

A Quick-Study® Program

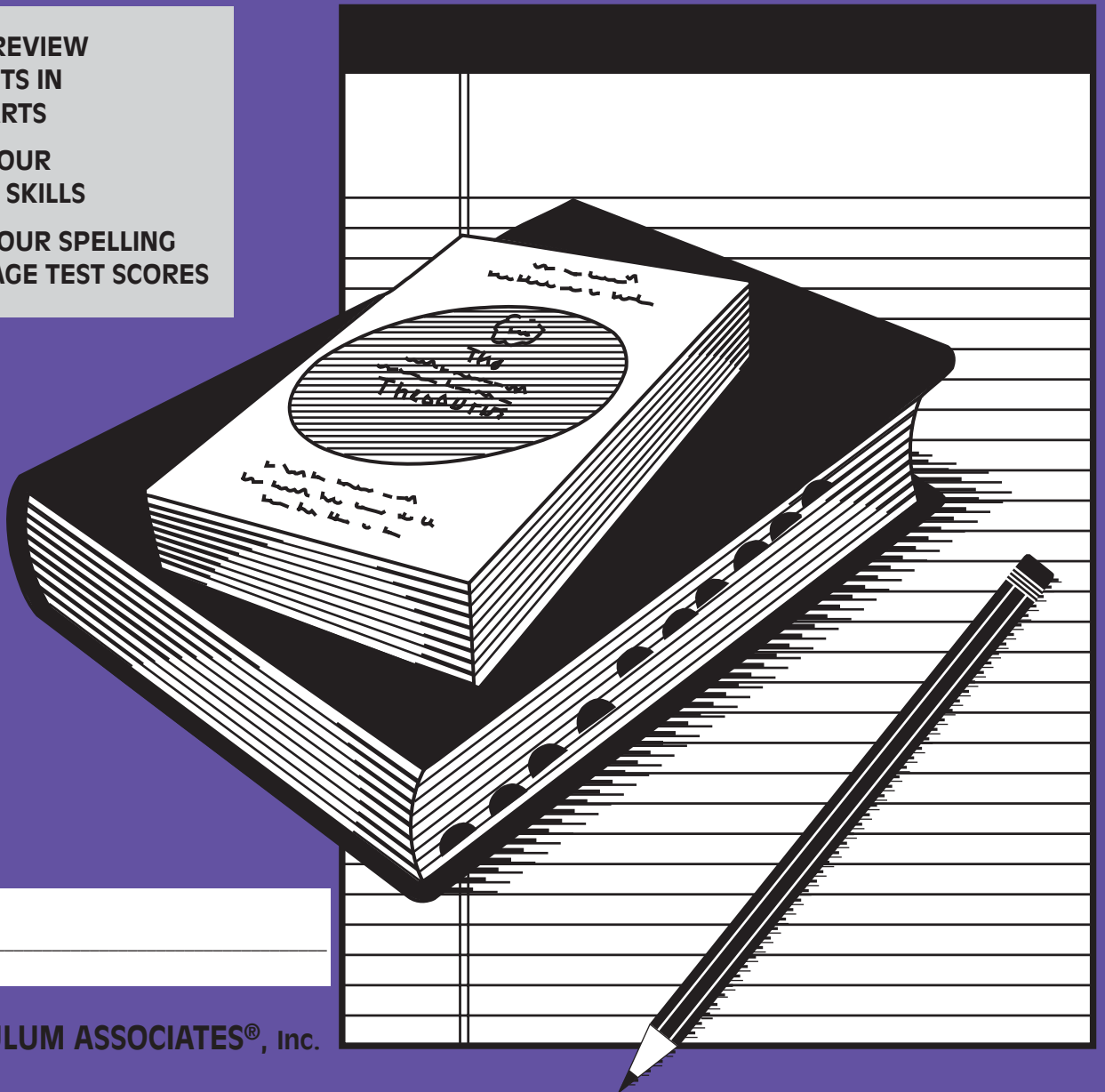
Book

4

# TEST... READY®

LANGUAGE ARTS

- HELPS YOU REVIEW KEY CONCEPTS IN LANGUAGE ARTS
- DEVELOPS YOUR TEST-TAKING SKILLS
- IMPROVES YOUR SPELLING AND LANGUAGE TEST SCORES



