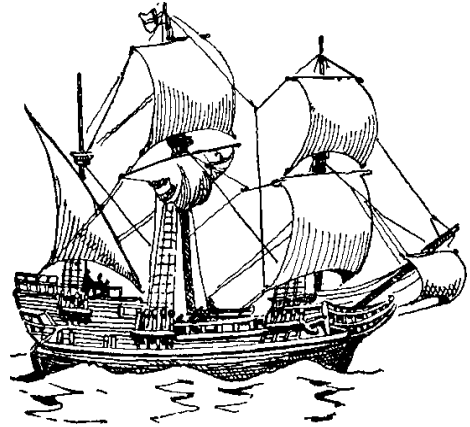


Student's Name _____

Successful Test Taking[®]

COMMUNICATION ARTS 3



LEADERSHIP RESOURCES[®]

Successful Test Taking[®] Communication Arts 3

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES[®]** Successful Test Taking[®] Communication Arts 3 MAP book (2009 Edition).

The actual book is 56 pages. The book is printed on newsprint and is consumable. It contains 9 passages (4 literary and 5 informational text) with 74 reading questions: 50 are selected-response and 8 are constructed-response. There are 16 selected-response questions about language mechanics and spelling, and 1 writing performance event.

Also included in this sample are two pages of the teacher's guide. The teacher's guide identifies the specific **Grade Level Expectation (2.0)** that each item assesses.

LEADERSHIP RESOURCES[®] publishes MAP preparation books for:

- Grade 3 Communication Arts
- Grade 4 Communication Arts
- Grade 5 Communication Arts
- Grade 6 Communication Arts
- Grade 3 Mathematics
- Grade 4 Mathematics
- Grade 5 Mathematics
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Successful Test Taking®

Communication Arts 3

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2009 Edition

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OWNER/PUBLISHER:



LEADERSHIP RESOURCES®

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

Successful Test Taking[®]

Letter to the Student

Dear Student,

This book has been designed to help you take a reading and writing test, as well as review strategies you already use while reading and writing.

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 and writing 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***

Tips for when 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 circle or write your answer on the blank lines 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 right on the test book pages.
5. **Stuck? Don't waste time.** It is OK to skip a difficult item and return to it later. Make it easy to find the item 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 selected-response questions, mark the **best** answer. If you are not sure of an answer, guess wisely. But don't mark just any answer. You probably already know that at least one of the answer choices is incorrect. Mark out answer choices that are clearly incorrect even if you can't completely figure out the correct answer. This will make guessing wisely easier.
9. **Explain yourself.** For constructed-response questions, clearly explain your thinking.
10. **Review your answers.** Review your selected-response answers when you are finished. Reread all your answers to constructed-response questions to make sure they are clear and complete.
11. **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.
12. **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 Selected-Response 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.
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 incorrect answer choices. If you still don't know the answer, go ahead and guess wisely.
7. 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 circle. A correct answer is worth one point.

Selected-Response Sample Question

For this type of question you will select the answer and then fill in the circle next to it. Look at the sample question below about a girl named Ann whose favorite way to spend the afternoon is playing soccer.

1 Which piece of sports equipment did Ann most likely want for her birthday present?

- a basketball hoop
- a soccer ball
- a tennis racquet
- a softball mitt

For this sample question, the second answer choice was selected. Therefore, the circle next to **that answer choice** was filled in.

Successful Test Taking Strategies for Answering Constructed-Response Questions in Reading

These questions require you to think about an answer to a question and then write the answer. Constructed-response questions require you to explain (tell) why and to support your answer with reasons, with details, and/or with examples from the passage.

Most constructed-response questions are worth a total of 2 points. You will use a few minutes to answer these type of questions.

Other constructed-response questions are worth a total of 4 points. These questions ask you to write your answer using a special format. Your answer must be written in the style of a friendly letter, a newspaper article, or some other special format to receive full credit. It is important to read the questions carefully to know if your answer must be written using a special format. You will use several minutes to answer these type of questions.

