

Successful Test Taking[®] Reading & Writing 7

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES[®]** Successful Test Taking[®] Reading & Writing 7 MSP book (2008 version).

The actual book is 64 pages. There are 9 selections (4 literary and 5 informational text) with 80 reading questions: 59 are multiple-choice and 21 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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303 Court Street

Port Huron, MI 48060

800.257.7157

Fax: 810.985.7157

e-mail: leadership@advnet.net

website: www.leadershipres.com

Successful Test Taking®

Reading & Writing 7

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OWNER/PUBLISHER:

LEADERSHIP RESOURCES®

303 Court Street

Port Huron, MI 48060

800.257.7157

Fax: 810.985.7157

e-mail: leadership@advnet.net

www.leadershipres.com



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

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.

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?

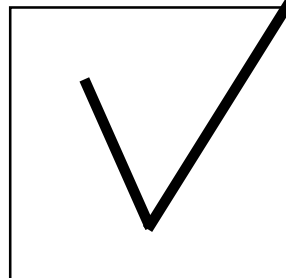
- Get the main idea by reading the summary.

- 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 story and answer the questions.

A CUT ABOVE

1 The 8:00 bell sounded and students filed into Mr. Montgomery’s American History classroom. Caroline had already taken her seat and was rooting through her backpack for her homework assignment when she sensed the classroom fall silent. She glanced up and saw a boy hesitate in the doorway, then enter the room. Caroline gaped when she realized the boy was her friend Michael. She didn’t recognize him at first because he was bald – totally bald. Every strand of his thick brown hair was gone.

2 All eyes were on Michael as he silently took the desk beside Caroline’s. He hunched down in the chair, ignoring the curious stares of his classmates. Caroline leaned toward him and whispered, “What happened to your hair? Are you all right?”

3 Michael glanced at Caroline and whispered back, “It’s a long story. I’ll tell you after class.”

4 Never had American History class dragged so slowly for Caroline. She knew the other students were staring at Michael’s shiny bald head, because she had difficulty keeping her own eyes off it. Even Mr. Montgomery seemed distracted by the sight of Michael. Finally the bell signaled the end of class and Caroline would get some answers. She immediately repeated her original question to Michael. “What happened to your hair? Is this some weird hairstyle the basketball team is wearing to show school spirit?”

5 “It’s nothing like that,” answered Michael. “I did this for Sabrina, because she’s having a rough time with her chemotherapy treatments.”

6 Sabrina was Michael’s younger sister. Several weeks ago she was diagnosed with cancer and had been undergoing treatments ever since. Michael explained that his sister was losing her hair as a side effect of the chemotherapy.

7 “Sabrina is really upset about it even though the doctor said her hair will grow back eventually. I think losing her hair is the final straw for my sister. She’s been so brave through everything, but my sister doesn’t want anyone to see her bald. I figured if I shaved my head, people could look at me instead of her.”

8 Caroline smiled at her friend, “You are a great brother. Not everyone would do something so drastic for his sister. I don’t know if I could cut off all my hair to help someone. I guess girls think differently about their hair.” Caroline ran her fingers through her chocolate brown tresses. She loved her long hair and enjoyed experimenting with different hairstyles.

9 Michael agreed with Caroline’s observation. He told her that Sabrina was waiting to receive a wig from Locks of Love. He explained that Locks of Love was an organization that takes donations of human hair and makes them into wigs for children who have experienced a total loss of scalp hair due to various medical conditions.

-
- 10 “Who donates the hair for the wigs?” questioned Caroline. “How does someone do something like that?” Michael replied that he didn’t know all the details about the program, but he knew his sister would receive a wig shortly. With a wave of his hand, he continued down the hallway to Algebra class.
- 11 All day Caroline thought about Michael, Sabrina, and Locks of Love. When she got home from school, she made a beeline for her computer and searched for the organization’s website. Caroline discovered that anyone can donate their hair, which Locks of Love uses to make wigs. The website instructed donors to tie their hair into a ponytail before cutting, and that the ponytail must be a minimum of ten inches long. Caroline could not understand why anyone would voluntarily cut their hair and donate it. “I don’t think I could make that sacrifice,” she thought to herself.
- 12 The organization claims that it receives 80% of its hair donations from children, making it a charity where children have the opportunity to help other children. Since 1998, over 2,000 children have received a wig made of donated human hair. Locks of Love receives thousands of hair donations every year. Caroline learned that any hairstylist can cut the hair. Then the ponytail is bundled into a large padded envelope and mailed to the organization for processing. It takes up to ten donated ponytails to make one wig. Locks of Love accepts colored and permed hair, but it cannot use bleached hair. The charity also accepts donations of money.
- 13 At supper that evening, Caroline’s mother scolded her for playing with her hair at the table. Caroline didn’t realize that she was absentmindedly pulling her hair on top of her head and then shaking it loose. She could not stop thinking about what Michael did for his sister.
- 14 The next morning, Caroline watched as Michael and Sabrina’s father dropped the siblings off at school. A flowered scarf covered Sabrina’s head and she wore a floppy hat pulled low over her ears. Sabrina looked pale and tired, but when she glanced at Michael a beautiful smile spread over her face. Caroline unconsciously combed her fingers through her own hair as she thought about Sabrina and her problem and admired the girl’s bravery. That night, Caroline dreamed about Rapunzel, the fairy tale princess with the long, flowing locks of hair.
- 15 On Saturday, Caroline pulled her hair into a ponytail. She fingered her hair as she studied her reflection in the mirror. With a look of determination, she told herself firmly, “It’s now or never!” Caroline telephoned Michael and asked him to meet her downtown.
- 16 Two hours later, Caroline and Michael mailed a large padded envelope containing an eleven-inch ponytail to Locks of Love. “This will help make some kid very happy,” said Michael. Caroline was smiling and nodding her head in agreement, her chocolate brown chin-length bob shining in the afternoon sunlight.

