

Successful Test Taking Reading 10

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading 10 preparation book (2008 Edition).

The actual book is 64 pages with 9 selections (4 literary text and 5 informational text). The book has 90 questions: 59 are multiple-choice, 16 are short-response Think, Read, and Explain, and 15 are extended-response Think, Read, and Explain. The book is printed on newsprint, is consumable, and is sold in a set of 25 books for \$56.00.

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

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Successful Test Taking®

Reading 10

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2008 Edition

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Successful Test Taking[®]

Preface

This test taking book has been developed to help you take a reading test, as well as review strategies you already use in reading.

A good test:

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

Please note that this book was made to help you learn how to prepare for and take tests. It is **not**, however, a complete model of your state test. This book was developed 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 better test taker. The reading strategies you use in the classroom and in daily life can be used here as well.

As you use 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

When You Get to School on the Test Days

- A. Find a comfortable place to work. This may mean not sitting next to your friends. Remember, your goal is to do your best on the test. Sit where you can concentrate and do well.
- B. Follow along when the teacher gives the test directions. Ask your teacher to explain the directions if you do not understand them.
- C. Some tests are confusing. You may know the answer, but you must correctly fill in the bubble or write your answer on the blank lines to get credit for your answer.
- D. Unless your teacher tells you otherwise, **mark in the test book**. Most test books will not be used again, so mark away! Do any work you need to right on the test book pages.
- E. Don't waste all of your time on one item. It is OK to skip an item and return later. Make it easy to find the question you skipped by putting a large * next to it.
- F. If you come across an item that just seems impossible, skip it and move on. But don't give up on the whole test altogether. Some test writers put in very hard items at first. Don't let them defeat you when they do this. Keep going!
- G. For multiple-choice questions, mark the BEST answer. If you are not sure of an answer, go ahead and guess wisely. But don't just mark any answer. You probably already know that at least one of the answers is incorrect. Mark out all incorrect answers even if you can't completely figure out the correct answer. This will make guessing wisely easier.
- H. For short-response and extended-response questions, clearly explain your thinking.
- I. Do your own work. Copying is cheating. Besides, when you copy, you run the risk of miscopying; and the person you copy from may be wrong.
- J. Review your multiple-choice answers when you are finished to be sure you chose the BEST answer. Reread your answers to short-response and extended-response questions to make sure they are clear and complete.
- K. Most tests are too long, and you will get tired. Keep at it, even if you need to stretch your back and arms. It may help to look at the ceiling or out a window from time to time.
- L. **Smile**. Tests are important, but they aren't the end of the world. Remain calm. Do the best you can.

Successful Test Taking Strategies for Answering Multiple-Choice Questions in Reading

1. Skim each question before reading the selection or 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 selection. Try to get the “big picture” or main point of the selection. Pay attention to details. Underline or **highlight** key words or ideas.
4. Read the questions.
5. There will be four answer choices for each question in this book. Look at each choice. Mark out all incorrect answer choices.
6. Look back at the selection as often as necessary to find the BEST answer.
7. Make an educated guess if you really don't know.
8. Then, mark the BEST answer right in this book by filling in the circle (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 select the answer and then fill in the circle (bubble) next to it. Look at the sample test question below about a boy named John whose brother was not able to make it home for John's birthday party.

- 1** John was unhappy at the end of the story. Which BEST states why John was disappointed?
- (A) His dad took the car away.
 - (B) His brother didn't come home.
 - (C) He didn't get what he wanted.
 - (D) He didn't like his birthday cake.

For this sample question, the answer selected was **B**. Therefore, the circle labelled **B** was filled in.

Successful Test Taking Strategies for Answering Short-Response and Extended-Response "Read, Think, Explain" Questions

These questions (also called "performance tasks") require you to think about an answer to a question and then write the answer. They require you to explain (tell) why and support your answer with reasons, with details, and/or with examples from the selection.

Short-response questions have you write a short answer. You will use about 5 minutes to answer short-response questions. A complete answer is worth 2 points.

Extended-response questions are more challenging and require a more detailed answer. You will use about 10 minutes to answer these questions. A complete answer is worth 4 points.

