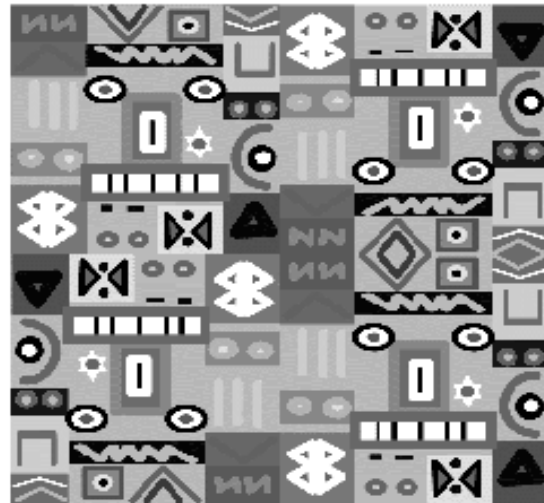


Student's Name \_\_\_\_\_

Successful Test Taking<sup>®</sup>

# READING 8



LEADERSHIP RESOURCES<sup>®</sup>

2011 Edition

# Successful Test Taking Reading 8

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading 8 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.**

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# Successful Test Taking®

# Reading 8

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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.

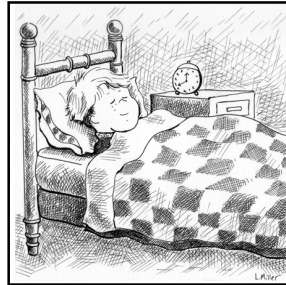
***Remember to  
Use your Common Sense***

# Test Taking Tips

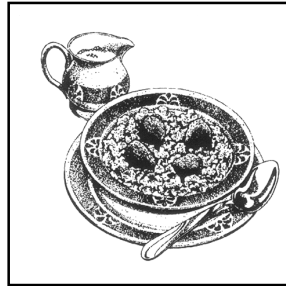
---

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.

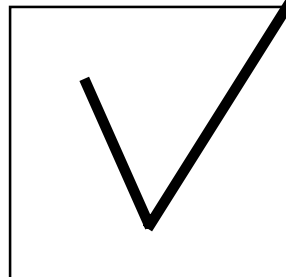
### **10. MARK the BEST answer right in this book.**

# 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 “Vision Quest” before answering Numbers 60 through 69.

## VISION QUEST

I was born 16 years ago on an Apache Reservation in northwestern New Mexico. My grandfather named me Running Coyote because he admired the coyote for its intelligence and ability to adapt.

The reservation where I live lies west of the Rio Grande. This mighty river flows out of the southern Rocky Mountains. In the spring, the melting snow transforms the Rio Grande into a raging torrent. According to my grandfather, the river is almost completely dry from June through February.

I have never been to the Rio Grande, but I feel as though I know it. Many times, Grandfather reminisced about how he and his grandfather journeyed to the Rio Grande to fish and sometimes to meditate and talk with the spirits of their ancestors.

Grandfather died last winter, and I missed our conversations together, listening to his advice and opinions about life. I often thought about my grandfather as I walked to school. He was a storyteller who knew hundreds of fascinating tales about our people, exciting legends of bravery and daring. I recalled the high tone of the sing-song cadence Grandfather used to tell the stories of our ancestors.

I also thought about his tales of young Apaches who had proved their manhood in the traditional Apache way, with a vision quest. Grandfather told me several times about this ancient rite of passage. He talked about how young men would go off alone, to fast and meditate for days, and await some message from their spirit guide.



One particular story that I memorized from my childhood was about Grandfather’s own vision quest at the Rio Grande. Even after he had finished telling other stories, I would often beg Grandfather to tell again about his journey to the river. Grandfather’s vision quest had been a very meaningful experience for him.



To get to the Rio Grande to begin his vision quest, Grandfather walked many nights. It was cooler to travel at night and the bright full moon guided him along the animal trails. Although many times Grandfather saw rattlesnakes and coyotes, he was not afraid. He carried a long stick to shoo them off the trails, and at times he had to wait patiently for an animal to wander away. During the daytime hours, Grandfather slept in caves or beneath thick bushes where it was cool and protected.

