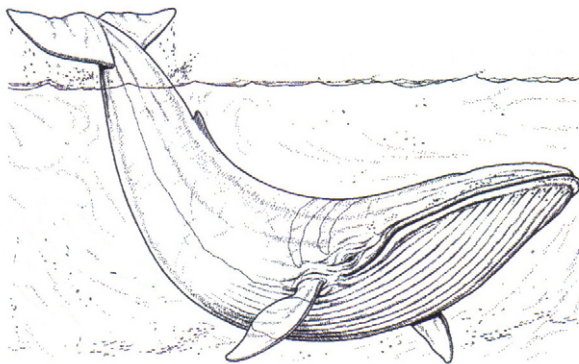
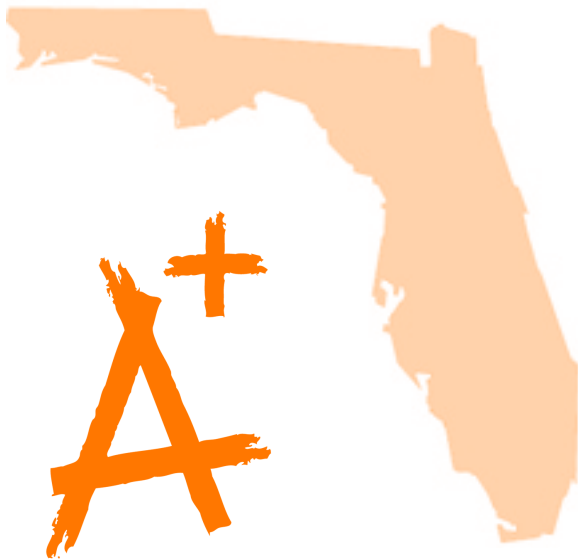


Student's Name \_\_\_\_\_

Successful Test Taking<sup>®</sup>

# READING 6



LEADERSHIP RESOURCES<sup>®</sup>

2011 Edition

# Successful Test Taking Reading 6

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading 6 preparation book (2011 Edition).

The actual book is 56 pages. There are 11 selections (5 literary and 6 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.

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# Successful Test Taking®

# Reading 6

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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.

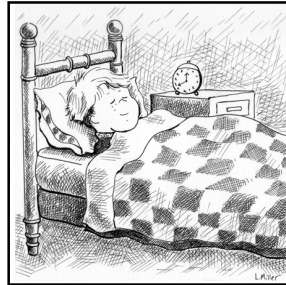
***Remember to  
Use your Common Sense***

# Test Taking Tips

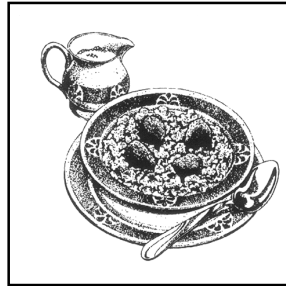
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Here are four helpful tips to do before coming to school on test days:

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.

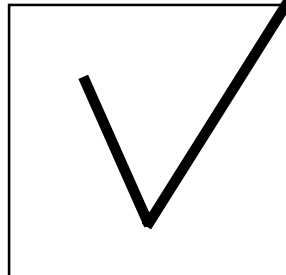
### **10. MARK the BEST answer right in this book.**

# 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 article “A Drop in the Bucket” before answering Numbers 11 through 20.

## A DROP IN THE BUCKET

Kaitlynn Anderson knows there is no healthier thirst quencher than water. She also knows there are places on Earth where fresh clean water is scarce. Kaitlynn wants to help provide clean drinking water to some of the world’s poorest people. With this goal in mind, the 14-year-old student is launching a penny drive in her hometown.

WaterCan is an organization that helps people get clean water. It works on projects in Africa. WaterCan digs wells and builds waterlines and sewers. The penny drive is a fund-raiser to provide drinking water for Kenya, a poor country in Africa.

