

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

# Successful Test Taking<sup>®</sup>

## COMMUNICATION ARTS 5



**LEADERSHIP RESOURCES<sup>®</sup>**

2009 Edition

# Successful Test Taking<sup>®</sup> Communication Arts 5

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Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES<sup>®</sup>** Successful Test Taking<sup>®</sup> Communication Arts 5 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 85 reading questions: 63 are selected-response and 14 are constructed-response. There are 8 selected-response questions about language mechanics and spelling.

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<sup>®</sup>** 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
- Grade 6 Mathematics

Each title is sold in a set of 30 books for \$58.00, plus 10% shipping and handling. Each set includes a FREE Teacher's Guide/Answer Key.

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# Successful Test Taking®

# Communication Arts 5

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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 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<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 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

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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

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

In Session 1, you will read two passages and answer questions. Some are selected-response questions. For other questions, you will write your answers in this book.

Session 2 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 selected-response questions that follow each passage. In Part 3 you will read a paragraph written by a student. Then you will answer some selected-response items about language mechanics and spelling.

In Session 3, you will read passages and answer questions. Some are selected-response questions. For other questions, you will write your answers in this book.

## 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.

**Directions**

**This is an article about the great inventor Thomas Edison.  
Read the article. Then answer Numbers 10 through 18.**

## THOMAS EDISON'S GREATEST DISCOVERY

Thomas Edison was as a brilliant inventor. He invented over 1,000 items that people use every day including the light bulb, his most famous invention. Yet, things did not come easily for Thomas Edison. He had many obstacles in his life and he had to work hard to overcome them.

Thomas Edison was born in 1847. As a young boy, Tom was very curious and always asking questions. He wanted to know things such as why chickens sat on eggs or why the sky was blue.

Sometimes adults lost patience with Tom because he asked so many questions. Tom's teachers said that he was all mixed up and confused. One teacher told Tom, "All you do is ask silly questions! There is nothing I can do with you at school!" Tom went home crying. Tom's mother became angry at the teacher's remark. She told Tom that he could learn at home. Tom never returned to school. In his whole life, Thomas Edison attended school for only three months.

Because Tom did not go to school, he had to learn things by himself. Tom taught himself how to read. He loved books. When Tom was nine years old, he read a science book and decided to become an inventor. Tom knew that an inventor must conduct experiments, so he built a homemade laboratory where he could work. Tom needed to earn money to buy things for his laboratory, so he got a job. He sold newspapers and snacks on the train that traveled between his hometown of Port Huron, Michigan, and Detroit, Michigan.

One morning Tom was late for his job on the train. The train started to pull away from the station, so Tom ran as fast as he could to catch the moving train. The conductor saw Tom running and he reached out to help Tom. He grabbed the first thing he could reach – Tom's ears. The conductor pulled Tom up onto the train by his ears. Tom heard something inside his ears go "snap" and they hurt for a long time afterward. After that, Thomas Edison lost almost all of his hearing.

Tom tried not to mind that he was nearly deaf. He often said the quiet in his head gave him room to think. However years later, he wrote in his diary, "I haven't heard a bird sing since I was twelve years old."

In the days when Thomas Edison was growing up, there weren't any telephones or computers. People used telegraphs to send messages. A telegraph sends messages over a wire using a special code, called the Morse code. Morse code spells words by tapping out a group of dots and dashes. Thomas Edison quickly learned the Morse code when he was in his teens and he became a telegraph operator. Even though Tom could not hear, he could feel the vibrations of the dots and dashes on the telegraph machine. He was able to earn a living tapping out Morse code to send messages.

In those days, there weren't any hearing aids to help deaf people, so Thomas Edison taught himself how to read lips. This way he could "hear" people talk. He also used the Morse code to help overcome his deafness. Later on in life, after he was married, he taught his wife Morse code and they tapped words into each other's hands. They talked to each other using Morse code. Tom's wife helped Tom when they

went out in public by tapping messages on her husband's arm. This way, Thomas Edison could understand the conversations around him.

We use many of Thomas Edison's inventions every day. Our lives are better because of the things he discovered. Thomas Edison made his life better by learning how to work around his problems. Perhaps this was Mr. Edison's greatest discovery of all.

.....

