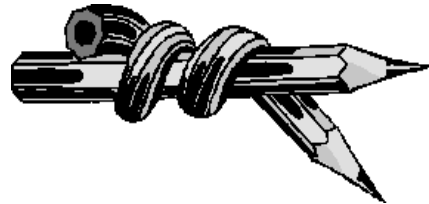
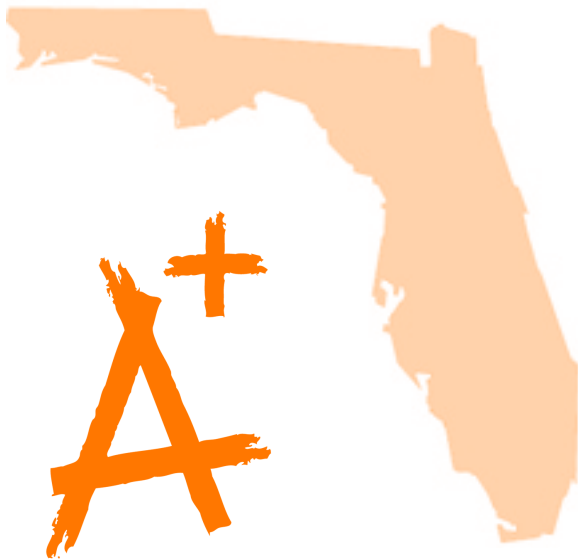


Student's Name _____

Successful Test Taking[®]

READING 7



LEADERSHIP RESOURCES[®]

2011 Edition

Successful Test Taking Reading 7

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading 7 preparation book (2011 Edition).

The actual book is 56 pages. There are 11 selections (4 literary and 7 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.

Make your purchase order or check payable to:

LEADERSHIP RESOURCES

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LEADERSHIP RESOURCES®

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Successful Test Taking®

Reading 7

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2011 Edition

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Successful Test Taking[®]

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[®] 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.

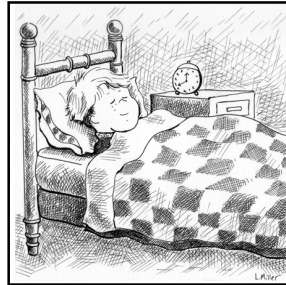
As you work with this book, try to do your best work. Doing your best work is a mirror of your ability and effort.

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

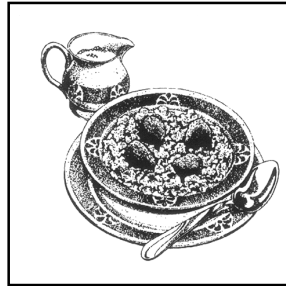
Test Taking Tips

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.

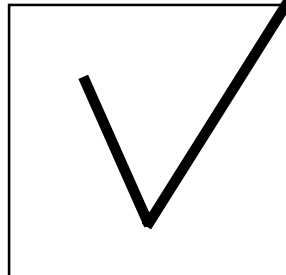
10. MARK the BEST answer right in this book.

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 “Germ Warfare” before answering Numbers 17 through 25.

GERM WARFARE

“It’s germ warfare out there, and the last thing you want to do is take prisoners.”

– Dr. Chuck Gerba

Germs are an everyday fact of life for people. We come in contact with millions of the pesky critters every day. Schools are germ breeding grounds. The shared surfaces of public places allow illness-causing micro-organisms to multiply quickly and spread easily.

“Believe it or not, the school’s bathroom is probably the cleanest place in the building,” claims Dr. Chuck Gerba, a germ specialist at the University of Arizona. “This is because it usually gets cleaned daily. On the other hand, classroom desks are not cleaned as often. They contain up to 400 times more germs and bacteria than toilet seats.”

GERM FACTS:

Under ideal conditions, a single germ can multiply to more than 8.5 billion germs in just 12 hours. After 72 hours, germs would cover the earth!

GERM HOT SPOTS

AT HOME:

- toys
- telephones
- door handles
- TV remote
- kitchen/bathroom surfaces

AT SCHOOL:

- desktops
- gym equipment
- door handles
- computer keyboard/mouse

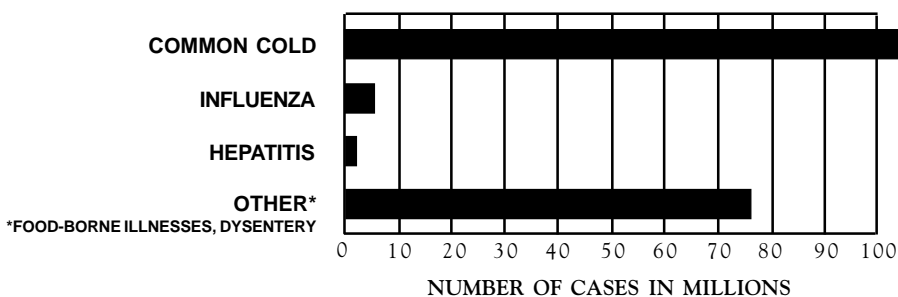
Germs live on items such as shopping carts, drinking fountain handles, and money. Dr. Gerba suggests wearing gloves as often as possible in public places during the winter months, to avoid directly touching germ surfaces.

