

# Successful Test Taking<sup>®</sup>

## Reading & Writing 4

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Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES<sup>®</sup>** Successful Test Taking<sup>®</sup> Reading & Writing 4 MSP book (2008 version).

The actual book is 72 pages. There are 10 selections (5 literary and 5 informational text) with 95 reading questions: 70 are multiple-choice and 25 are short-answer.

The Writing portion of the book has 2 writing tasks.

The actual book is printed on newsprint, is consumable, and is sold in a set of 30 books for \$55.00.

The teacher's guide identifies the specific Learning Target each item assesses.

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# Reading & Writing 4

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

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

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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 three answer choices for each question in this book. Look at each choice. Mark out all incorrect answer choices.
6. Look back at the selection as often as necessary to find the best answer.
7. Make an educated guess if you really don't know.
8. Then, mark the **best** answer right in this book by filling in the circle (bubble) to the left of the answer you chose. Completely fill in only one bubble. A correct answer is worth one point.

## ***Multiple-Choice Sample Question***

For this type of question you will select the answer and then fill in the circle (bubble) next to it. Look at the sample test question below about a boy named John whose brother was not able to make it home for John's birthday party.

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

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

# Successful Test Taking Strategies for Answering Short-Answer and Extended-Response Questions in Reading

Short-answer questions and extended-response questions require you to think about an answer to a question and then write the answer. Both kinds of questions require you to explain why and support your answer with reasons, details, and/or with examples from the selection.

Short-answer questions have you write a short answer consisting of a few phrases or sentences. You will use about 5 minutes to answer each short-answer question. A complete answer is worth 2 points.

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

1. **READ:** Read the short-answer or extended-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 selection and study the material that is presented. Look for and underline or **highlight** key words or ideas.
3. Try to get the "big picture" or main point of the selection. 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:** Begin writing on the lines provided. Explain your answer clearly and completely. Use **details and information from the selection**. Try to fill up all the lines when you write your answers. If you can't, that's OK as long as you write a complete answer.
6. Remember that someone will be reading your answer. Make sure your explanation is clear, so that the reader understands your thinking.
7. Read what you have written to revise and edit.

# Introduction to Reading Selections

There are two kinds of reading selections in this book. The first kind of selection is **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. This page and the next tell more about **informational** text.

The other kind of selection is **literary**, or narrative 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 12-13.

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# 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/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 selection to find answers to the questions.
- Remember to construct meaning. Do YOU understand the selection?

**6. SEARCH for author's purpose.**

- The purpose of the selection is to \_\_\_\_\_

**7. LOOK for descriptions, definitions, and details.**

- The author describes these things \_\_\_\_\_
- The author describes with these examples \_\_\_\_\_

**8. IDENTIFY types of information.**

- Main Idea
- Cause and Effect
- Compare and Contrast
- Sequence of Events or Procedures
- Problem and Solution
- Drawing Conclusions

### USE THE SELECTION TO ANSWER THE QUESTIONS

**9. ANSWER all questions.**

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

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

# LITERARY TEXT

**The seven components of literary text are:**

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

**Setting** - where and when does the story take place?

**Plot or Events** - what happens in the story?

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

**Solution** - how is the problem solved?

**Mood** - what is the feeling of the story?

**Theme** - what lesson does the story teach us?

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

## 13 Strategies for Test Taking in Reading

### ◆ LITERARY TEXT ◆

#### PREPARING TO READ A TEST SELECTION

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

- The title is \_\_\_\_\_
- The story is about \_\_\_\_\_

2. **LOCATE** illustrations.

- What information do they suggest? \_\_\_\_\_

**3. SKIM the questions.**

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

**AS YOU READ THE TEST SELECTION**

**4. LOOK for answers.**

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

**5. IDENTIFY the main characters.**

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

**6. IDENTIFY the setting.**

- Where does the story happen? \_\_\_\_\_
- When does the story happen? \_\_\_\_\_

**7. NAME the main events (plot).**

- Important actions are \_\_\_\_\_

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

- The main problem is \_\_\_\_\_
- The problem is important because \_\_\_\_\_

**9. IDENTIFY the solution.**

- The problem is solved by \_\_\_\_\_

**10. IDENTIFY the mood.**

- This story made me feel \_\_\_\_\_

**11. IDENTIFY the themes.**

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

**USE THE SELECTION TO ANSWER THE QUESTIONS**

**12. ANSWER all questions.**

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

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

# A Reading Test-Taking Plan

Use this checklist to work your way through the process.

## Check off each item as you do it:

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

Look at all the pages of the selection.

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

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

Get the main idea by reading the summary.

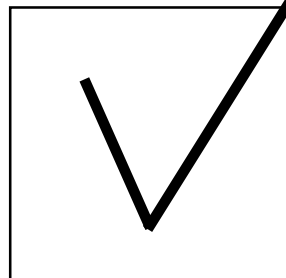
Read the questions and notice important words.  
Examples:

- not
- most likely
- difference
- main
- except
- most
- the author would probably agree
- selection
- of the following

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

Answer the questions.