Name: \_\_\_\_\_

# FOR THE STUDENT

**TEST READY® Language Arts** is a review program that provides practice in test-taking skills. Your teacher will provide you with directions about how to do the lessons and how to record the answers. Your teacher will also tell you when to begin work on each lesson part and when to stop.

It is important that you read and follow all directions. When the directions tell you to **STOP**, go no further. Wait for your teacher to tell you what to do. While you work on the **TEST READY** lessons, you will come across **Testing Tips**. Read these helpful tips carefully. They can make you a better test taker.

## When you use this book

- Be sure you know how much time you have to complete each lesson part.
- Read each direction carefully.
- Understand what you are expected to do before you try to complete an item.
- Read all phrases, sentences, or passages in the item carefully before choosing an answer.
- Check your answer to be sure it makes sense.
- Make sure you fill in the correct letter choices on the answer form.
- If you have time after you complete your work, go back and check your answers.

This **TEST READY Language Arts** book was prepared for students by Deborah Adcock.

Reorder No. CA9196—Single

ISBN 0-7609-2404-X

©2004, 1996—Curriculum Associates, Inc.

North Billerica, MA 01862

Phone: 800 225-0248 (U.S. & Canada)

Fax: 800 366-1158 (U.S. & Canada)

E-mail: [cainfo@curriculumassociates.com](mailto:cainfo@curriculumassociates.com)

Web: [www.curriculumassociates.com](http://www.curriculumassociates.com)

No part of this book may be reproduced by any means  
without written permission from the publisher.

All Rights Reserved. Printed in USA.

Quick-Study® and TEST READY®—Trademarks of  
Curriculum Associates, Inc.

15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

# LESSON 4

## Part One: Spelling

### Testing Tip

Read each answer choice before marking your answer.

Read each group of sentences. Mark the sentence that has an underlined word that is spelled wrong. If there are no underlined words that are spelled wrong, mark the space “No mistake.”

1. Ⓐ I like to smuther my bread with butter.  
Ⓑ Lava flowed from the volcano.  
Ⓒ Don't gulp your food.  
Ⓓ No mistake
2. Ⓐ Yoshi would never scowl at you.  
Ⓑ The pillow was sewn by hand.  
Ⓒ The animal hunts by instinck.  
Ⓓ No mistake
3. Ⓐ I had pudding for dessert.  
Ⓑ The cushiun is worn.  
Ⓒ Police will seize the goods.  
Ⓓ No mistake
4. Ⓐ I felt my eye twitch.  
Ⓑ What is the source of the river?  
Ⓒ Vinny is always honist.  
Ⓓ No mistake
5. Ⓐ There wasn't a ripill in the water.  
Ⓑ It was a miracle that no one was hurt.  
Ⓒ Jorge has a solution to the problem.  
Ⓓ No mistake
6. Ⓐ The birds live in the marsh.  
Ⓑ The sappling will grow into a tall tree.  
Ⓒ Did you put the rubbish in the bin?  
Ⓓ No mistake
7. Ⓐ Our mission is complete.  
Ⓑ Why was he so fureous?  
Ⓒ There is a shimmer in his eye.  
Ⓓ No mistake
8. Ⓐ We make frequent visits to her home.  
Ⓑ The animal has a long snought.  
Ⓒ I told them to stop making a racket.  
Ⓓ No mistake
9. Ⓐ The rejjion often has long winters.  
Ⓑ I support your choice.  
Ⓒ Did you express your thanks?  
Ⓓ No mistake
10. Ⓐ You'll need to crouch down.  
Ⓑ The inspector followed many clues.  
Ⓒ I would've been here sooner.  
Ⓓ No mistake

STOP

## Part Two: Language

---

Read the passage. Then look at the underlined part of each numbered line.  
Find the answer choice that shows the correct capitalization and punctuation  
for that part. If the underlined part is correct, fill in the circle next to “Correct as is.”