1. **READ:** Read the questions and any directions carefully. Ask yourself, "What do I know? What is the question asking me to do? Who is my audience?"
2. Next, read the selection and study the material that is presented.
3. Try to get the "big picture" or main point of the selection. Pay attention to details.
4. While you are reading, look for and underline or highlight key words or ideas in the selection.
5. **THINK:** Use the writing process to help you think:
 - Brainstorm for ideas by recalling what you already know.
 - Group (organize) all your ideas with an idea map/graphic organizer, if necessary.
 - Look over your map/graphic organizer, and order your ideas and topics for writing.
6. **EXPLAIN:** Explain your answer clearly and completely. Use details and information from the selection. Try to fill up all the lines when you write your answers. If you can't, that's OK as long as you write a complete answer.
7. Remember that someone will be reading your answer. Make sure your explanation is clear and complete, so that the reader understands your thinking.
8. Read what you have written to revise and edit.

Introduction to Reading Selections

There are two kinds of reading selections in this book. The first kind of selection is **literary** text. Literary text is usually fiction, but does not have to be. This kind of text tells a story. It requires you to use certain reading strategies that go with this kind of text. **Literary** text is discussed on pages 8-10.

The other kind of selection is **informational** or expository text. This kind of text is often found in newspapers, magazines, textbooks, and other kinds of reading required for school, work, and life. It is fact-filled text. See pages 11-13 for more about **informational** text.

LITERARY TEXT

The seven components of literary text are:

Characters - who are the main characters?
- who are the minor characters?

Setting - where and when does the story take place?

Plot or Events - what happens in the story?

Problem or Conflict - what is the problem?
- why is it a problem?

Solution - how is the problem solved?

Mood - what is the feeling of the story?

Theme - what lesson does the story teach us?

Effective readers find the answers to these questions to construct meaning (to make sure they understand the story).

13 Strategies for Test Taking in Reading

◆ LITERARY TEXT ◆

PREPARING TO READ A TEST SELECTION

1. READ the title, and PREDICT what the story is about.

- The title is _____
- The story is about _____

2. LOCATE illustrations.

- What information do they suggest? _____

3. SKIM the questions.

- Underline, circle, or highlight key words.
- I will look for these answers _____

AS YOU READ THE TEST SELECTION

4. LOOK for answers.

- Read the story to find answers to the questions.
- Remember to construct meaning. Do YOU understand the story?

5. IDENTIFY the main characters.

- The main characters are _____
- Describe each character in about 3 words _____

6. IDENTIFY the setting.

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

7. NAME the main events (plot).

- Important actions are _____

8. FIND the problem (conflict). All good stories have one.

- The main problem is _____
- The problem is important because _____

9. IDENTIFY the solution.

- The problem is solved by _____

10. IDENTIFY the mood.

- This story made me feel _____

11. IDENTIFY the themes.

- This story's themes teach me something about _____
- How does this story teach me about this? _____

USE THE SELECTION TO ANSWER THE QUESTIONS

12. ANSWER all questions.

- Reread the questions carefully.
- Mark out incorrect answers to each multiple-choice question.
- Circle or ✱ any question you skip and need to return to later.
- Look back in the text for answers you do not know.
- Remember to READ, THINK, and EXPLAIN when writing your answers to short-response and extended-response questions.

13. MARK/WRITE the correct answer right in this book.

INFORMATIONAL TEXT

Informational text is used daily by most readers.

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

Read the title and major headings.

Recall what you may already know about the subject.

Look at pictures, graphs, and charts.

Read the summary.

Skim the questions to be answered.

Read the selection and **identify:**

- ◆ The selection's purpose.
- ◆ Descriptions, definitions, and details in the selection.
- ◆ Problems and solutions discussed in the selection.
- ◆ The conclusions reached in the selection.

10 Strategies for Test Taking in Reading

◆ INFORMATIONAL TEXT ◆

PREPARING TO READ A TEST SELECTION

1. IDENTIFY the topic.

- The topic is _____
- I already know this about _____

2. LOCATE graphic organizers.

- The headings tell me _____
- The pictures tell me _____
- The captions tell me _____
- The chart/graph explains to me _____

3. READ the summary.

- The main points are _____

4. SKIM the questions.

- Underline, circle, or highlight key words.
- I will look for these answers _____

AS YOU READ THE TEST SELECTION

5. GO find answers.

- Read the article to find answers to the questions.
- Remember to construct meaning. Do YOU understand the article?