**10** What is the main idea of this article?

- Thomas Edison did not allow his problems to stop him from becoming successful.
- Thomas Edison was the greatest inventor of all time.
- The Morse code was very important to Thomas Edison.
- Thomas Edison believed that to become successful, work was more important than school.

**11** How did Thomas Edison's deafness affect his work as a telegraph operator and as an inventor?

- He was able to be both an operator and an inventor even though he was deaf.
- He was able to be both an operator and an inventor with the help of his wife.
- He was able to be both an operator and an inventor only with the help of Morse code.
- He missed hearing important messages as a telegraph operator, but he could still work as an inventor.

**12** The Morse code is based on a series of

- lights.
- signals.
- taps.
- words.

**13** Many people believe that the light bulb was Thomas Edison’s greatest discovery. What discovery does the author feel was Thomas Edison’s greatest?

- The way he learned Morse code and taught it to his wife.
- The way he learned to work around his problems.
- The way he taught himself to read lips.
- The way Morse code can help all people who are deaf.

**14** What is the best evidence from this article that Thomas Edison was a brilliant man?

- He went to work when he was very young.
- He read science books.
- He was able to read lips.
- He invented over 1,000 useful things.

**15** Why is this article classified as a biography?

- It is Thomas Edison’s version of his own life.
- It is the author’s version of Thomas Edison’s life.
- It contains events that may not have really happened to Thomas Edison.
- It gives the author’s opinion of the events in Thomas Edison’s life.

**16** How did the Morse code help Thomas Edison overcome his hearing loss? Use information from the article to support your answer.

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17

Read these sentences from the article.

**“He often said the quiet in his head gave him room to think. However, years later, he wrote in his diary, ‘I haven’t heard a bird sing since I was twelve years old.’”**

What do these sentences tell the reader about how Thomas Edison felt about his deafness?

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18

Thomas Edison’s childhood experiences affected his entire life. Complete the chart with **one** example from the article of how his education affected his life and how his job on a train affected his life. Be sure to add labels to the chart.

**THOMAS EDISON’S CHILDHOOD**

Label: _____	Label: _____
<b>education</b>	<hr/> <hr/> <hr/>
<b>work on a train</b>	<hr/> <hr/> <hr/>



# Answer Key & Teacher's Guide

## Successful Test Taking®

# COMMUNICATION ARTS 5

2009 Edition


LEADERSHIP RESOURCES®

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

## Successful Test Taking®

This *Successful Test Taking*® Communication Arts 5 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 5 book, let them know they can write and mark their answers in the Communication Arts 5 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. Next, have students begin Session 1 on page 18. Students will read the passages and answer questions. They will stop at page 26, concluding Session 1 testing.
7. Session 2 (beginning on page 27) 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 answer items about language mechanics and spelling.
8. Session 3 (beginning on page 44) will be carried out in a similar fashion as Session 1, with students reading the remaining passages and answering questions.
9. **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.**
10. There are 85 questions and 101 possible points in the Successful Test Taking® Communication Arts 5 book.

# Communication Arts 5 Answer Key along with Suggested Responses for Constructed-Response Questions

Selected-Response questions worth .....1 point each  
Constructed-Response questions worth ..... 2 or 3 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 13.

## 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
Sonic Friendship Blaster (LT)	18	5.00
Thomas Edison's Greatest Discovery (IT)	23	5.00
Well Done (IT)	28	5.80
A Drop in the Bucket (IT)	31	5.80
Stone Soup (LT)	36	5.70
Pilgrims & Indians Cooperate (IT)	39	6.84*
Layered Popsicles (IT)	44	NA
Welcome Back (LT)	47	NA
Hillary's Sunglasses (LT)	50	5.30

LT = Literary Text

IT = Informational Text

\* Most students will be able to read this passage.

The level is higher because of the Native American names.

### Session 1 Sonic Friendship Blaster

*Pages 18 - 22*

1. R2A5 and R2C5 (1 point)  
**The correct answer is:** "Gino Takes Responsibility"
2. R1H5 (1 point)  
**The correct answer is:** He stayed indoors.
3. R1H5 (1 point)  
**The correct answer is:** to buy a Sonic Alien Blaster game for himself
4. R2C5 (1 point)  
**The correct answer is:** losing Brandon's friendship  
The first choice is incorrect because although Gino thought the smashed game cartridge was a terrible thing, he did not think it was worse than losing Brandon's friendship.