- (11) Last month my grandparents moved to Orlando, florida. I miss them  
(12) very much but I know I will see them again soon. We will visit them at  
their new house during spring vacation.

11. Ⓐ to orlando florida.  
Ⓑ to Orlando, Florida.  
Ⓒ to, Orlando Florida.  
Ⓓ Correct as is
12. Ⓐ much but I know.  
Ⓑ much but, I know  
Ⓒ much, but I know  
Ⓓ Correct as is

---

Read the passage. Then look at the underlined part of each numbered line.  
Find the answer choice that shows the correct capitalization and punctuation  
for that part. If the underlined part is correct, fill in the circle next to “Correct as is.”

- (13) There are about 8,600 different kinds of birds in the world. birds are  
(14) warm-blooded, and they have backbones. Most birds can fly, although  
there are some that can't. Birds are the only creatures with feathers.  
(15) All birds lay eggs usually in a hidden nest.

13. Ⓐ the world birds  
Ⓑ the world. Birds  
Ⓒ the world, birds  
Ⓓ Correct as is
14. Ⓐ warm-blooded and they,  
Ⓑ warm-blooded and, they  
Ⓒ warm-blooded, and, they  
Ⓓ Correct as is
15. Ⓐ eggs, usually  
Ⓑ eggs. Usually  
Ⓒ eggs usually.  
Ⓓ Correct as is

Choose the sentence that best combines the underlined sentences into one.

16. Enrico is a member of the school band.  
Karen is a member of the school band.
- Ⓐ Enrico is and Karen is a member of the school band.
  - Ⓑ Enrico and Karen are members of the school band.
  - Ⓒ Enrico and Karen are members of the school band, too.
  - Ⓓ Enrico is a member of the school band, and Karen is too.
17. Clayton plays baseball.  
Clayton is an outfielder.  
Clayton is on the Giants.
- Ⓐ Clayton is an outfielder who plays baseball and is on the Giants.
  - Ⓑ Clayton is an outfielder and is a baseball player who plays for the Giants, too.
  - Ⓒ Clayton is an outfielder who plays baseball for the Giants.
  - Ⓓ Clayton, who is an outfielder, is a player for the team, the Giants.
18. New Year's Day is a holiday.  
New Year's Day is in January.
- Ⓐ New Year's Day is a holiday in January.
  - Ⓑ New Year's Day is a holiday, and it is in January.
  - Ⓒ In January, there is New Year's Day, which is a holiday.
  - Ⓓ New Year's Day, which is in January, is a holiday.

19. Someone had left litter on the beach.  
Two children picked up the litter.
- Ⓐ Someone had left litter on the beach, or two children picked it up.
  - Ⓑ Two children picked up litter that someone had left on the beach.
  - Ⓒ Someone had left litter on the beach after two children picked it up.
  - Ⓓ Two children picked up the litter, and someone had left it at the beach.
20. A geologist is a scientist.  
Geologists study rocks.  
Geologists study volcanoes.
- Ⓐ A geologist is a scientist and a geologist studies rocks and volcanoes.
  - Ⓑ A geologist is a scientist who studies rocks and volcanoes.
  - Ⓒ A geologist is a scientist who studies rocks and studies volcanoes.
  - Ⓓ A geologist who studies rocks and studies volcanoes is called a scientist.

**STOP**

## Part Three: Narrative Writing

---

21. Think about a city or country you would like to visit. On a separate piece of paper, write a short paragraph explaining why this place interests you. Then make a schedule of the activities you would do and the sights you would see if you could visit this place. Include what time each activity would begin and end. Make sure your times are realistic. Your schedule should cover at least one day of sightseeing.