There is a never-ending cycle of germs transferring from hands to high-touch shared surfaces, such as door handles.

Germ-laden sneeze droplets and nose mucus can travel up to 50 mph for up to 15 feet. This makes it imperative to guard against coughing classmates and sneezing strangers. Survey results show that most people have witnessed someone sneezing or coughing and then shortly after that touching the hand of an unsuspecting person.

Germs that just stay on your hands are not harmful to you. Germs need an entry point to gain access to the inside of your body to begin their dirty work. It’s when your germ hands touch your eyes, nose, or mouth that the trouble begins. Even ragged cuticles and small cuts or sores on your skin resemble a welcome mat to invading germs. Just touch a

NUMBER OF CASES OF COMMON INFECTIOUS DISEASES PER YEAR



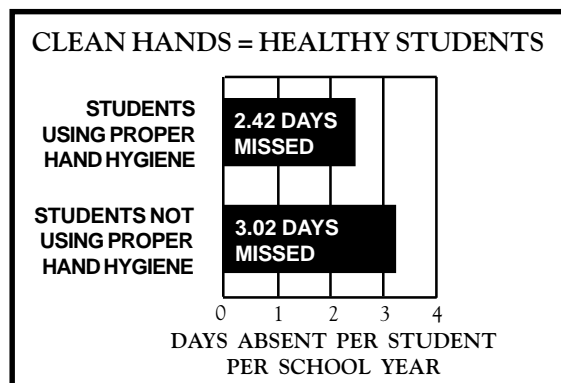
Reading

germ hot spot at the wrong time and then touch your eyes, nose, or mouth and – *bingo!* You’ve just incubated a cold, the flu, or worse.

According to the U.S. Centers for Disease Control, Americans catch over one billion colds per year, or about three colds per person! Students miss 22 million days of school each year due to the common cold. The flu and other illnesses account for even more absences.

How can people protect themselves against this army of germs and bacteria? Short of living in a sterile germ-free bubble, hand washing is the best defense. Practicing proper hand hygiene is the easiest way to help reduce the spread of germs, bacteria, and infections.

Proper hand hygiene means frequent, thorough hand washing with soap and water. Wash for 20 to 30 seconds, or long enough to sing the “Happy Birthday” song twice. Dr. Gerba recommends using an alcohol-based hand sanitizer. He conducted a study sponsored by a company that makes hand sanitizer. It showed that students who regularly use hand sanitizer have 20% fewer absences due to illness.



Best ways to prevent the spread of germs, bacteria, and infection:

- ✓ **Practice proper hand hygiene.** Wash hands thoroughly with soap and water for 20-30 seconds, or use an alcohol-based hand sanitizer.
- ✓ **Do not touch your mouth, nose, or eyes** before washing your hands.
- ✓ **Use the inside of your elbow to cover your mouth** when coughing or sneezing. Do not use your hands to cover your mouth.
- ✓ **Use your elbow to turn on/off switches and push elevator buttons.** Use your shoulder to push open doors.

U.S. Centers for Disease Control

ARE WE OVER-DOING IT?

Scientist Allan McKeown disagrees with some of Dr. Gerba’s suggestions. “Dr. Gerba is a skilled scientist but he fails to put facts into proper perspective. This leads to paranoia. It probably also leads to a large increase in sales of antibacterial soaps, disinfectants, and cleaners,” claims Dr. McKeown.

Dr. McKeown goes on to state that washing hands using regular soap and water and other commonsense precautions are all that is required to prevent the spread of germs. “We do not need to become antibacterial soap-slingers. After all, 99.99% of bacteria, or germs, are harmless to humans. In fact, many bacteria are essential to our survival.”

“This awareness may not boost the profits of the companies that finance Dr. Gerba’s ‘research’. It may not make headlines, but people have a right to know when they are being duped,” asserts Dr. McKeown.