1. **READ:** Read the constructed-response question 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 passage and study the material that is presented.
3. Try to get the “big picture” or main point of the passage. Pay attention to details.
4. **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.
5. **EXPLAIN:** Use details and information from the passage in your answer. Try to fill up all the lines when you write your answer. If you can't, that's OK as long as you write a complete answer.
6. Remember that someone will be reading your answer. Make sure your explanation is clear and complete, so that the reader understands your thinking.
7. Read what you have written to revise and edit.

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.

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 selected-response question.
- Circle or ✱ any question you skip and will 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 constructed-response questions.

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

General Information for the Student:

There are four sessions in this book. Your teacher will explain when you are to do each session.

In Session 1, you will read passages and then answer the questions that follow. You will also answer some selected-response items about language mechanics and spelling.

Session 2 asks you to write a response to a prompt. You will use a prewriting activity to organize your thoughts. Then you will write a first draft and a revised copy. Your first draft will be written on separate paper. The revised copy will be written right here in this book.

Session 3 is divided into three parts. In Part 1 and Part 2, you will read passages that have a common theme. Then you will answer the questions that follow each passage. In Part 3 you will read a passage and then answer the questions that follow. You will also answer some selected-response items about language mechanics and spelling.

In Session 4, you will read passages and then answer the questions that follow.

There are two different types of reading questions:

1. Selected-response questions require you to choose the **best** answer by filling in the circle (bubble) to the left of the answer you chose.
2. Constructed-response questions ask you to write answers on the lines provided in your book. Think carefully before you write. Remember to write your answer using a special format, if the question asks you to do so.

Here are some important things to remember as you use this book:

1. You may look back at each passage as often as you want when you answer the questions.
2. Write or mark your answers right in this book.
3. **CONTINUE WORKING UNTIL YOU REACH A STOP SIGN. THEN STOP.**
4. If you finish a session early, you may check your work only in **that** test session. Do not turn to another session.

In Session 3 - Part 1, you will read two passages that share a common theme. The theme is “Humans and Animals Sharing the Same Habitat”. Humans need food and shelter. Animals also need food and shelter. Sometimes animals find their food and shelter in the same places where humans do. This can create a problem if animals go where humans do not want them to go. In these passages, you will read about humans who are not pleased about sharing their habitat with animals.

Directions

This story tells about two girls who have an exciting sleepover. Read the story. Then answer Numbers 1 through 10.

Camping Out

My name is Susan and Tara is my best friend. We used to go to the same school, but this year I moved to a different school. I now attend Jefferson Elementary. Sometimes, Tara calls me on the telephone. Other times, I phone her.

My birthday is on July 24. The week before my birthday, my mom asked me about my special day. "Susan, what would you like to do on your birthday?" I replied, "I want to invite Tara to spend the night and I want us to sleep out in the tent." My mom said that would be fine.



The next day, my mom and dad helped me put up the tent in the backyard. Mom rolled up the flaps so the air could get in and make the tent cooler.

Every day, I played in the tent. I would pretend I was camping. Sometimes my mom allowed me to have a picnic lunch inside the tent. She gave me peanut butter and jelly sandwiches, cookies, a banana, and ice cold lemonade.

On my birthday, Mom helped me put the sleeping bags in the tent. There was a sleeping bag for me and a sleeping bag for Tara. Mom gave me a flashlight, some games to play, and a snack of chocolate chip cookies for us to eat at bedtime.

Tara arrived just before supper. We were excited and looked forward to spending the night in the tent. We went in-line skating on the sidewalk to the school yard. Then we skated all the way home. It was fun to play with Tara.

At 8 o'clock, Tara and I went into the backyard. We inspected the tent. There was plenty of room for us. Everything was ready for our fun-filled night. Just then Mom came outside. She pointed toward the sky and said that it was very dark. "It looks like it may rain. I don't want the two of you to get wet," she exclaimed.

