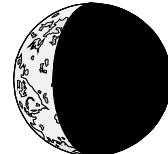
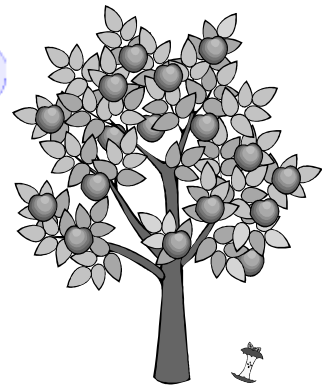
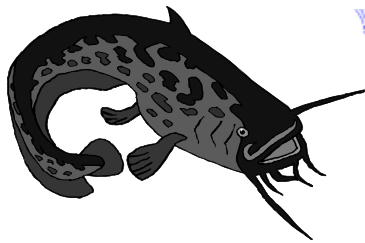


Student's Name _____

Successful Test Taking[®]

COMMUNICATION ARTS 6



LEADERSHIP RESOURCES[®]

2009 Edition

Successful Test Taking[®] Communication Arts 6

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES[®]** Successful Test Taking[®] Communication Arts 6 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 82 reading questions: 62 are selected-response and 12 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[®] publishes MAP preparation books for:

- Grade 3 Communication Arts
- Grade 4 Communication Arts
- Grade 5 Communication Arts
- Grade 6 Communication Arts
- Grade 3 Mathematics
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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 6

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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 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

Gifts are not always a thing you can see or touch. Sometimes gifts are much more. Read the story. Then answer Numbers 1 through 8.

The Gift

My grandmother, who is 83 years old, has two names. One of them is Bonnie, and the other one is Little Flower. As you might guess, my grandmother is a Native American. She is a member of the Chippewa nation and has resided in northern Michigan most of her life.

Many, many years ago when she was only five years old, her grandmother taught her how to make baskets. The Chippewa people passed their basket-making tradition down from generation to generation.

To begin, a basket maker must cut down an ash tree and strip the bark from the trunk. Next, the tree trunk is beaten to loosen each ring of wood in the trunk. Then, each ring is cut into long strips and soaked in water. After the strips are completely drenched, they are woven or bent as desired to make a basket. Sometimes the basket may have sweet grass woven into it.

Strips tinted with vegetable dyes make colorful baskets. Over time, the dyes fade. It is easy to identify old baskets because the outside colors have faded, but the colors on the inside remain unchanged.

Grandmother was very good at making baskets. She sold many of her baskets for one dollar each, which was a fair amount of money 70 years ago. Grandmother entered her best baskets at Native American powwows around the state.

As my grandmother became older, her eyes began to fail and she got arthritis in both hands. She now lives with my mother and father and me because of those problems.

Recently, we heard about the death of a very old woman in our town who had purchased two of my grandmother's baskets years ago. We heard that this woman had kept the baskets all her life. The woman's family was going to have an estate auction and they were going to sell everything she owned, including my grandmother's magnificent baskets.

One Thursday, an auctioneer held an open house at the old woman's home. Everything that was for sale was displayed. Grandmother went to the open house and saw her baskets displayed.

That night, after I had gone to bed, I heard Grandmother talking to my mother and father about her childhood, about the hunger and cold, and about the hard life she had lived. She reminded them that she had constructed beautiful baskets and had sold them for one dollar each.

Then, Grandmother said she wanted to go to the auction and buy back her baskets. She wanted to give them to me so that when I looked at the baskets, I would always remember her.

On the day of the auction, Grandmother and I went to the bank and withdrew all the money from her savings account – \$68.00.

At 10 o'clock in the morning, the auctioneer banged his gavel and the auction began. At noon, there was a break for lunch. Grandmother remarked that the auctioneer had not brought the baskets to the bidding desk.

During the next several hours, Grandmother waited patiently. Twice, she went to the table where her baskets were on display, picked them up, and examined them. Each time, I saw tears in her eyes. She must have remembered herself as a young girl sitting in her cabin on a winter's day, weaving the ash strips into a beautiful basket.

By mid-afternoon, there were several hundred people at the auction. Big, beautiful new cars filled the parking lot, and tourists in fancy clothes sat in the chairs. The auctioneer sold the antique furniture piece by piece. The bid prices were shocking. The assistant auctioneer brought an antique brass bed to the front of the room. The first bid of \$500 surprised me. The bids exploded throughout the audience. A person sitting in the front row yelled, "\$600," while another in the back of the room shouted, "\$750." The bids went back and forth, until finally, a person bought the antique bed for \$2,000. There was money in the crowd.