When Grandfather reached the river, he ate the last of his food and went down to the riverbank to fill his canteen. He observed his surroundings and chose a high bluff as the location for his vision quest and

then climbed up the bluff to begin his meditation.

Apache tradition requires participants to fast during a vision quest because food may interfere with meditation. Grandfather wanted his communication with the spirits to be pure. He meditated and thought about the past, his ancestors, his name, and the spirits. Who would be his guiding spirit? He expected his vision quest to give him the answer and to reveal his life's purpose before he left the Rio Grande.

For several days, Grandfather followed a cycle of meditating, searching for his guiding spirit, and sleeping. He had wisely chosen a location under a small cluster of trees that provided protection from the blistering summer sun.

Grandfather ultimately fulfilled his vision quest. Images appeared to him, and the vision revealed his purpose for living and his direction in life. He respected the wisdom of his spirit guide, and would fulfill his responsibilities to the tribe because he was now a man of his people.



Summer vacation was approaching. One morning I awoke, and thought, "Now is the time to do it!" I was ready to complete my vision quest and become a man in the eyes of my Apache tribe. Soon the weather would be hot – New Mexico hot! By midday, it might be over 100 degrees, and shade trees were almost impossible to locate.

But now, Grandfather was gone and no one from the reservation could tell me how to get to the Rio Grande, or where along the river I should journey for my vision quest. However, I felt driven to go to the Rio Grande to seek my vision quest, almost as if my Apache ancestors were beckoning me there.

I arrived at school early so I could continue my search. My mission was clear: I would discover how to locate the place for my vision quest and how to get to that destination.

No other students were around as I entered the quiet, dimly lit corridor and walked to the computer lab. I sat down at a computer and logged on with my password. I found a map of New Mexico and studied it carefully. I located my reservation and noted the distance between it and the Rio Grande.

According to the map, there was no direct route to the Rio Grande for me to follow. As I continued to study the information on the computer, I discovered that most of the land between my reservation and the Rio Grande is barren desert. It is also coyote territory.

I found a different map that showed mountains, valleys, rivers, and hiking trails clearly marked. By walking due east to the Rio Grande, I would have to cross mountains, follow trails, and carry a great deal of water because the land was very dry. I printed a copy of the map and studied it, trying to memorize its features until the bell rang to signal the beginning of classes.

For the remainder of the day, I struggled to maintain concentration as my mind often wandered to the map and the plans for my vision quest. I knew I would have many preparations to make for the journey.

Would I be able to carry enough food and water? Could I avoid the coyotes and rattlesnakes? Could I find the way by myself and make it alone? My grandfather did, and so would I. I would travel to the Rio Grande for my vision quest, and keep alive this noble Apache tradition.

60 What is a vision quest?

- (F) a vacation at the Rio Grande
- (G) a storytelling session with ancestors
- (H) the ability to travel alone through the desert
- (I) a personal search for inspiration and meaning

61 What is the main problem in this story?

- (A) Running Coyote's grandfather died last winter.
- (B) Running Coyote cannot concentrate on his school work.
- (C) Running Coyote knows it will soon be too hot for him to walk to the Rio Grande.
- (D) Running Coyote does not know exactly where he needs to go for his vision quest.

62 How does the author use the plot development technique of flashback in this story?

- (F) to tell about the details of grandfather's vision quest
- (G) to describe the Rio Grande and the Apache Reservation
- (H) to explain why Running Coyote and grandfather were very close
- (I) to reveal the plans Running Coyote was making for his own vision quest

63 Read this sentence from the story.

**I recalled the high tone of the sing-song cadence Grandfather used to tell the stories of our ancestors.**

What does the word *cadence* mean as used in the sentence above?

- (A) music
- (B) poetry
- (C) rhythm
- (D) words

64 No one from the reservation could tell Running Coyote how to get to the Rio Grande. What conclusion can one draw from this?