Mom closed the flaps on the tent. She asked, "Do you girls want to sleep in the house? It looks as if we may have a bad rainstorm and there could be a lot of thunder and lightning."

We were not worried and we begged Mom to let us sleep in the tent. She checked the flashlight to make sure it was working. Mom said, "OK, if you want to, but please come inside if you get scared." We were brave. We told her we would sleep in the tent the entire night.

Tara and I went inside and zipped the door shut. It was dark in the tent so we used the flashlight to see.

The wind started blowing and we could hear the thunder. Lightning lit up the tent and, before long, rain was hitting the side of it. It was storming like crazy.

The wind died down after a while but it continued to rain. It was an exciting night. Tara and I talked, laughed, and played games in the tent. We were having so much fun, we didn't even finish our chocolate chip cookies. After a while, we crawled into our sleeping bags and quickly went to sleep.

In the middle of the night, Tara shook me. I sat up and rubbed my eyes. "What is that noise?" she whispered. I did not hear anything as I reached for the flashlight. All of a sudden, I felt something furry.

I jumped up and so did Tara. It was so dark, we could barely see. I started yelling, "Mom! Mom!"



I looked down and saw the flashlight. I grabbed it and turned it on. At our feet was a mother skunk and her two babies. They were eating our chocolate chip cookies! The tent's door was still zipped shut and the mother skunk had her paw on top of the zipper. We did not find out until the next morning that there was a torn seam in the tent.

The skunk had scattered the chocolate chip cookies all over the floor of the tent. Even though I was scared, I picked up the cookies and broke them into small pieces. I made a trail away from the door to a corner of the tent. The mother skunk and her babies walked over to the cookie crumbs and started eating them. I told Tara to unzip the zipper. Even though she was frightened, she was able to get the zipper undone.

As soon as she unfastened the zipper, Tara and I dived out of the tent. It was still dark outside. We raced to the house. Before we could get the door unlocked, my mom opened it. "What is the matter?" she asked.

"Skunks!" was all we could say.

1 What sentence best tells what this story is about?

- A girl and her best friend sleep in a tent but are surprised by skunks.
- A girl invites her best friend to spend the night on her birthday.
- Two girls have fun playing together on one girl's birthday.
- A storm spoils a birthday sleepover for a girl and her friend.

2 When Susan and her parents put up the tent, why did Susan's mom open the tent flaps?

- so the tent would dry out from the rain
- so Susan could see inside the tent while she was playing
- so the skunks could get out
- so the tent would not get too warm

3 Read this sentence from the story.

“We inspected the tent.”

What does the word “inspected” mean in this sentence?

- cleaned
- looked over
- zipped up
- put up

4 In what way are the girls and the skunks alike?

- Both the girls and the skunks spent the whole night in the tent.
- Both the girls and the skunks ate chocolate chip cookies.
- Both the girls and the skunks ran toward the house.
- Both the girls and the skunks were frightened by the thunder and lightning.

5 What is the main problem in this story?

- The girls are scared by the storm.
- A seam in the tent becomes torn.
- A skunk family gets into the tent.
- Tara cannot get the tent zipper unzipped.

6 Why did Susan make a trail of cookies from the door to a corner of the tent?

- so her mom would not notice the big mess the girls had made in the tent
- so the girls could unzip the tent door and get out of the tent
- so the skunks would find the torn seam and crawl out of the tent
- to keep the skunks busy so they would not spray the girls

7 With which statement would the author most likely agree?

- Cookies are a skunk's favorite food.
- Skunks always travel as a family.
- Skunks are afraid of rainstorms.
- Skunks are unwelcome visitors.

8 When Susan's mom opened the door for the girls at the end of the story, what did she think was the problem?

- The girls were running away from skunks.
- The girls were afraid of the dark.
- The girls were afraid of the storm.
- The tent was leaking and the girls got wet.

