

Successful Test Taking[®] Reading & Writing 10

Dear Educator:

This sample represents only a portion of the **LEADERSHIP RESOURCES[®]** Successful Test Taking[®] Reading & Writing 10 WASL book (2008 version).

The actual book is 72 pages. There are 9 selections (3 literary and 6 informational text) with 79 reading questions: 58 are multiple-choice, 15 are short-answer, and 6 are extended-response.

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 10

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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



Test Taking Tips

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 an item and return 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?

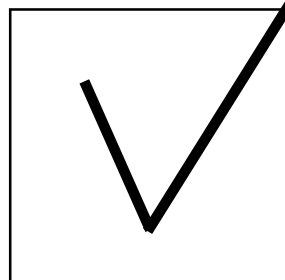
- Get the main idea by reading the summary.

- 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 selection and answer the questions.

GERM WARFARE

“It’s germ warfare out there, and the last thing you want to do is take prisoners.”

– Dr. Chuck Gerba

1 Germs are an everyday fact of life for people. We come in contact with millions of the pesky critters every day. Schools and other public places are germ breeding grounds, allowing illness-causing micro-organisms to multiply quickly and spread easily on shared surfaces.

GERM FACTS:
Under ideal conditions, a single germ could multiply to more than 8.5 billion germs in just 12 hours. After 72 hours, germs would cover the earth!

2 “Believe it or not, the school’s bathroom is probably the cleanest place in the building,” claims Dr. Chuck Gerba, a world-renowned germ specialist at the University of Arizona. “This is because it usually gets cleaned daily. On the other hand, classroom desks contain up to 400 times more germs and bacteria than toilet seats. Most desks are not cleaned on a regular basis, so the average desk harbors up to 10 million germs on its surface!”

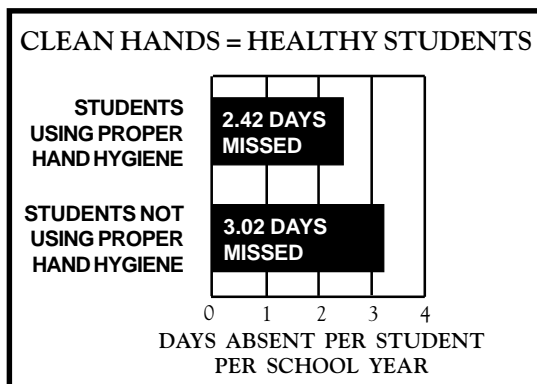
3 Germs live on everyday items such as shopping carts, drinking fountain handles, and money. Studies show that a first floor elevator button flourishes with more bacteria than any other button because every passenger has to use it. Dr. Gerba suggests wearing gloves as often as possible in public places during the winter months, to avoid directly touching germ surfaces.

GERM HOT SPOTS

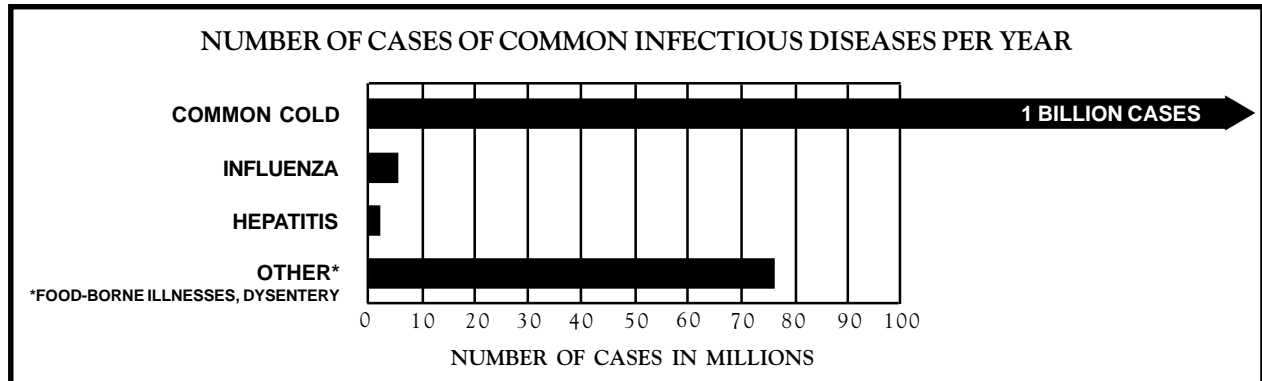
AT HOME:	AT SCHOOL:
• toys	• desktops
• telephones	• gym equipment
• door handles	• door handles
• TV remote	• computer
• kitchen/bathroom surfaces	• keyboard/mouse

