

Successful Test Taking Reading 9

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® Reading 9 preparation book (2008 Edition).

The actual book is 56 pages. There are 9 selections (4 literary and 5 informational text). The book has with 90 multiple-choice reading questions. 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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303 Court Street

Port Huron, MI 48060

800.257.7157

Fax: 810.985.7157

e-mail: leadership@advnet.net

website: www.leadershipres.com

Successful Test Taking®

Reading 9

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OWNER/PUBLISHER:

LEADERSHIP RESOURCES®

303 Court Street
Port Huron, MI 48060
800.257.7157
Fax: 810.985.7157
e-mail: leadership@advnet.net
www.leadershipres.com



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**

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 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 mark just 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. 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.
- I. Review your multiple-choice answers when you are finished to make sure you have selected the BEST answer.
- J. 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.
- K. **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.
 - 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.

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 7-9.

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 10-12 for more about **informational** text.

CHALLENGE:

Work with a partner or small group. Think about your life. Brainstorm examples of when you use literary text and when you use informational text in your daily life. Think about reading, listening, speaking, or viewing. Record your ideas in the appropriate column below.

LITERARY

EXAMPLE: watching a movie

INFORMATIONAL

EXAMPLE: buying clothes and reading the labels

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.

13. MARK 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.

10. MARK 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.

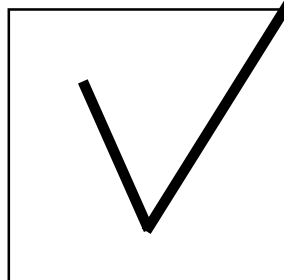
Read the questions and notice important words.
Examples:

- 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.

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 and other public places are germ breeding grounds, allowing illness-causing micro-organisms to multiply quickly and spread easily on shared surfaces.

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

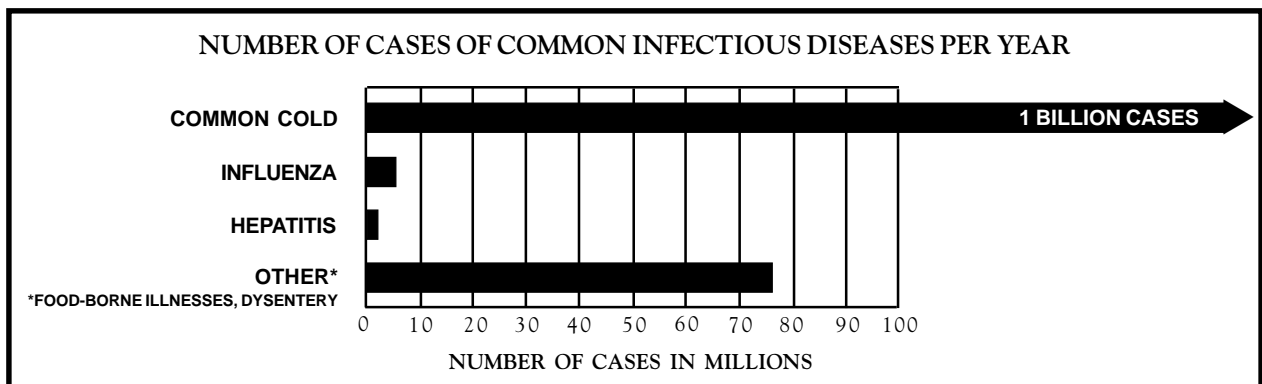
“Believe it or not, the school’s bathroom is probably the cleanest place in the building,” claims Dr. Chuck Gerba, a world-renowned germ specialist at the University of Arizona. “This is because it usually gets cleaned daily. On the other hand, classroom desks contain up to 400 times more germs and bacteria than toilet seats. Most desks are not cleaned on a regular basis, so the average desk harbors up to 10 million germs on its surface!”

GERM HOT SPOTS	
AT HOME:	AT SCHOOL:
<ul style="list-style-type: none"> • toys • telephones • door handles • TV remote • kitchen/bathroom surfaces 	<ul style="list-style-type: none"> • desktops • gym equipment • door handles • computer keyboard/mouse

Germs live on everyday items such as shopping carts, drinking fountain handles, and money. Studies show that a first floor elevator button flourishes with more bacteria than any other button because every passenger has to use it. 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, so it’s imperative to guard against coughing classmates and sneezing strangers. According to a survey, over half of Americans have witnessed someone sneezing or coughing and then shortly after that shaking the hand of an unsuspecting individual.

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

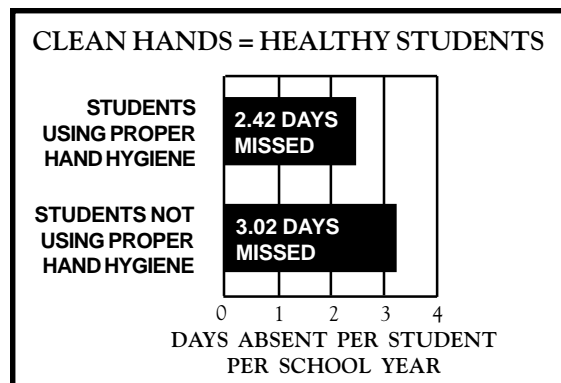


resemble a welcome mat to invading germs. Just touch a germ hot spot at the wrong time and then touch your eyes, nose, or mouth and – bingo! You’ve just incubated a cold, the flu, or worse.

