

# Successful Test Taking<sup>®</sup> Reading & Writing 6

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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 6 MSP book (2008 version).

The actual book is 64 pages. There are 9 selections (4 literary and 5 informational text) with 90 reading questions: 67 are multiple-choice and 23 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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# Successful Test Taking®

# Reading & Writing 6

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

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

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

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

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.

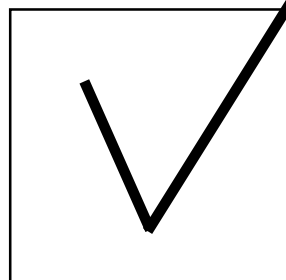
Read the questions and notice important words.  
Examples:

- 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:**

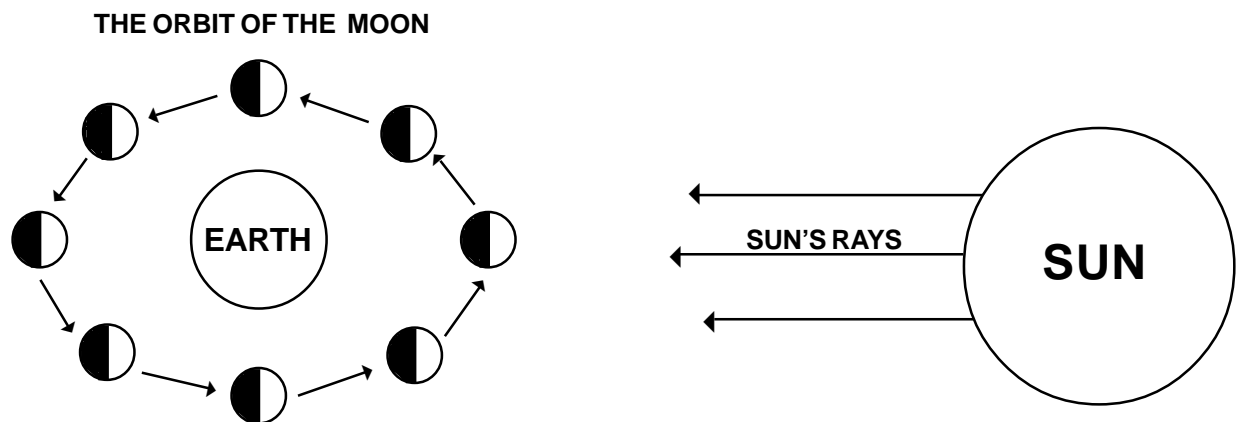
1. For multiple-choice questions, choose the **best** answer by filling in the circle (bubble) to the left of the answer you chose.
2. For short-answer and extended-response questions, think carefully before you write. Clearly explain to the reader why you chose the answer you did.
3. Write or mark your 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.

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

## **THE PHASES OF THE MOON**

- 1 Everyone has looked up at the clear night sky at some time and gazed at the bright silver moon. On other nights, even when the sky is cloudless, the moon is invisible. Why is this? The moon is part of a group of heavenly bodies that move together through the universe. The moon is Earth's only natural satellite. It is about 239,000 miles away from Earth and travels about 2,300 miles per hour around the Earth in an oval-shaped path called an orbit.
- 2 The moon does not make its own light. What we call "moonlight" is really sunlight that is reflected off the moon's surface. This reflected light may look golden or orange in the early evening when the moon rises. The moon's color seems to change to silver as the moon rises higher in the sky. The moon does not really change color. Earth's atmosphere is thicker at the horizon and it filters out the silver color, so the moon appears orange. The thinner atmosphere high in the sky allows the silver color to be visible.
- 3 The moon circles, or rotates, around Earth once every 29.53 days. We call this period a lunar month. During a lunar month, people on Earth see the moon in different shapes. These shapes create a pattern we call the phases of the moon. Phases are the changes in the amount of sunlight reflected by the moon as it travels around Earth.  