6. SEARCH for author's purpose.

- The purpose of the article is to_____

7. LOOK for descriptions, definitions, and details.

- The author describes these things_____
- The author describes with these examples_____

8. IDENTIFY types of information.

- Main Idea_____
- Cause and Effect _____
- Compare and Contrast _____
- Sequence of Events or Procedures _____
- Problem and Solution_____
- Drawing Conclusions_____

USE THE SELECTION TO ANSWER THE QUESTIONS

9. ANSWER all questions.

- Reread the questions carefully.
- Mark out incorrect answers to each multiple-choice question.
- Circle or * any question you skip and need to return to later.
- Look back in the text for answers you do not know.
- Remember to READ, THINK, and EXPLAIN when writing your answers to short-response and extended-response questions.

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

A Reading Test-Taking Plan

Use this checklist to work your way through the process.

Check off each item as you do it:

- Read the title. Does it make you think of anything?
Predict what the selection will be about.

- Look at all the pages of the selection.

- Read the headings throughout the text.
Determine the subject matter of what you will be reading.

- Look for **boldface** words, underlined words, words in CAPITAL letters, *italics*, and numbers. Also, read any graphs, charts, or captions.
What do they refer to?

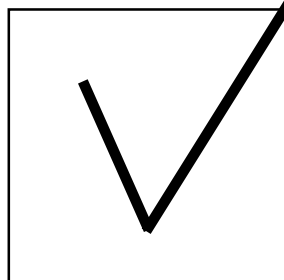
- Get the main idea by reading the summary.

- Read the questions and notice important words.
Examples:
 - not
 - most likely
 - difference
 - main
 - except
 - most
 - the author would probably agree
 - selection
 - of the following

- Read the selection. Look for the main idea and details.

- Answer the questions.

- Reread the selection as needed.



Read this article before answering Numbers 1 through 10.

UNDERSEA CRUSADERS

From ancient times to the present, the sea has been a source of fascination for people. Early scientists conducted crude experiments and made what observations they could from the surface of the sea. Modern oceanographers are able to explore the sea from beneath the water's surface and educate others via written and videotaped records. Two of the most respected modern oceanographers, Jacques Cousteau and Sylvia Earle, have devoted their lives to exploring the undersea world to preserve the oceans and marine life.

Jacques Cousteau (1910 - 1997)

As a child in France, Jacques Cousteau developed a serious illness. Young Jacques' physicians advised his parents to teach the boy how to swim and exercise. Jacques regained his health, grew up, and planned a career as a naval pilot in the French military. Before his training began, a car accident broke both his arms. Doctors wanted to amputate one arm, but Jacques resisted. Instead, he returned to his old swimming and exercise routine. His arms healed, but his dreams of becoming a pilot ended.

During the recovery period, Jacques and two friends experimented with goggles and developed the first pair of watertight goggles. For the first time, Jacques could marvel at the beauty beneath the water's surface and decided to study the life in this undersea world. However, he soon discovered that he could not hold his breath for a period of time long enough to permit him to explore the undersea world as much as he wanted.

In 1943, Cousteau and a French engineer invented the Aqua-Lung, a device that enabled divers to breathe underwater for long periods of time. They called their invention a self-contained underwater breathing apparatus, or scuba, for

short. The new scuba gear consisted of a tank of compressed oxygen connected to a face mask by a pressure-regulating valve. Divers strap the tank to their backs, put on the face mask, and adjust the valve over their mouths, enabling them to breathe underwater for long periods of time.

Cousteau bought an old boat after World War II and remodeled it into a research vessel, traveling around the world to study ocean ecosystems. He gained worldwide attention writing books about the ocean that were translated into 22 languages. Cousteau designed a waterproof housing for motion picture cameras and was the first to film underwater sequences about sea life in their natural habitat.

Over the years, Mr. Cousteau filmed many movies and television specials. His television shows introduced millions of people to the beauty of the undersea world and educated them about the oceans' ecosystems. He once said that he was most proud of his efforts to save the waters off Alaska, the Antarctic, and the Amazon. "My greatest accomplishment was to awaken the awareness of people all over the world," he stated. His efforts caused many governments to discontinue the practice of dumping nuclear waste and other pollutants into the oceans.

Cousteau's views about the world's oceans changed over the years. In the 1950's, he believed the "sea is an exploitable resource." He helped start the first experimental manned undersea colonies in the 1960's. By the 1970's, Cousteau had become more of an advocate for the oceans, warning people that "life in the oceans has diminished 40% in just 20 years."