Reread the selection as needed.



# General Information for the Student:

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

The Reading section of this book is divided into two days. For each day, you will read selections and then answer the questions that follow. You may look back at each selection as often as you want when you answer the questions. The paragraphs in the reading selections are numbered. A question about a particular paragraph will refer to the paragraph number.

## **There are three different types of reading questions:**

1. Multiple-choice questions require you to choose the **best** answer by filling in the circle (bubble) to the left of the answer you chose.
2. Short-answer questions ask you to write short answers on the lines provided in your book.
3. Extended-response questions require you to write longer and more detailed answers on the lines provided in your book.

The Writing section of this book is divided into two days. For each day, you will be given a writing prompt and asked to complete a writing assignment. You will use prewriting strategies before you write. For each assignment, you will write a first draft and a final draft. The first draft will be written on scrap paper. The final draft will be written right here in this book.

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

1. For multiple-choice questions, choose the **best** answer by filling in the circle (bubble) to the left of the answer you chose.
2. For short-answer and extended-response questions, think carefully before you write. Clearly explain to the reader why you chose the answer you did.
3. Write or mark your answers right in this book.
4. **CONTINUE WORKING UNTIL YOU REACH A STOP SIGN. THEN STOP.**
5. If you finish early, you may check your work only in **that** test session. Do not turn to another session.

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# Reading - Day Two

**Directions: Read the story and answer the questions.**

## *SAM AND SUSIE*

1            In a small quiet town, on a long narrow street, in a big blue house lived Sam and Susie.

2            Now this big blue house had tall wide windows all around. Sam and Susie could run from window to window and see the world outside.

3            Every morning from the bedroom window, they watched Mr. Watson go to work. Every afternoon from the kitchen window, they watched Mrs. Garcia walk Muffy down the alley. Every evening from the living room window, they watched the Jones girl deliver newspapers to all the neighbors.

4            Once in the morning and once in the evening, a grown-up would take Sam and Susie outside to visit all the places they could see from their windows.

5            They would rush out the door and run to the raspberry patch in the backyard to startle the squawking blue jay.

6            They would rush to the oak tree in the side yard to scare the chattering squirrels.

7            Finally, they would rush to the flower garden along the alley. If they were very, very quiet, they could surprise a sleeping snake.

8            These trips outside were very exciting. This was their world and they were in charge. However, Sam and Susie had a secret wish. They wished to go outside without a grown-up and do whatever they wanted. Would they ever get their wish?

9            One Friday morning Sam and Susie were watching their world through the bedroom window. A large truck stopped in the alley. Men began moving furniture into the Goldberg's house across the alley.

10           They watched the activity all morning. Suddenly, a black cat with bright green eyes jumped out of the truck and walked into the Goldberg's house.

11           What a shock – a cat in their world! Sam and Susie did not know what to do. They decided to watch and wait.

12           That evening that cat walked right up to their living room window. That cat sat there and stared at Sam and Susie. Sam and Susie did not like that one bit. What could they do? Their world had been invaded!

13 Every day after that Friday, that cat would find a new way to make Sam and Susie mad. She would roam around their yard and scare away their animals. She would walk on their car and leave dirty paw prints. She would lie on their porch and pretend it was her porch.

14 Every day Sam and Susie would watch that cat. Every day they would wish to go outside without a grown-up so they could do whatever they wanted.

15 One day that cat was chasing blue jays out of the raspberry patch. Sam and Susie ran to the kitchen window to get a better look. They found the outside door open. Their wish had some true!

16 They ran out the open door and straight to the raspberry patch. Where was that cat? They ran to the oak tree. They ran to the flower garden. They ran all around the yard. They could not find that cat!

17 All this running made Sam and Susie very tired and thirsty. They ran back to the door. It was closed! What could they do? They ran to the kitchen window and looked inside.

18 Oh, no! That cat was in their kitchen eating their food and drinking their water! Sam and Susie were very unhappy. They ran around the yard making a terrible noise.

19 They made so much noise that the grown-ups came running out of the house followed by that cat. That cat strolled across the alley onto her porch and into her house. She never even looked at Sam and Susie.

20 The grown-ups took Sam and Susie into the house. They gave Sam and Susie a big dish of food and a fresh bowl of water. Sam and Susie were very tired and took a long nap in the sun by the living room window. They dreamed of ways to get even with that cat.

21 After that day, Sam and Susie did not have any more wishes. They were very happy running from window to window watching the world outside from inside the big blue house.



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## Reading

**46** Who are the grown-ups in this story?

- A.** Sam and Susie's owners
- B.** The people who moved into the Goldberg's house
- C.** The cat's owners

**47** What happened on the Friday described in the story that was different from other mornings? Include details from the story in your answer.