4 There is a never-ending cycle of germs transferring from hands to high-touch shared surfaces, such as door handles. Germ-laden sneeze droplets and nose mucus can travel up to 50 mph for up to 15 feet, so it’s imperative to guard against coughing classmates and sneezing strangers. According to a survey, over half of Americans have witnessed someone sneezing or coughing and then shortly after that shaking the hand of an unsuspecting individual.

5 Germs that just stay on your hands are not harmful to you. Germs need an entry point to gain access to the inside of your body to begin their dirty work. It’s when your germ hands touch your eyes, nose, or mouth that the trouble begins. Even ragged cuticles and small cuts or sores on your skin resemble a welcome mat to invading germs. Just touch a germ hot spot at the wrong time and then touch your eyes, nose, or mouth and – bingo! You’ve just incubated a cold, the flu, or worse.



6 According to the U.S. Centers for Disease Control, Americans catch over one billion colds per year, or about three colds per person! Students miss an incredible 22 million days of school each year due to the common cold. The flu and other illnesses account for even more absences.



U.S. Centers for Disease Control

7 How can people protect themselves against such a massive army of germs and bacteria? Short of isolation in a sterile germ-free bubble, hand washing is the best defense. Practicing proper hand hygiene is the easiest way to help reduce the spread of germs, bacteria, and infections.

8 Proper hand hygiene means frequent, thorough hand washing with soap and water for 20 to 30 seconds, or long enough to sing the “Happy Birthday” song twice. Dr. Gerba recommends using an alcohol-based hand sanitizer. His study, sponsored by a company that makes hand sanitizer, shows that students who regularly use a hand sanitizer product have 20% fewer absences due to illness.

Best ways to prevent the spread of germs, bacteria, and infection:

- ✓ **Practice proper hand hygiene.** Wash hands thoroughly with soap and water for 20-30 seconds, or use an alcohol-based hand sanitizer.
- ✓ **Do not touch your mouth, nose, or eyes** before washing your hands.
- ✓ **Use the inside of your elbow to cover your mouth** when coughing or sneezing. Do not use your hands to cover your mouth.
- ✓ **Use your elbow to turn on/off switches and push elevator buttons.** Use your shoulder to push open doors.

U.S. Centers for Disease Control

ARE WE OVER-DOING IT?

9 Retired Canadian microbiologist Dr. Allan McKeown disagrees with some of Dr. Gerba’s suggestions. “Dr. Gerba is a skilled microbiologist but he does his profession, and all of science, a disservice by failing to put facts into proper perspective. This leads to paranoia and, no doubt, to a significant increase in sales of antibacterial soaps and gels, household disinfectants, and cleaners,” claims Dr. McKeown.

10 Dr. McKeown goes on to state that washing hands using regular soap and water and other commonsense precautions are all that is required to prevent the spread of germs. “We do not need to become antibacterial soap-slingers. After all, 99.99% of bacteria, or germs, are harmless to humans. In fact, many bacteria are essential to our survival.”

11 “This awareness may not boost the profits of the companies that finance Dr. Gerba’s ‘research’, and it may not make headlines, but people have a right to know when they are being duped,” asserts Dr. McKeown.