**STOP**

# TEACHER GUIDE

Book  
**4**

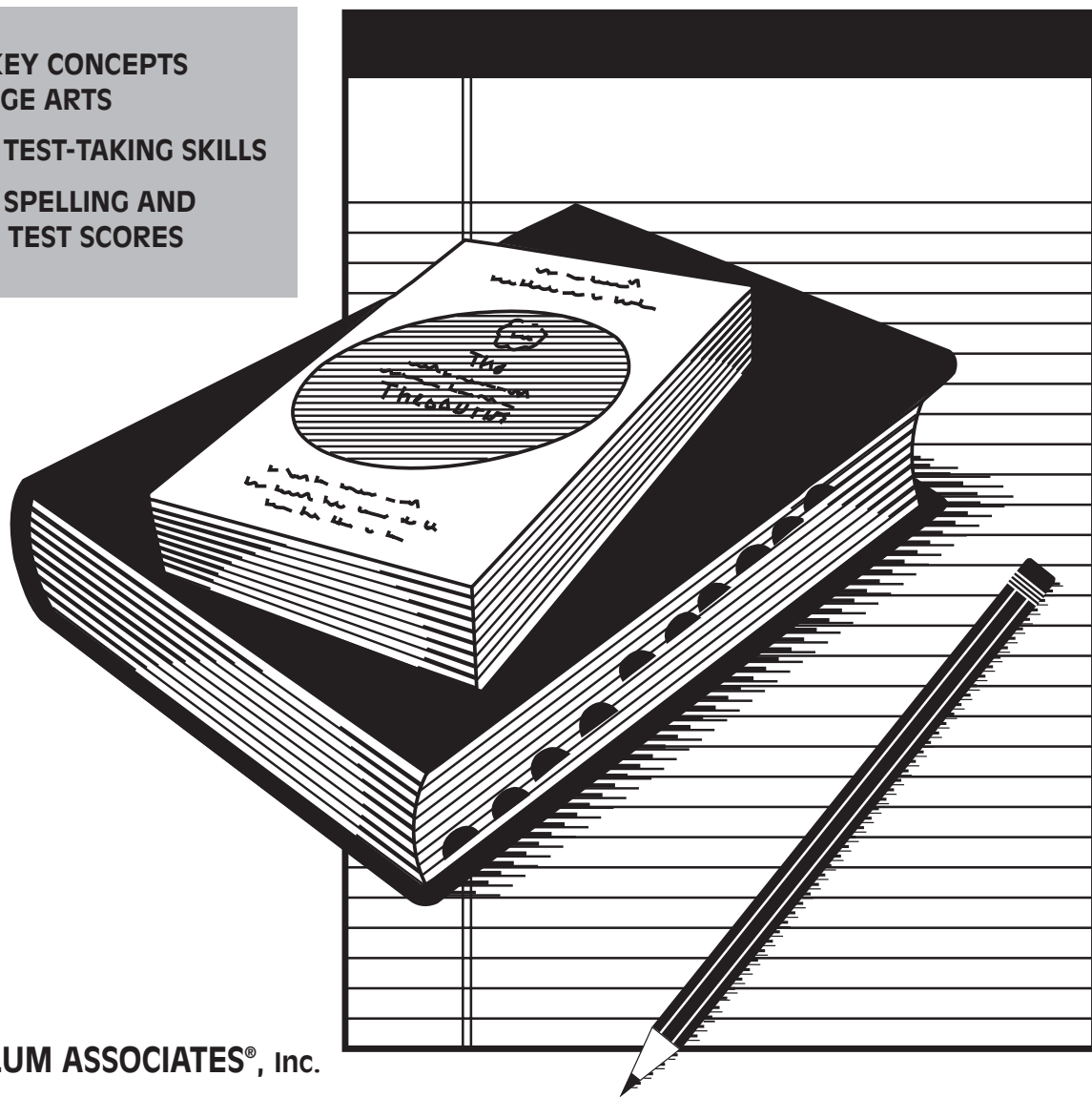
A Quick-Study® Program

# TEST... READY®

LANGUAGE ARTS

BY DEBORAH ADCOCK

- REVIEWS KEY CONCEPTS IN LANGUAGE ARTS
- DEVELOPS TEST-TAKING SKILLS
- IMPROVES SPELLING AND LANGUAGE TEST SCORES



## Table of Contents

	<b>Page</b>
For the Teacher .....	1
Writing Rubric ( <i>Reproducible</i> ) .....	4
Scope and Sequence .....	5
Optional Pretest ( <i>Reproducible</i> ) .....	6
Answer Form .....	12

### **Author**

Deborah Adcock is a developer of curriculum materials in reading, language, and mathematics.

ISBN 0-7609-2412-0

©2004, 1998, 1996—Curriculum Associates, Inc.

North Billerica, MA 01862

Permission is granted for reproduction of the reproducible pages  
in limited quantity for classroom use.

All Rights Reserved. Printed in USA.

Quick-Study® and TEST READY®—Trademarks of  
CURRICULUM ASSOCIATES®, Inc.

15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

# FOR THE TEACHER

---

## What is *TEST READY*® *Language Arts*?

---

*TEST READY Language Arts* is a review program that provides practice in test-taking skills. This eight-level program is designed for students in grades 1 through 8. The program provides practice with spelling, mechanics, language expression, use of resources, and open-response writing.

Book 4 of *TEST READY Language Arts* reviews skills developed in grade 4. The 40-page book consists of ten lessons, one Practice Test, and one Answer Form.

- Lessons 1 through 10 are three-page lessons. The lessons are divided into three parts. Part One is spelling. Students practice identifying correct spellings and possible misspellings, as well as proofreading sentences for misspellings. Part Two is language. Students practice their knowledge of language mechanics, language expression, and use of resources. Part Three is writing. Students practice writing narrative, expository, and persuasive responses to an open-ended writing question. Student writing is then assessed by the teacher using the rubric on page 4 of this teacher guide.
- The Practice Test and the optional Pretest are six-page lessons that provide practice with the concepts and skills presented in Lessons 1 through 10. Both tests allow students the opportunity to experience the test-taking process. The tests are divided into three parts. Part One is spelling. Part Two is language. Part Three is writing.