9 How is the problem solved in this story?

- The storm stops.
- The girls find the hole in the tent.
- Susan chases the skunks out of the tent.
- Tara unzips the tent door and the girls get out.

10 What was the author's purpose in writing "Camping Out"?

- to warn readers that skunks are sneaky
- to entertain readers about the girls' backyard adventure
- to persuade readers not to sleep in tents in the backyard
- to teach readers a lesson about safety around wild animals

Answer Key & Teacher's Guide

Successful Test Taking[®]

COMMUNICATION ARTS 3

2009 Edition


LEADERSHIP RESOURCES[®]

303 Court Street, Port Huron, MI 48060 Phone 800.257.7157 Fax 810.985.7157

Successful Test Taking[®]

This *Successful Test Taking*[®] Communication Arts 3 book is specifically designed to assist teachers and students as they incorporate the information and skills contained in the Missouri Show-Me Standards and the GLE 2.0 into their learning environment. The book is an **essential teaching resource** for educators interested in preparing their students for the Missouri Assessment Program (MAP). 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[®] Communication Arts 3 book, let them know they can write and mark their answers in the Communication Arts 3 book.
2. Use pages 3-5 to discuss preparation and aids to test taking.
3. On pages 6-9, review with your students the strategies for answering the different types of reading questions on the MAP.
4. Have students turn to Strategies for Reading Literary Text on page 10. The Strategies for Reading Informational Text begin on page 13. Then, review the Reading Test-Taking Plan on page 16 if you wish. This material can be reviewed at any time, or not at all.
5. Discuss the General Information for the Student on page 17 so students understand how the book is organized.
6. In Session 1 (pages 18-23), students will read the passages and answer questions. There are also items about language mechanics.
7. Session 2 begins on page 24. Read the directions aloud to the students as they follow along in their books. Students will read the writing prompt, do prewriting activities, and write a first draft. Then students will revise their draft and write a final copy.
8. Session 3 (beginning on page 30) is divided into three parts. In Part 1 and Part 2, students will read passages that share common themes and answer questions. In Part 3, students will read a passage and answer questions. There are also items about language mechanics.
9. Session 4 (beginning on page 51) will be carried out in a similar fashion as Session 1, with students reading the remaining passages and answering questions.
10. **Remind students to continue reading until they reach a stop sign  in their books, at which point students stop. Students may not go on until you tell them to do so.**
11. There are 74 questions and 86 possible points (total) in Sessions 1, 3, and 4 of the Successful Test Taking[®] Communication Arts 3 book. The Writing Prompt Performance Event in Session 2 is worth 4 possible points.

Communication Arts 3 Answer Key along with Suggested Responses for Constructed-Response Questions

Selected-Response questions worth1 point each
Constructed-Response questions worth 2 or 4 points each

The specific Grade Level Expectation 2.0 and the maximum number of points (in parentheses) for each question is given before each answer. The Grade Level Expectations 2.0 begin on page 12.

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 |
|---|--------|-------------|
| Working Together (IT) | 18 | 3.50 |
| Camping Out (LT) | 30 | 3.13 |
| A Surprise Visitor (LT) | 34 | 3.60 |
| To Disagree About Cutting Down Trees (IT) | 38 | 3.90 |
| Up a Tree (LT) | 41 | 3.60 |
| Life in a Tree (IT) | 44 | 3.40 |
| Dribble Dribble, Drop Drop (LT) | 47 | NA |
| School Event Calendar (IT) | 51 | NA |
| Bicycle Safety Week (IT) | 54 | NA |

LT = Literary Text

IT = Informational Text

Session 1 Working Together

Pages 18 - 21

1. R3C3 (1 point)
The correct answer is: people who started a new life in America

2. R3A3 (1 point)
The correct answer is: the Mayflower crossing the ocean to America

3. R1E3 (1 point)
The correct answer is: get used to

4. R3C3 (1 point)
The correct answer is: Sharing and working together is good for everyone.