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**48** Look at the illustration on page 39.  
What element of the story does the illustration show?

- A.** The problem
- B.** The solution
- C.** The plot

**49** In paragraph 19, *the cat strolled across the alley onto her porch and into her house*. How did the cat move across the alley?

- A.** It ran quickly.
- B.** It walked slowly and calmly.
- C.** It crept quietly.

- 50 What is the main reason Sam and Susie were upset with the cat?
- A. They were jealous that the cat could go outside without a grown-up.
  - B. They were mad because the cat acted like their yard was her yard.
  - C. Their feelings were hurt because the cat would not play with them.
- 51 Any of these titles could be another title for the story. Choose the title you think best fits the story.

**That Cat!**  
**Watching Out the Window**  
**A New Family in the Neighborhood**

Use **two** details from the story to support your choice.

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- 52 What is the main problem in the story?
- A. A cat moved into Sam and Susie’s neighborhood.
  - B. Every day the cat would find a new way to make Sam and Susie mad.
  - C. The cat ate Sam and Susie’s food and drank their water.
- 53 If Sam and Susie had another chance to go outside without a grown-up, what would they probably do first?
- A. They would stare into the windows of the cat’s house.
  - B. They would dig up the flowers in the garden.
  - C. They would chase the cat out of their yard.

# Answer Key & Teacher's Guide

## Successful Test Taking®

# READING & WRITING 4

2008 Edition

LEADERSHIP RESOURCES®

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### Successful Test Taking®

This *Successful Test Taking®* Reading & Writing 4 book is specifically designed to assist teachers and students as they incorporate the information and skills contained in the Learning Targets into their learning environment. Each item has been aligned with the Learning Targets. There is at least one item in the book for each assessable Learning Target. The book is an **essential teaching resource** for educators interested in preparing their students for the state assessment. Students will see the book as a helpful **learning tool** to master important reading and writing skills.


### Using "Successful Test Taking®"

1. After each student receives a Successful Test Taking® Reading & Writing 4 book, let them know they will write and mark their answers in the book.
2. Use pages 3-5 to discuss preparation and aids to test taking.
3. The reading and writing portions of the assessment are conducted over a period of four sessions. You may wish to spend more time and/or days using this book than is actually spent on the test. **This book contains more reading questions (95) than the assessment.** Because this book is a learning/practice tool, you should tell your

students that the format of the *Successful Test Taking®* Reading & Writing 4 book is somewhat different from the assessment. For example, there are more questions to provide students with much more practice. **This book is different to give students more reading/writing/thinking/analyzing practice to build their confidence while preparing for the assessment.** Below is a suggested session schedule:

Session 1	.....	Writing	.....	Day One
Session 2	.....	Reading	.....	Day One
Session 3	.....	Reading	.....	Day Two
Session 4	.....	Writing	.....	Day Two

4. Have students turn to p. 62 and begin Session 1 - Writing Day One. You may wish to go over the material on pp. 62 and 64 with students.
5. After a short break, turn to pages 6-9 to review with your students the strategies for answering the different types of reading questions on the assessment. There are also sample questions that can be reviewed.
6. Have students turn to the Introduction to Reading Selections on page 10 and discuss it with them. Then, review the informational text (pp. 10-11), literary text (pp. 12-13), and the Reading Test-Taking Plan (p. 14) material if you wish. This material can be reviewed at any time, or not at all.

7. Next, have students begin the reading portion for Day One. Students will read the General Information for the Student (page 15) and then the selections for Day One. They will stop at page 36, concluding Day One reading.
8. Session 3 testing (beginning on p. 38) will be carried out in a similar fashion as Reading Day One, with students reading the remaining reading selections. Session 4 - Writing Day Two, begins on page 67 and is conducted as was Writing Day One.
9. **Remind students to continue reading/ writing 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 95 reading questions and 120 possible points in the reading portion of the Successful Test Taking® Reading & Writing 4 book.

**Reading & Writing 4  
Reading Answer Key  
along with Suggested Responses for  
Short-Answer Questions**

70 Multiple-Choice questions worth .....1 point each  
25 Short-Answer questions worth .....2 points each

The Learning Target and the maximum number of points (in parentheses) for each question is given before each answer. The Learning Targets are on page 13. Scoring Guides for the Writing sessions are on pages 14 and 15.

**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
Mail Call (IT)	16	5.00
Summer Vacation (LT-Poem)	21	NA
Pilgrims and Indians Cooperate (IT)	24	6.84*
Hidden Treasure (LT)	28	4.50
Our Planet Earth (IT)	32	4.40
Sam and Susie (LT)	38	4.20
Home Again (LT)	43	4.00
Medicine Label (IT)	48	NA
To Disagree About Cutting Down Trees (IT)	52	3.90
Up a Tree (LT)	57	3.60

LT = Literary Text; IT = Informational Text

\* Most students will be able to read this selection.  
The level is higher because of the Native American names.