- The Answer Form provides students with the opportunity to record answers on a form similar to the ones used with most standardized tests. The Answer Form is on pages 37 and 38 of the student book. These pages should be cut along the dotted line before students begin.

---

## How does *TEST READY*® *Language Arts, Book 4* correlate to the various formats used in major standardized tests?

---

Major standardized tests differ in format. The formats of each of these tests have been included in each lesson of *TEST READY Language Arts*. For example, sometimes the phrase “Correct as is” or “No mistake” is used. Other times the word “None” is used. You will find these three kinds of responses in *TEST READY Language Arts*.

---

## Who should use *TEST READY*® *Language Arts, Book 4*?

---

*TEST READY Language Arts, Book 4* is appropriate for use

- with fourth-grade students preparing for standardized tests and proficiency tests.
- with fifth-grade students at the beginning of the school year to pinpoint mastered and unmastered concepts and skills.
- as a summer-school course of study with students who need further work in grade 4 language skills.

---

## How do I introduce my students to *TEST READY*® *Language Arts*?

---

- Have students read all the information on the inside front cover of the student book. Ask students to pay particular attention to the Testing Tips. Suggest to students that they refer to these tips as often as necessary as they work through the book.
- Be sure that students know how to fill in the answer circles on the Answer Form.
- Tell students that they will not use the Answer Form for question 21 in Lessons 1 through 10. In addition, students will not use the Answer Form for question 51 in the Practice Test and optional Pretest. Explain to students that they write their responses to the open-ended questions on a separate piece of paper.
- Explain to students that you will be timing them as they complete the questions in the book, just as you would in a standardized-testing or proficiency-testing situation. Advise students of the amount of time they will have to complete each lesson part.