Although Jacques Cousteau died in 1997, his work continues through the organization he founded, the Cousteau Society. The group, dedicated to marine conservation, boasts a worldwide membership of 300,000 people.

**Sylvia Earle (1935 -)**

When she was a girl, Sylvia Earle's parents encouraged her to catch frogs and other creatures to observe their beauty and their habitats. Her entire family had a love of nature and as a girl, Sylvia spent her days playing in and around ponds and lagoons in New Jersey and Florida, her childhood homes. Sylvia claims that she knew from the time she was a child that she "had to be a scientist." She earned college degrees in botany, the study of plants and plant life. As an adult Sylvia's love for all things aquatic has never diminished.

At college, Dr. Earle focused her efforts on the Gulf of Mexico and detailed a study of its algae, a project she still follows today. Since 1966, she has collected over 20,000 algae samples from Gulf waters, and is considered one of the foremost experts on the ecosystem of the Gulf of Mexico. In an interview, she noted, "When I began making collections in the Gulf, it was a very different body of water than it is now – the habitats have changed. So I have a very interesting baseline."

Dr. Earle did not confine her work to the Gulf of Mexico, however. In 1970, she gained national attention when she and four other scientists lived for two weeks in an underwater chamber located in the Caribbean Sea, studying undersea habitats. Later, Dr. Earle and other researchers refined Jacques Cousteau's invention of scuba gear. The improved gear enabled her to set an astonishing record of free diving to a depth of 1,250 feet to study deep-sea marine life. Fascinated by what she discovered beneath the water's surface, Dr. Earle became determined to develop a way to dive far deeper into the ocean.

In the 1980's, Dr. Earle and a partner founded Deep Ocean Engineering, Inc., a company that designs and builds small submersible vehicles for underwater research. She helped design a one-person submarine and test-piloted the craft to a depth of over 3,000 feet. The company also makes Phantoms – sled-like undersea robots that the government uses to observe changes beneath polar ice caps.

Observing the effects of humans' careless attitudes toward the sea has made Sylvia Earle an advocate for the world's oceans. She crusades against overfishing, toxic pollution, and what she terms "ecoterrorism" of the sort waged by Saddam Hussein, who dumped 11 million barrels of oil into the Persian Gulf in 1991. Educating others about the effects of these events is sometimes difficult because people do not realize they are ignorant of the consequences of their actions. "We do not see ourselves as a part of nature," insists Dr. Earle. "On a recent dive, I saw the sweep of time, the ancient processes that have worked through the millenniums. I also saw cement blocks, bottles, cans, spools of cable. In some ways, I was on the far side of the universe. In other ways, it was as familiar as the city dump."

Today, Dr. Earle is project director of the Sustainable Seas Expedition, an agency that studies our nation's 12 marine sanctuaries. She is the author of several books, including two for children, and also lectures at colleges, universities, and other events. Dr. Earle believes that humans are completely dependent on the ocean, but have a primitive understanding of it: "I must get the word out to the inhabitants of Planet Earth."

1 Which statement describes the main goal of both Jacques Cousteau and Sylvia Earle?

- (A) to invent and improve items that help scientists study the ocean
- (B) to make people aware of the oceans and what can be done to protect them
- (C) to educate people about marine life and their habitats
- (D) to gain fame from breaking various underwater records

2 List four things that Jacques Cousteau and Sylvia Earle have in common. Use details and information from the article to support your answer.

| |
|---------|
| READ |
| THINK |
| EXPLAIN |
| |
| |

3 Jacques Cousteau was a French man. Sylvia Earle is an American woman. List two other differences between them, using details from the article to support your answer.

| |
|---------|
| READ |
| THINK |
| EXPLAIN |

4 With which quote of Sylvia Earle’s would Jacques Cousteau most likely agree?

- (F) “Since childhood, I knew I had to be a scientist.”
- (G) “I rage heart and soul against the commercial fishing that is taking place.”
- (H) “Oceans shape the way the world was, is, and will be.”
- (I) “The oceans are largely unexplored.”