“In Kenya, there are few sources of clean water,” says Kaitlynn. “People may have to walk up to 10 miles to get water. They must carry whatever water they plan to use, so they usually carry only a bucket or two. That water has to last the whole day. Here in America, it would be hardly enough to wash our dishes. Americans don’t realize how much water they actually use in a day.”

Kaitlynn wants to raise money to help provide sources of clean water for the people of Kenya. She also hopes to raise awareness about their plight.

“I ask people to get a small bucket or a jar. Each time they use water, they drop a penny or a dime into the bucket. It’s just some change, but it adds up quickly,” Kaitlynn said.

Her interest in clean water in Kenya began after her dad traveled there a few years ago. Mr. Anderson taught farmers how to plant and harvest new crops. When he returned home, he told his family about life in that country.

Kaitlynn’s dad said the Kenyans need to build roads, sewers, and water wells. “We need to show them how to do these things for themselves instead of doing it for them,” claims Mr. Anderson. “Otherwise they cannot help themselves.”



Helping communities and schools gain access to clean drinking water is an important step in that process, Kaitlynn explains.

“If a school gets clean water, then the whole community can use it. Clean water helps the school attract better teachers. Students learn better and attendance goes up. There is less sickness and disease in the village. Everyone benefits.”

Kaitlynn learned about WaterCan at school. She read about another student who raised money for clean water, Ryan Hreljac. “I figured that Ryan was a kid just like me. If he could do something like this, then so could I,” reasoned Kaitlynn.

Kaitlynn first ran a penny drive two years ago. Friends and neighbors in her small town donated their spare change. Last year, with the help of her family, she held a barbecue fund-raiser. So far, she has raised over \$6,000 for WaterCan projects.

This year, Kaitlynn’s goal is to raise \$2,000. She hopes every family in her town will donate \$1 to her campaign. She tells people that every coin they drop in a bucket here means a drop of clean water in a bucket in Kenya.

Kaitlynn’s mom said it’s an incredible feeling to know her daughter is making a difference.

“One of Kaitlynn’s goals is to raise awareness of this problem and I think she’s done that,” Mrs. Anderson said.

Kaitlynn is modest about her accomplishment. “I’m just a kid from a small town who wants to help other small town kids have clean water to drink. Thanks to WaterCan, I can make a difference in the lives of people halfway around the world.”



**11** What is the best evidence there is little fresh clean water in Kenya?

- (A) Kenya is a poor country in Africa.
- (B) Americans use more water than Kenyans.
- (C) People use a bucket or two of water per day.
- (D) Mr. Anderson travels to Kenya to teach farmers how to plant and harvest crops.

- 12 Read this sentence from the article.

**She also hopes to raise awareness about their plight.**

The word *plight* means

- (F) country.
- (G) buckets of water.
- (H) clean drinking water.
- (I) a difficult situation.

- 13 Read this sentence from the article.

**She also knows there are places on Earth where fresh clean water is scarce.**

Which word is most opposite in meaning to the word *scarce*?

- (A) plentiful
- (B) priceless
- (C) uncommon
- (D) useful

- 14 Mr. Anderson believes we must show the Kenyans how to build roads, sewers, and water wells. Why does he think this is important for the Kenyan people?

- (F) so the Kenyan farmers can get jobs as construction workers
- (G) so the Kenyans can find jobs working on WaterCan projects
- (H) so Mr. Anderson doesn't have to travel to Kenya again to help the people
- (I) so the Kenyans don't have to rely on others for some of the basics of life

- 15 Read this quote from Kaitlynn's mom.

**"One of Kaitlynn's goals is to raise awareness of this problem and I think she's done that."**

What problem is Kaitlynn's mom talking about?