---

## How do I simulate standard test-taking procedures while using *TEST READY*® *Language Arts*?

---

Provide two sharpened pencils and one *TEST READY Language Arts* book per student. If students are to use the Answer Form, ask them to detach the form and fill in the personal information section.

Discuss the procedure for erasing, following the instructions given in the standardized test or proficiency test that students will be taking. Use a stopwatch to time the tests accurately.



• **Lessons 1 Through 10**

Tell students to stop after completing Part One. Allow 10 minutes for Part One. Explain to students that you will write the time on the chalkboard 5 minutes after they have begun Part One, to alert them that they have 5 minutes remaining. Allow students 15 minutes for Part Two. Write the time on the chalkboard 10 minutes after students have begun Part Two, to alert them that they have 5 minutes remaining. Stop students at the end of the allocated time. Allow students 15 minutes for Part Three. Write the time on the chalkboard 10 minutes after students have begun Part Three, to alert them that they have 5 minutes remaining. Stop students at the end of the allocated time.

• **Practice Test and Optional Pretest**

Tell students to stop after completing Part One. Allow 5 minutes for Part One. Explain to students that you will write the time on the chalkboard 4 minutes after they have begun Part One, to alert them that they have 1 minute remaining. Allow students 35 minutes for Part Two. Write the time on the chalkboard 30 minutes after students have begun Part Two, to alert them that they have 5 minutes remaining. Stop students at the end of the allocated time. Allow students 30 minutes for Part Three. Write the time on the chalkboard 25 minutes after students have begun Part Three, to alert them that they have 5 minutes remaining. Stop students at the end of the allocated time.

**Should I time the lessons, the Practice Test, and the optional Pretest?**

Whether you time the lessons, the Practice Test, and the optional Pretest depends upon your goals for using *TEST READY® Language Arts*. If you are interested primarily in getting students used to being timed on a test that provides practice with an answer sheet and typical test questions, you will want to time all the lessons (or parts of each lesson), the Practice Test, and the optional Pretest, by using the suggested time limits that follow.

If you are concerned equally with students building language-arts understanding and practicing testing formats, you may want to use the lessons for instructional purposes, allowing students enough time to answer the lesson questions thoughtfully. You would then time only the Practice Test, by using the suggested time limits.

**How much time is required to complete the lessons?**

Each of the ten lessons requires 60 minutes for completion, correction, and discussion. The Practice Test and optional Pretest require 90 minutes.

When using *TEST READY Language Arts* as preparation for standardized tests and proficiency tests, begin the program at least 12 days prior to the scheduled test date.

*Total Test-Taking Time and Suggestions for Allocating Class Time*

Lessons 1–10	Suggested Time
Part One: Spelling	10 minutes
Part Two: Language	15 minutes
Correction and Discussion of Parts One and Two	20 minutes
Part Three: Writing (Open-response)	15 minutes

Practice Test and Optional Pretest	Suggested Time
Part One: Spelling	5 minutes
Part Two: Language	35 minutes
Correction and Discussion of Parts One and Two	20 minutes
Part Three: Writing (Open-response)	30 minutes

**Where do students record their answers?**

• **Multiple-Choice Questions**  
(Selected responses)

Students record their answers in one of two places:

1. On the book page under each test item.
2. On the Answer Form on pages 37 and 38.

The teacher chooses the answer format that is compatible with the standardized test or proficiency test the students will be given.

• **Open-ended Questions**  
(Constructed responses)

Question 21 in Lessons 1 through 10 and question 51 in the Practice Test and the optional Pretest are open-ended writing questions. Students write their responses on a separate piece of paper.