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 an incredible 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 such a massive army of germs and bacteria? Short of isolation 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 for 20 to 30 seconds, or long enough to sing the “Happy Birthday” song twice. Dr. Gerba recommends using an alcohol-based hand sanitizer. His study, sponsored by a company that makes hand sanitizer, shows that students who regularly use a hand sanitizer product 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?

Retired Canadian microbiologist Dr. Allan McKeown disagrees with some of Dr. Gerba’s suggestions. “Dr. Gerba is a skilled microbiologist but he does his profession, and all of science, a disservice by failing to put facts into proper perspective. This leads to paranoia and, no doubt, to a significant increase in sales of antibacterial soaps and gels, household 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’, and it may not make headlines, but people have a right to know when they are being duped,” asserts Dr. McKeown.

Reading

- 1 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 preventing the spread of germs.
 - (D) show that scientists cannot agree on the best way to prevent germs from spreading.

- 2 How does Dr. Gerba support the seriousness of his claim that everyday living is like germ warfare?
- (F) He gives examples of the germiest places in the home and at school.
 - (G) He describes germs and bacteria as a massive army.
 - (H) He suggests avoiding public places.
 - (I) He provides details about the diseases caused by germs and bacteria.

- 3 All of the following practices will probably help protect you from germs except
- (A) washing your hands every time before you eat.
 - (B) using a pencil to punch the keypads on a telephone or a bank ATM.
 - (C) covering your mouth with the inside of your elbow when you cough.
 - (D) using your shoulder to push open doors.

- 4 Read this sentence from the article.

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

What does the word *imperative* mean in this sentence?

- (F) cleaner
 - (G) impossible
 - (H) healthy
 - (I) necessary
- 5 For which audience is this article written?
- (A) microbiologists who disagree with Dr. Gerba
 - (B) people who may be unaware of common health hazards associated with germs
 - (C) stockholders of a hand sanitizer company
 - (D) cleaning crews who maintain schools and other public buildings

- 6** What is the advantage of having graphs and information boxes accompany this article?
- (F) They help the reader sort facts about germs from opinions about germs.
 - (G) They highlight the results of all the studies that have been conducted about germs.
 - (H) They make it easier for the reader to further comprehend germs.
 - (I) They focus on the author’s point of view about germs.
- 7** Which of the following best supports the findings of Dr. Gerba’s study that was sponsored by the maker of hand sanitizer?
- (A) the information box titled “Germ Facts”
 - (B) the information box titled “Germ Hot Spots”
 - (C) the bar graph titled “Number of Cases of Common Infectious Diseases Per Year”
 - (D) the bar graph titled “Clean Hands = Healthy Students”
- 8** Why does “U.S. Centers for Disease Control” appear directly beneath the bar graph titled “Number of Cases of Common Infectious Diseases Per Year”?
- (F) so readers know from where the information in the graph was obtained
 - (G) so readers understand that the information in the graph is fact-based
 - (H) to inform readers that the information in the graph comes from only one possible source
 - (I) to inform readers that the information in the graph was obtained with permission
- 9** Why does Dr. McKeown disagree with some of Dr. Gerba’s suggestions?
- (A) Dr. McKeown thinks Dr. Gerba is exaggerating the potential danger of germs.
 - (B) Dr. McKeown claims his own studies are more accurate than Dr. Gerba’s studies.
 - (C) Dr. McKeown believes Dr. Gerba is using incorrect facts.
 - (D) Dr. McKeown does not think proper hand hygiene is the best way to kill germs.
- 10** Dr. McKeown would most likely say Dr. Gerba’s recommendation to use a hand sanitizer is
- (F) based on peer pressure.
 - (G) biased.
 - (H) persuasive.
 - (I) a conclusion.

Answer Key & Teacher's Guide

Successful Test Taking®

READING 9

2008 Edition

LEADERSHIP RESOURCES®


303 Court Street, Port Huron, MI 48060

800.257.7157 Fax 810.985.7157

Successful Test Taking®

This *Successful Test Taking*® Reading 9 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 9 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 page 5, review with your students the strategies for answering multiple-choice type 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 9 books is somewhat different from other tests. For example, the Reading 9 books do not come with separate answer books. Students will mark their answers right in the Reading 9 books.
6. Have students turn to the Introduction to Reading Selections on page 6 and discuss it with them. Then, review the literary text (pages 7-9), informational text (pages 10-12), and the Reading Test-Taking Plan (page 13) 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 31, concluding Day One testing.
8. Day Two testing (beginning on page 33) will be carried out in a similar fashion as Day One, with students reading the remaining reading 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 90 possible points in the Successful Test Taking® Reading 9 book.

Successful Test Taking®

Reading 9

Answer Key

90 Multiple-Choice questions worth 1 point each

Benchmarks are located on page 12.

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
Doubting Thomas (LT)	16	7.90
Sound Off (IT)	20	9.70
Going Solo (LT)	24	10.0
An American Tapestry (IT)	28	9.00
Germ Warfare (IT)	34	9.60
A Perfect Partnership (LT)	38	9.30
High School Students in the Workplace (IT)	42	9.00
A Dream (LT)	46	NA
Just Show Up! (IT)	50	9.00

LT = Literary Text

IT = Informational Text

Introduction to Reading Selections -- Page 6

Some examples of literary text are:

- telling a younger child a fairy tale
- reading fiction
- watching a comedy show or some dramas
- telling ghost stories around the campfire
- listening to a song on the radio

- reading most poetry

Some examples of informational text are:

- following a recipe
- reading instructions to assemble something
- listening to the teacher give directions for taking a test
- reading or listening to sports scores or game details
- looking at a map
- giving a friend directions to your house
- giving your address or telephone number to a friend