- (A) how hard it is to haul buckets of water for 10 miles
- (B) the difficulty of holding a penny drive in a small town
- (C) how long it takes Kaitlynn to raise money for WaterCan
- (D) making people aware of how scarce fresh clean water is in parts of the world

- 16** With which of the following ideas would Kaitlynn most likely agree?
- Ⓕ It feels good to help people in need.
  - Ⓖ Americans use too much water each day.
  - Ⓗ The people of Kenya depend on their schools for too many things.
  - Ⓘ Raising awareness of a problem is more important than solving the problem.
- 17** According to the article, which of the following would probably NOT be a WaterCan project?
- Ⓐ building a road that connects two villages in Kenya
  - Ⓑ digging sewers to keep a village’s water supply clean
  - Ⓒ connecting a school to a waterline to provide drinking water
  - Ⓓ providing fresh clean water from a well for farm families in Kenya
- 18** Which sentence is the best summary of this article?
- Ⓕ People in a small town help a student raise money for a charity.
  - Ⓖ A student’s father teaches her about life in the African country of Kenya.
  - Ⓗ WaterCan is an organization that digs wells and builds waterlines and sewers.
  - Ⓘ A student raises money to help WaterCan provide clean water to Kenyans.
- 19** Why is Ryan Hreljac from the article “Well Done” important in this article?
- Ⓐ Ryan teaches Kaitlynn how to raise money for a worthy cause.
  - Ⓑ Ryan’s story inspires Kaitlynn to raise money for a worthy cause.
  - Ⓒ Ryan and Kaitlynn compete against each other to raise the most money.
  - Ⓓ Ryan is Kaitlynn’s classmate who helps her raise money for a worthy cause.
- 20** How are Ryan Hreljac in the article “Well Done” and Kaitlynn Anderson in the article “A Drop in the Bucket” similar?
- Ⓕ Both visit locations in Africa to view new wells.
  - Ⓖ Both learn about water problems in Africa from their parents.
  - Ⓗ Both raise money by giving presentations and writing letters.
  - Ⓘ Both think that access to clean drinking water is a basic necessity of life.

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

## **Successful Test Taking®**

# **READING 6**

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 6 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 6 book, let them know they can write and 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 7. Strategies for Reading Informational Text begin on page 10. On page 13, 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 6 books is somewhat different from other tests. For example, note that the Reading 6 books do not come with separate answer books. Students will mark their answers right in the Reading 6 books.
6. General Information for the Student is on page 14. It explains that 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 passages, beginning on page 15, and answer the questions that follow each passage. They will stop at page 32, 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 6 book.

# Successful Test Taking®

## READING 6

### Answer Key

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

Benchmarks are located on page 13.

---

## 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
Well Done (IT)	15	5.80
A Drop in the Bucket (IT)	18	5.80
Whale Watching (LT)	22	6.60
The Gift (LT)	26	6.20
Pilgrims and Indians Cooperate - 1625 (IT)	30	6.84
Crazy for Ketchup (IT)	34	6.70
Coming to America (LT)	38	6.90
The Harbor of Tears (LT)	42	6.90
Instructions for Assembling a Cabinet (IT)	46	NA
Facts About Florida (IT)	49	NA
Old Man (LT)	52	5.90

LT = Literary Text

IT = Informational Text

**DAY TWO**  
**Crazy for Ketchup**  
Pages 34 - 37

51. LA.6.1.7.3  
**C** - ketchup can be made from something other than red tomatoes.  
Choice B is incorrect, because the sauce must contain vinegar to be called 'ketchup'.  
Choice D is incorrect; the article does not state *why* there were once 18 different ways to spell 'ketchup'.
52. LA.6.2.1.7  
**I** - personification, giving human qualities to ketchup
53. LA.6.1.6.9  
**B** - A hit comedy movie is playing at the theater.  
In this instance, the word *hit* means *popular*.
54. LA.6.1.7.5  
**H** - Ketchup Culture
55. LA.6.1.7.2  
**B** - to share interesting facts and information about ketchup
56. LA.6.1.6.3  
**G** - speed up
57. LA.6.1.7.7  
**A** - Both sections discuss ketchup in different cultures.
58. LA.6.1.7.5  
**H** - "There is a bottle of ketchup stocked in 97 percent of all kitchens in the United States."
59. LA.6.6.2.2  
**B** - the origins of popular food items.

# 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***