidden as part of a game.
- Ⓑ Maribel had a time limit to find the keys.
- Ⓒ Mom and Maribel followed clues to find the keys.
- Ⓓ Maribel went from room to room finding items in different places.

20 At the end of the story, why does Maribel tell Mom she will keep looking?

- Ⓕ She wants to find more missing items around the house.
- Ⓖ She has not finished searching all the rooms in the house.
- Ⓗ She does not believe that Mom has really found the missing keys.
- Ⓘ She wants to tell her family about all the items she has found around the house.

# **Answer Key & Teacher's Guide**

## **Successful Test Taking®**

# **READING 3**

2011 Edition


**LEADERSHIP RESOURCES®**

8398 Cypress Hollow Dr., Sarasota, FL 34238 800.257.7157 Fax 941.924.6829

## **Successful Test Taking®**

This *Successful Test Taking®* Reading 3 book is specifically designed to assist teachers and students as they incorporate the information and skills contained in the Sunshine State Standards into their learning environment. There is at least one item in the book for each assessable benchmark. The book is an **essential teaching resource** for educators interested in preparing their students for the Florida Comprehensive Assessment Test (FCAT). Students will use this book as a helpful **learning tool** to master important reading skills.

### **Using "Successful Test Taking®"**

1. After each student receives a Successful Test Taking® Reading 3 book, let them know they can mark their answers in the book.
2. Use pages 3-5 to discuss preparation and aids to test taking.
3. On page 6, review with your students the strategies for answering multiple-choice type reading questions in this book.
4. Have students turn to Strategies for Reading Literary Text on page 8. Strategies for Reading Informational Text begin on page 11. On page 14, review A Reading Test-Taking Plan. This material may be reviewed at any time, or not at all.
5. Because this book is a learning/practice tool, you should tell your students that the format of the Successful Test Taking® Reading 3 books is somewhat different from other tests. For example, note that the Reading 3 books do not come with separate answer books. Students will mark their answers right in the Reading 3 books.
6. This book is divided into two sessions: Day One and Day Two. You may wish to spend more time and/or days using this book.
7. Next, have students begin the Reading - Day One session. Students will read the directions (page 15). Then students will read each passage and answer the questions that follow. They will stop at page 33, concluding Day One testing.
8. Reading - Day Two testing (beginning on page 34) will be carried out in the same fashion as Day One testing.
9. **Remind students to continue reading until they reach a stop sign  in their book, at which point students stop. Students may not go on until you tell them to do so.**
10. There are 100 questions and 100 possible points in the Successful Test Taking Reading 3 book.

Successful Test Taking®

# READING 3

## Answer Key

100 Multiple-Choice items are worth.....1 point each

Benchmarks are located on page 14.

---

### FLESCH-KINCAID GRADE LEVEL READABILITY SCALE FOR ALL PASSAGES

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

Passage Title	Page #	Grade Level
Three Arctic Animals (IT)	16	3.40
Scavenger Hunt (LT)	20	3.20
Danger on the Trail (LT)	23	3.37
Life in a Tree (IT)	26	3.40
When My Sister was Born (LT)	30	3.80
It's Coming! (LT)	35	NA
A Surprise Visitor (LT)	38	3.60
A Real Surprise Party (LT)	42	3.40
Bicycle Safety Week (IT)	46	NA
Weather that <i>Zaps!</i> (IT)	49	3.96
How to Make Fruit Punch (IT)	52	NA

LT = Literary Text

IT = Informational Text

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**DAY ONE**  
**Three Arctic Animals**  
Pages 16 - 19

1. LA.3.1.7.3  
A - Arctic hares, Arctic foxes, and polar bears.
2. LA.3.1.6.7  
I - protected
3. LA.3.1.6.3  
C - jumps.
4. LA.3.1.7.3  
F - Arctic hare  
The article states the Arctic hare eats small plants and shrubs.  
It is an herbivore; it does not eat other animals.
5. LA.3.1.7.7  
C - They both eat berries if they cannot find meat.  
Choice D is incorrect because although both animals live in dens under the snow,  
the article states the polar bear lives alone. The Arctic fox lives with others.
6. LA.3.1.6.9  
H - I spotted my friend on the playground and ran over to him.
7. LA.3.1.7.4  
D - White fur helps these animals blend in with the snowy landscape.
8. LA.3.1.7.7  
G - All Arctic animals have fur on the soles of their feet.
9. LA.3.1.7.7; LA.3.6.1.1  
A - The animal that is the tallest lives the longest.
10. LA.3.1.7.7; LA.3.6.1.1  
H - shorter than an Arctic fox.

# What Educators Say About Our Products

"Thank you, thank you for creating an affordable, low-tech, user-friendly set of practice books. We have used the Successful Test Taking series in our district for ... years now and have seen a significant improvement in our overall assessment scores. Not only does this product give excellent and timely practice in age-appropriate test skills, but their use has reduced test anxiety for students and staff."

***Becky Stone, Home/School Liaison, Mason County Central Schools***

"The information provided from the Successful Test Taking is given in a user-friendly format. It is the first instrument we have seen that breaks down the individual skills that are needed for students to be successful on the assessment. We are very pleased with the STT evaluation. It gives the students an opportunity to duplicate the testing strategies required to be successful on the state assessment."

***Gwen Tabb, Director of Human Resources, Waverly Community Schools***

"We were not satisfied with our scores in 4th grade. Although we could see the 'target', we needed help in practicing to hit it and assessing how accurate we were. The Successful Test Taking provided the answers we were looking for! Practice in hitting the target was given, an assessment of performance was made, and improvements were put in place that allowed us to hit the target more accurately than we ever have in the history of our school! As a staff, we thank LEADERSHIP RESOURCES for giving our students the opportunity to reach their potential and experience success!"

***Jon D. Hoover, former Superintendent, Littlefield Public Schools***

"We have been using the Successful Test Taking in our school district for ... years and have been very pleased with the results. Our scores have increased steadily during this time. We have really appreciated the personal service that we have received from LEADERSHIP RESOURCES."

***Mary Ruddy, former Principal, Imlay City Community Schools***

"We found your book, *Informational Text for Classroom Use*, very useful in teaching our students an array of test taking and informational reading strategies. The activities and readings in this book are closely aligned with our state assessment used by our district, and has also fit well with our state test. We saw a great increase in student achievement in the area of informational reading among our students from using this material."

***Kristine Jackson & Roslyn Wikoff, Teachers, Weld County Schools***

"We found your Successful Test Taking books to be helpful in preparing students for our state assessment. The books contain test taking strategies, sample items similar to the actual test items, and a review at the end. We believe these books were key in helping children become familiar with the format of the test, and preparing them for lifelong test taking. We would strongly recommend these books to other classroom teachers."

***Jennifer Rios & Kelly Seilbach, Weld County Schools***

"I ordered your Successful Test Taking for Reading and Math. My colleagues and I were very impressed. We intend to order them again next year. Since we paid for them ourselves, we appreciated the low cost. Your materials are an excellent value for the money!"

***Teacher, Taylor Public Schools***

"We have used your books - they are very helpful! With these books and a lot of work, our 4th Grade Reading and Math scores SOARED!"

***Mary Alice Boone, Teacher, AuTrain-Onata Public Schools***

"My school district orders your books for us to use to prepare for our state assessment and to improve strategies. They are user-friendly!"

***4th Grade Teacher, Marquette Area Public Schools***