5 Why do you think Jacques Cousteau’s views about oceans changed over the years?

- (A) His research and explorations showed him how human actions affected the oceans.
- (B) He realized that people would never be able to live permanently in undersea colonies.
- (C) His reading of Sylvia Earle’s study about the Gulf of Mexico’s ecosystem caused him to change his mind.
- (D) He discovered that the oceans did not have enough resources for people to exploit.

6 Read this quote by Dr. Sylvia Earle.

“We do not see ourselves as a part of nature.”

READ
THINK
EXPLAIN

Why does she think this is a problem?

7 Why was the invention of scuba gear so important to Cousteau and Earle?

- (F) Submarines were developed from the technical knowledge used to invent scuba gear.
- (G) It helped them gain attention by setting free diving records.
- (H) Money they received from inventing or improving scuba gear financed their diving trips.
- (I) Scuba gear allowed them to make longer, deeper underwater dives.

Reading

8 Sylvia Earle crusades against what she calls “ecoterrorism”. Which of the following is the best definition of *ecoterrorism*?

- (A) any act committed by a terrorist group
- (B) any incident that causes life and habitats to be destroyed
- (C) a deliberate action causing major habitat destruction
- (D) accidental or deliberate incidents involving petroleum products and major bodies of water

9 Dr. Earle’s company, Deep Ocean Engineering, Inc., designed the Phantom robot sled used to observe the underside of polar ice caps. Why might this invention be considered a breakthrough for science?

READ
THINK
EXPLAIN

10 What is the single thing that Sylvia Earle believes and Jacques Cousteau believed most threatens our world’s oceans?

- (F) natural changes in the ecosystem
- (G) population decreases in marine life
- (H) global warming
- (I) human actions

Answer Key & Teacher's Guide

Successful Test Taking®

READING 10

2008 Edition

LEADERSHIP RESOURCES®


303 Court Street, Port Huron, MI 48060

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Successful Test Taking®

This *Successful Test Taking®* Reading 10 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. The book is an **essential teaching resource** for educators interested in preparing their students for assessments. Students will see the 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 10 book, let them know they can write and mark their answers in the book.
2. Use pages 3-4 to discuss preparation and aids to test taking.
3. On pages 5-7, review with your students the strategies for answering the three different types of reading questions in this book.
4. 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.
5. Because this book is a learning/practice tool, you should tell your students that the format of the Successful Test Taking® Reading 10 book is somewhat different from other tests. For example, note that the Reading 10 books do not come with separate answer books. Students will write or mark their answers right in the Reading 10 books.
6. Turn to the Introduction to Reading Selections on page 8 and discuss it with them. Then, review the literary text (pages 8-10), the informational text (pages 11-13), and the Reading Test-Taking Plan (page 14) material if you wish. This material can be reviewed at any time, or not at all.
7. Next, have students begin the reading test for the first day. Students will read the directions (page 15) and then the selections. They will stop at page 41, concluding Day One testing.
8. Day Two testing (beginning on page 43) will be carried out in a similar fashion as Day One, with students reading the remaining selections.
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 90 questions and 151 possible points in the Successful Test Taking® Reading 10 book.

**Reading 10 Answer Key and Rubrics
along with Suggested Responses for
Read, Think, Explain
Short-Response and Extended-Response Questions**

59 Multiple-Choice items are worth 1 point each
16 Short-Answer items are worth 2 points each
15 Extended-Response items are worth 4 points each

The benchmark and maximum number of points (in parentheses) for each question is located before each correct answer. Benchmarks are located on page 17. The abbreviated version of the applicable rubrics created by the State is located on page 18.

**FLESCH-KINCAID GRADE LEVEL READABILITY SCALE
FOR ALL SELECTIONS**

| (BASED ON NUMBER OF SYLLABLES PER WORD AND SENTENCE LENGTH IN WORDS) | | |
|---|--------|-------------|
| Selection Title | Page # | Grade Level |
| The War of the Wood (IT) | 16 | 10.4 |
| The Unbreakable Code (IT) | 22 | 10.7 |
| Outward Bound (LT) | 27 | 10.1 |
| Nuclear Power/Energy Source of Future? (IT) | 32 | 11.4 |
| A Dream (LT) | 38 | NA |
| Undersea Crusaders (IT) | 44 | 10.7 |
| Solomon (LT) | 49 | 8.00 |
| The Portents (LT) | 55 | 9.80 |
| Moneybag Savings Bank Statement (IT) | 60 | NA |

LT = Literary Text

IT = Informational Text