-
- 10** What is the main problem in this story?
- A.** Michael’s sister Sabrina lost her hair due to chemotherapy treatments.
 - B.** Caroline could not decide if she was willing to make a sacrifice to help others.
 - C.** Michael felt self-conscious after he shaved his head.
 - D.** Sabrina had to wait to receive her wig from Locks of Love.
- 11** Why did Michael shave his head?
- A.** To show support for his sister who had cancer
 - B.** So he could donate his hair to Locks of Love
 - C.** To show school spirit as a member of the basketball team
 - D.** Because he liked to be the center of attention
- 12** Which synonyms for the word *hair* does the author use in this story?
- A.** Bald, strand
 - B.** Dark brown, chocolate brown
 - C.** Wig, donation
 - D.** Tresses, locks
- 13** Which sentence best describes Caroline in this story?
- A.** Caroline has a problem making decisions.
 - B.** Caroline gives careful thought before doing something.
 - C.** Caroline avoids helping others.
 - D.** Caroline takes a long time to solve problems.
- 14** What is the best evidence that Michael is a caring brother?
- A.** He found an organization that would provide a wig for his sister.
 - B.** He was not embarrassed to walk into school with his sister even though she was bald.
 - C.** He talked Caroline into donating her hair to make a wig.
 - D.** He found a unique way to show support for his sister.

-
- 15** When Michael told Caroline about how people donate their hair for wigs, Caroline doubted she could make such a sacrifice. Why did Caroline think this way? Use details from the story to support your answer.

- 16** Why did Caroline dream about Rapunzel?

- A.** She remembered that Sabrina had very long hair before she lost it.
- B.** She wanted to grow her hair as long as possible.
- C.** She was thinking about donating her hair to Locks of Love.
- D.** She thought Sabrina was as brave as Rapunzel.

- 17** How is the main problem in this story solved?

- A.** Sabrina received a wig made from Caroline's hair.
- B.** Michael went with Caroline when she got her hair cut.
- C.** Sabrina told Michael that she appreciated what he had done for her.
- D.** Caroline donated eleven inches of her hair to Locks of Love.

- 18** What is the main theme of this story?

- A.** Kids have to make tough decisions more often than adults realize.
- B.** It feels good to sacrifice something in order to help others.
- C.** Once you make a decision, it is important to follow through.
- D.** Not all donations to charity have to be money.

Answer Key & Teacher's Guide

Successful Test Taking®

READING & WRITING 7

2008 Edition

LEADERSHIP RESOURCES®

303 Court Street, Port Huron, MI 48060

800.257.7157 Fax 810.985.7157

Successful Test Taking®

This *Successful Test Taking®* Reading & Writing 7 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 7 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 (80) 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 7 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 80 reading questions and 101 possible points in the reading portion of the Successful Test Taking® Reading & Writing 7 book.

Reading & Writing 7
Reading Answer Key
along with Suggested Responses for
Short-Answer Questions

59 Multiple-Choice questions worth 1 point each
 21 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
Stop Child Slave Labor, <i>NOW!</i> (IT)	16	7.10
A Cut Above (LT)	20	7.30
Undersea Crusaders (IT)	25	7.50
Attitude Change (LT-Poem)	31	NA
Outward Bound (LT)	34	7.10
Space Heater with Oscillation Feature (IT)	40	NA
Coming to America (LT)	45	7.00
An American Tapestry (IT)	50	7.70
Deep Freeze (IT)	55	8.10

LT = Literary Text; IT = Informational Text