- 17 The author's main purpose for writing this article is to
- (A) remind readers to wash their hands.
 - (B) share statistics about the dangers that germs pose for people.
 - (C) give readers facts about germs and how to prevent the spread of germs.
 - (D) show that scientists cannot agree about the best way to prevent germs from spreading.
- 18 How does Dr. Gerba support the seriousness of his claim that everyday living is like germ warfare?
- (F) He suggests avoiding public places.
 - (G) He describes germs and bacteria as a massive army.
 - (H) He gives examples of the germiest places in the home and at school.
 - (I) He provides details about the diseases caused by germs and bacteria.

- 19 Read this excerpt from the article.

Germ-laden sneeze droplets and nose mucus can travel up to 50 mph for up to 15 feet. This makes it imperative to guard against coughing classmates and sneezing strangers.

What is the meaning of the word *imperative*, as it is used in the excerpt above?

- (A) cleaner
 - (B) healthy
 - (C) impossible
 - (D) necessary
- 20 What does Dr. Gerba recommend as the most practical way to avoid illness?
- (F) practicing proper hand hygiene
 - (G) living in a sterile, germ-free bubble
 - (H) keep from touching all germ hot spots
 - (I) wearing gloves at all times when out in public

- 21** What is the advantage to having graphs and information boxes as part of this article?
- (A) They focus on the author’s point of view about germs.
 - (B) They make it easier for the reader to further understand germs.
 - (C) They help the reader sort facts about germs from opinions about germs.
 - (D) They highlight the results of all the studies that have been conducted about germs.
- 22** Which of the following best supports the findings of Dr. Gerba’s study that was sponsored by the maker of hand sanitizer?
- (F) the information box titled “Germ Facts”
 - (G) the information box titled “Germ Hot Spots”
 - (H) the bar graph titled “Clean Hands = Healthy Students”
 - (I) the bar graph titled “Number of Cases of Common Infectious Diseases Per Year”
- 23** Why does Dr. McKeown disagree with some of Dr. Gerba’s suggestions?
- (A) Dr. McKeown believes Dr. Gerba is using incorrect facts.
 - (B) Dr. McKeown thinks Dr. Gerba is exaggerating the potential danger of germs.
 - (C) Dr. McKeown does not think proper hand hygiene is the best way to kill germs.
 - (D) Dr. McKeown claims his own studies are more accurate than Dr. Gerba’s studies.
- 24** For which audience is this article most likely written?
- (F) stockholders of a hand sanitizer company
 - (G) microbiologists who disagree with Dr. Gerba
 - (H) cleaning crews who maintain schools and other public buildings
 - (I) people who may be unaware of common health hazards associated with germs
- 25** All of the following practices will probably help protect you from germs EXCEPT
- (A) using your shoulder to push open doors.
 - (B) washing your hands every time before you eat.
 - (C) using a pencil to punch the keypads on a telephone or a bank ATM.
 - (D) covering your mouth with the inside of your elbow when you cough.

Answer Key & Teacher's Guide

Successful Test Taking®

READING 7

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 7 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 7 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 7 books is somewhat different from other tests. For example, note that the Reading 7 books do not come with separate answer books. Students will mark their answers right in the Reading 7 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 36, concluding Day One testing.
8. Reading - Day Two testing (beginning on page 37) 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 7 book.

Successful Test Taking®

READING 7

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
The Tale of the Urban Coyote (IT)	15	8.00
Expressions / The Writing Process (LT)	18	NA
Germ Warfare (IT)	22	7.60
Outward Bound (LT)	26	7.10
Assembling an Exercise Cycle (IT)	30	NA
Primo's Pizza Menu (IT)	34	NA
Born to be Wild (IT)	37	7.70
The Peanut Scientist (IT)	41	6.80
Johnny Appleseed (LT)	45	6.10
Pete's "Punishment" (LT)	48	6.50
Undersea Crusaders (IT)	52	7.50

LT = Literary Text

IT = Informational Text

Outward Bound

Pages 26 - 29

26. LA.7.1.7.3
H - demonstrate how Outward Bound helps teenagers grow and mature.
27. LA.7.1.7.4
A - to allow participants to grow physically and mentally
28. LA.7.2.1.7
I - It is all right to be nervous; learn to use nervousness constructively.
29. LA.7.1.7.4
B - The narrator has learned wilderness survival skills.
Simply because the narrator has succeeded in previous Outward Bound wilderness challenges as part of a group, does not mean the narrator will complete the solo successfully (Choice D).
30. LA.7.1.6.3
H - occasionally
31. LA.7.2.1.2
D - At the beginning, the narrator felt overwhelmed; at the end, the narrator feels confident.
32. LA.7.1.7.3
G - hunger
33. LA.7.1.7.3
B - join a group that supports environmental causes
Choices A and C are incorrect because hunting and fishing and a bicycle path encroach on the wilderness and encourage potential damage, things that Outward Bound does not condone.

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