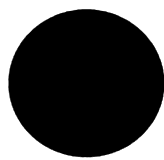
The first phase of the moon is called the new moon. A new moon signals the beginning of a new lunar month. The new moon is invisible or dark to people on Earth because of its alignment between Earth and the sun. During this phase, the moon reflects light toward the sun rather than toward Earth. This is the period that people speak of when they tell spooky stories that begin with the phrase, "by the dark of the moon."
- 4



● the dark side of the moon - does not reflect sunlight

○ the side of the moon reflecting the sun's rays

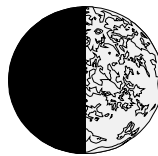
## THE PHASES OF THE MOON, AS SEEN FROM EARTH



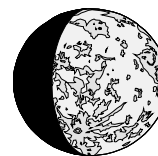
**New Moon**  
(1st night)



**Crescent Moon**  
(waxing)



**First Quarter**  
(7th night)



**Gibbous**  
(waxing)



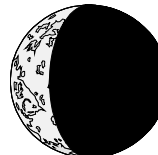
**Full Moon**  
Second Quarter  
(15th night)



**Gibbous**  
(waning)



**Third Quarter**  
(22nd night)



**Crescent/Old Moon**  
(waning)  
(29th night)

- 5 As the moon moves along its orbit around Earth, more of the side of the moon that reflects the sun's light becomes visible every night. The crescent moon appears the night after a new moon and resembles a thin fingernail clipping. Each night, the crescent moon grows fatter until the seventh night of the lunar month. As the moon grows fatter, we say that the moon "waxes." On the seventh night the moon looks like a half-circle, similar to a capital letter D. We call this phase the first quarter.
- 6 After the first quarter, the moon continues to wax. This growing moon is called a "waxing gibbous moon." "Gibbous" means swollen on one side. When the moon is done waxing, its full sunlit face is visible. This is the full moon and it appears exactly half way (14  $\frac{3}{4}$  nights) through the lunar month. Another name for this phase is the second quarter.
- 7 As the moon continues to orbit around Earth, the sun illuminates less of its surface. The moon appears to shrink or grow thinner. This thinner moon is called a "waning gibbous moon." Then, seven days after the full moon, the moon again looks like a half-circle, similar to a mirror image of the capital letter D. This phase is the third quarter.
- 8 After the third quarter, the moon continues to wane. Seven days after the third quarter, the moon once again resembles a thin fingernail clipping. We call this an old moon. The visible portion of the moon continues to grow smaller each night until we can no longer see it at all. The dark and invisible new moon has returned and with it, a new lunar month begins.
- 9 Some calendars show the phases of the moon each month. Small drawings appear every seven days on the calendar to show the quarters of the moon. Lunar months and calendar months do not coincide, so the phases of the moon do not occur on the same days of each calendar month.



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**16** If a first quarter moon looks like the letter D, then what does a full moon look like?

- A. The letter O
- B. A bubble
- C. A mirror image of the letter D
- D. A bright light

**17** Tell **two** differences between a waxing moon and a waning moon.  
Use information from the selection in your answer.

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**18** During a full moon, how are the sun, the moon, and Earth aligned?

- A. The moon is between Earth and the sun.
- B. The sun is between Earth and the moon.
- C. Earth is between the moon and the sun.
- D. The moon, the sun, and Earth form a triangle.

**19** The moon appears in many different shapes throughout the lunar month.  
Which shape appears only **once** in a lunar month?

- A. A crescent moon
- B. A full moon
- C. A gibbous moon
- D. A waxing moon

# Answer Key & Teacher's Guide

## Successful Test Taking®

# READING & WRITING 6

2008 Edition

LEADERSHIP RESOURCES®

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800.257.7157 Fax 810.985.7157

### Successful Test Taking®

This *Successful Test Taking®* Reading & Writing 6 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 6 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 (90) 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 6 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. 60 and begin Session 1 - Writing Day One. You may wish to go over the material on pp. 60 and 62 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 39, concluding Day One reading.
8. Session 3 testing (beginning on p. 40) 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 66 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 90 reading questions and 113 possible points in the reading portion of the Successful Test Taking<sup>®</sup> Reading & Writing 6 book.

**Reading & Writing 6**  
**Reading Answer Key**  
**along with Suggested Responses for**  
**Short-Answer Questions**

67 Multiple-Choice questions worth .....1 point each  
 23 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 12. Scoring Guides for the Writing sessions are on pages 13 and 14.

**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
The Gift (LT)	16	6.20
The Phases of the Moon (IT)	22	6.10
Fishing Cycle Chart (IT)	27	NA
The Unexpected (LT)	31	6.45
Facts About Washington: A Chart (IT)	36	NA
Instructions for Assembling a Cabinet (IT)	40	NA
Whale Watching (LT)	45	6.60
The Statue of Liberty (IT)	50	6.60
Old Man (LT)	55	5.90

LT = Literary Text; IT = Informational Text