About four o'clock, we saw one of the assistant auctioneers pick up the baskets and move them toward the front of the room. Grandmother anxiously watched the crowd. When she could stand it no longer, she walked to the auction desk and lovingly picked up the baskets once again.

The auctioneer caught himself right before he intended to say, "Please do not touch the merchandise." He realized there was a special bond between this old person and the baskets. He stepped over to Grandmother and whispered, "Have you seen them before?" He saw the tears in her eyes and asked, "Did you make these beautiful baskets?" Grandmother nodded and smiled at the auctioneer, her heart filled with sadness.



The auctioneer moved back to the front of the room, and the assistant auctioneer handed him the first basket. He held it up saying, "I have a bid for \$10." Someone in the audience echoed, "\$50." Again, the crowd passed numbers back and forth until the yelling stopped at \$875. Grandmother squeezed her \$68 in her hand, placed it in her apron pocket, and watched as the buyer laid his money on the table.

The auctioneer lifted the second basket and shouted, "I have a \$10 bid." The echo came back, "\$100." Grandmother stood up and headed toward the back of the room, her head held high. Tears streamed down her face as she heard the auctioneer say, "Sold, for \$950."

My grandmother looked at her bony fingers, her joints swelling with pain from the arthritis. She put her arm around me and said, "Come with me, and I will teach you how to make a basket the way my Chippewa ancestors taught me."

1 Which sentence best describes this story?

- A realistic fiction story about a grandmother's gift to her granddaughter.
- A nonfiction story about how the Chippewa people learned to weave baskets.
- An autobiography about an old Chippewa woman's childhood.
- A biography about a grandmother who wanted to buy an expensive gift for her granddaughter.

2 In this story, why does the author describe how baskets are made?

- so readers can learn how the grandmother became such a skilled basket-maker
- so readers understand the time and skill involved in basket-making
- so readers realize why the grandmother does not make baskets anymore
- so readers can learn to make baskets themselves

3 Read this sentence from the story.

“Grandmother entered her best baskets at Native American powwows around the state.”

What does the word “powwows” most likely mean?

- festivals
- schools
- stores
- newspapers

4 Which statement is true?

- The grandmother's childhood had been hard.
- The grandmother made the baskets when she was 70 years old.
- The auctioneer did not believe the grandmother had made the baskets.
- The grandmother would not pay what the auctioneer wanted for the baskets.

5 With which statement would the author most likely agree?

- Antiques are usually not worth much.
- Gift giving is only important if the gift is new.
- Grandparents are the best teachers.
- Things do not always turn out as one might expect.

- 6** What is the grandmother’s problem in the story? What are **two** steps she takes to overcome the problem? Use details from the story to support your answer.

Problem: _____

One step taken to overcome this problem: _____

Another step taken to overcome this problem: _____

- 7** Based on this story, what conclusion can you make about the value of old Native American baskets? Use details from the story to support your answer.

Conclusion: _____

Reason for this conclusion: _____

- 8** The grandmother’s idea about what “The Gift” really is changes during the story. Tell what the grandmother thinks “The Gift” is at the beginning of the story. Then tell what she thinks it is at the end of the story.

Answer Key & Teacher's Guide

Successful Test Taking®

COMMUNICATION ARTS 6

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 6 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 6 book, let them know they can write and mark their answers in the Communication Arts 6 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 24, concluding Session 1 testing.
7. Session 2 (beginning on page 25) 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 82 questions and 95 possible points in the Successful Test Taking® Communication Arts 6 book.

Communication Arts 6 Answer Key along with Suggested Responses for Constructed-Response Questions

Selected-Response questions worth1 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
Old Man (LT)	18	5.90
Attitude Change (LT)	22	NA
Say YES to the Environment (IT)	26	6.20
Stop Child Slave Labor, NOW! (IT)	30	7.00
The Peanut Scientist (IT)	35	6.80
Johnny Appleseed (LT)	39	6.10
The Gift (LT)	44	6.20
Instructions for Assembling a Cabinet (IT)	48	NA
The Phases of the Moon (IT)	52	6.10

LT = Literary Text

IT = Informational Text

Session 1 Old Man

Pages 18 - 21

1. R2C6 (1 point)
The correct answer is: The narrator had never seen Old Man up close before.
2. R2B6 (1 point)
The correct answer is: I was sure that catfish was laughing at us as he glided away.
3. R2A6 and R2C6 (1 point)
The correct answer is: setting
4. R2B6 (1 point)
The correct answer is: onomatopoeia.
5. W2E6 (1 point)
The correct answer is: I'm sure, in time, I'll tell people about the night I caught Old Man.