8 What is the author’s main purpose for writing this selection?

- A.** To remind readers to wash their hands
- B.** To share statistics about the dangers that germs pose for people
- C.** To give readers facts about germs and preventing the spread of germs
- D.** To show that scientists cannot agree on the best way to prevent germs from spreading

9 In paragraph 4, what does the word *imperative* mean?

- A.** Cleaner
- B.** Impossible
- C.** Healthy
- D.** Necessary

10 This selection refers to a study sponsored by a company that makes hand sanitizer. Why might this study be biased?

-
- 11** Which of the following practices will probably not help protect you from germs?
- A. Washing your hands every time before you eat
 - B. Using a pencil to punch the keypads on a telephone or a bank ATM
 - C. Covering your mouth with the inside of your elbow when you cough
 - D. Using your shoulder to push open doors
- 12** How does Dr. Gerba support the seriousness of his claim that everyday living is like germ warfare?
- A. He gives examples of the germiest places in the home and at school.
 - B. He describes germs and bacteria as a massive army.
 - C. He suggests avoiding public places.
 - D. He provides details about the diseases caused by germs and bacteria.
- 13** Which of the following best supports the findings of Dr. Gerba’s study that was sponsored by the maker of hand sanitizer?
- A. The information box titled **Germ Facts**
 - B. The information box titled **Germ Hot Spots**
 - C. The bar graph titled **Number of Cases of Common Infectious Diseases Per Year**
 - D. The bar graph titled **Clean Hands = Healthy Students**
- 14** For which audience is this selection written?
- A. Microbiologists who disagree with Dr. Gerba
 - B. People who may be unaware of common health hazards associated with germs
 - C. Stockholders of a hand sanitizer company
 - D. Cleaning crews who maintain schools and other public buildings

15 What is the advantage of having graphs and information boxes accompany this selection?

- A.** They help the reader sort facts about germs from opinions about germs.
- B.** They highlight the results of all the studies that have been conducted about germs.
- C.** They make it easier for the reader to further comprehend germs.
- D.** They focus on the author’s point of view about germs.

16 Why does Dr. McKeown disagree with some of Dr. Gerba’s suggestions?

- A.** Dr. McKeown thinks Dr. Gerba is exaggerating the potential danger of germs.
- B.** Dr. McKeown claims his own studies are more accurate than Dr. Gerba’s studies.
- C.** Dr. McKeown believes Dr. Gerba is using incorrect facts.
- D.** Dr. McKeown does not think proper hand hygiene is the best way to kill germs.

17 Using your own words, write a summary for this selection. Include **three** main ideas from the selection in your summary.

Answer Key & Teacher's Guide

Successful Test Taking®

READING & WRITING 10

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 10 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 10 book, let them know they will write and mark their answers in the book.
2. Use pages 3 and 4 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 10 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. 58 and begin Session 1 - Writing Day One. You may wish to go over the material on pp. 58 and 60 with students.
5. After a short break, turn to pages 5-7 to review with your students the strategies for answering the three 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 8 and discuss it with them. Then, review the informational text (pp. 8-9), literary text (pp. 10-11), and the Reading Test-Taking Plan (p. 12) 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 13) and then the selections for Day One. They will stop at page 37, 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 64 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 114 possible points in the reading portion of the Successful Test Taking® Reading & Writing 10 book.

Reading & Writing 10
Reading Answer Key
along with Suggested Responses for
Short-Answer and Extended-Response Questions

58 Multiple-Choice questions worth1 point each
 15 Short-Answer questions worth 2 points each
 6 Extended-Response items worth 4 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
High School Students in the Workplace (IT)	14	9.0
Germ Warfare (IT)	18	9.6
Outward Bound (LT)	23	10.1
A Dream (LT-poem)	28	NA
The Unbreakable Code (IT)	32	10.7
Nuclear Power/Energy Source of the Future? (IT)	38	11.4
A Perfect Partnership (LT)	43	9.3
The Last Great Race (IT)	47	10.0
Moneybag Savings Bank (IT)	53	NA

LT = Literary Text; IT = Informational Text