- (F) Vision quest locations were kept secret.
- (G) Not many people from the reservation made vision quests to the Rio Grande.
- (H) The people on the reservation did not listen to Grandfather's traditional stories.
- (I) The people on the reservation did not want Running Coyote to complete a vision quest.

65 What is the main influence for Running Coyote's decision to pursue a vision quest?

- (A) summer vacation is approaching
- (B) his curiosity about the Rio Grande
- (C) his desire to impress members of his tribe
- (D) Grandfather's stories about Apache traditions

66 Running Coyote is a character who

- (F) is secretive.
- (G) acts impulsively.
- (H) respects traditions.
- (I) insists on doing things his way.

67 Read this excerpt from the story.

**... I discovered that most of the land between my reservation and the Rio Grande is barren desert.**

In which sentence does *reservation* have the same meaning as used in the excerpt above?

- (A) We have a dinner reservation for Saturday night at 7:00.
- (B) The largest reservation in the U.S. has a population of over 175,000.
- (C) My mother has a reservation about allowing my brother to borrow her car.
- (D) My visiting aunt decided to stay at our house, so she canceled her reservation at the hotel.

68 How would Grandfather most likely respond to Running Coyote's plan to complete a vision quest?

- (F) He would worry about Running Coyote's safety in the wilderness.
- (G) He would be proud that Running Coyote wants to honor an Apache tradition.
- (H) He would call Running Coyote foolish for doing something he knows little about.
- (I) He would say Running Coyote is too young and should wait another year or two.

69 What is the theme of this story?

- (A) Everyone needs a goal in life.
- (B) Teenagers often act before thinking.
- (C) Becoming an adult requires one to face challenges.
- (D) Ancestors have little influence on a teenager's life.

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

## **Successful Test Taking®**

# **READING 8**

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 8 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 8 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 8 books is somewhat different from other tests. For example, note that the Reading 8 books do not come with separate answer books. Students will mark their answers right in the Reading 8 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 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 8 book.

Successful Test Taking®

# READING 8

## 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
Letter to School Newspaper (IT)	15	8.20
Benjamin Franklin (IT)	18	7.80
An American Tapestry (IT)	22	7.70
A Cut Above (LT)	26	7.30
Stop Child Salve Labor, <i>NOW!</i> (IT)	30	8.50
Sun Sense 365 (IT)	34	8.90
Vision Quest (LT)	38	8.20
Going Solo (LT)	42	8.10
Space Heater with Oscillation Feature (IT)	46	7.60
Attitude Change (LT)	50	NA
The Unbreakable Code (IT)	52	8.30

LT = Literary Text

IT = Informational Text

**DAY TWO**  
**Sun Sense 365**  
Pages 34 - 37

51. LA.8.1.7.3  
**C** - the UV Index and whether it is a sunny day or a cloudy day  
The article states that the first step in sun protection is to avoid overexposure to UV rays, so it is vital know the UV Index forecast for the day, as well as weather conditions in order to protect skin accordingly.
52. LA.8.1.7.3  
**H** - sunscreen with a high SPF number, sunglasses with UV-400 lenses, a hat
53. LA.8.1.6.3  
**C** - to spread thickly
54. LA.8.6.2.2  
**I** - People must use sunscreen correctly, or they will probably have some skin damage.  
Choice G is incorrect because the article does *not* say it is *impossible* to apply sunscreen correctly, only that most people do not apply it correctly.
55. LA.8.6.2.2  
**C** - You probably failed to apply sunscreen to at least one exposed area of your body.
56. LA.8.6.1.1  
**G** - It emphasizes the main points to remember when choosing sunglasses.
57. LA.8.1.7.3  
**D** - lenses that block 99-100% of UV rays  
Polarized lenses (Choice B) and mirrored lenses (Choice C) offer some protection against glare, but the best protection is provided by lenses that block nearly all UV rays.
58. LA.8.1.7.3  
**I** - Most people need to pay more attention to protecting their skin from UV rays.
59. LA.8.1.7.5  
**D** - information about the correct amount of sunscreen one should apply for full UV protection

# 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***