**What is the correction procedure for the lessons, the Practice Test, and the optional Pretest?**

For the best results, correct each lesson orally with students after completion. The answers for the multiple-choice questions (questions 1–20 in Lessons 1 through 10 and questions 1–50 in the Practice Test and the optional Pretest) are on the completed Answer Form on pages 12 and 13 of this teacher guide. Explain concepts that students may not fully understand and encourage

them to discuss the thought processes they used to answer the questions. When answers are incorrect, help students understand why their reasoning was faulty. Students sometimes answer incorrectly because of a range of misconceptions about the strategy required to answer the question. Discussing why the choices are incorrect will help students review and clarify the overall content related to a question. Allow time for students to share strategies for solving the various question types.

The last question (question 21 in Lessons 1 through 10 and question 51 in the Practice Test and optional Pretest) requires a constructed response (written response). Constructed responses will vary among students.

Many school systems have developed their own rubrics for evaluating student writing. If your school has its own rubric, use it to evaluate the students' writing. If your school does not have its own rubric, use the rubric on page 4 of this teacher guide. This rubric is similar in content to those suggested for most performance-based tests. If the school rubric has more than or less than 4 points, adjust the denominator on the student Answer Form.

After reading a student's final written work for Lessons 1 through 10, the Practice Test, and the optional Pretest, use the writing rubric to assign the score that most closely matches the student's skills. You may record this score on the student's Answer Form.

It is recommended that correction for the open-response writing activities be done by the teacher, apart from the students. Once scoring is complete, be sure to discuss the responses to each question as a class. You may choose to point out features of a top-scoring constructed response.

---

### **What preparations are needed before the students begin?**

---

Discuss all of the test-taking information listed on the inside cover of the student book. Inform the students that they will come across Testing Tips while doing some of the lessons. Encourage the students to read the tips carefully. These tips will help to improve test-taking accuracy and speed. Be sure each student knows how to fill in the answer circles. Provide two sharpened pencils and one *TEST READY® Language Arts* book per student. If the Answer Form on pages 37 and 38 is to be used, ask students to detach the form and fill in the personal information section.

**SUGGESTION:** Some students may finish early. You may want students to have a book available to read during the waiting period.

---

### **How can I help my students prepare for writing responses to the open-ended questions?**

---

Many performance-based tests require students to write a paragraph or more about a given topic so that students' writing abilities can be assessed using a rubric. To help prepare students for the open-ended writing questions, you may choose to provide them with a copy of the rubric you will be using to assess their writing. By doing this, students will know how their writing will be assessed, thereby lessening any anxiety that may prevent students from fully focusing on their writing.

You may also choose to review with students the concepts of prewriting, writing, and revising. Provide students with paper to write their drafts. The final draft should be written on another sheet of paper.

---

### **How should I use the results of *TEST READY® Language Arts*?**

---

*TEST READY Language Arts* provides language-arts review and test-taking practice. It can be a useful diagnostic tool to identify language skills that need further study and reinforcement. You may choose to provide remediation in deficient areas before administering the standardized test or proficiency test.

---

### **How can I use the results of *TEST READY® Language Arts* to establish a student's language-arts needs?**

---

Matching student responses with the Scope and Sequence, on page 5 of this teacher guide, is your first step in establishing a student's language-arts needs. The Scope and Sequence helps you identify the types of questions a student answered correctly and incorrectly, which, in turn, helps you determine the student's strengths and weaknesses. Add to this information what you already know about the student's performance from classroom observations. Use this combined information to help improve a student's overall language-arts proficiency.

---

### **Are there any factors that I should consider in preparing my students for testing situations?**

---

A student's attitude toward test taking can affect performance on standardized tests and proficiency tests. Diffusing test anxiety is often possible when students experience success with content and format similar to those in actual tests. Making sure that all students complete *TEST READY Language Arts* with a feeling of accomplishment is one of the most effective preparations for standardized-test and proficiency-test situations.

# SCOPE AND SEQUENCE

Skill	Lesson and Question
<b>Spelling</b>	
identifying correct spellings in cloze activities	<b>2</b> (1–10); <b>5</b> (1–10); <b>8</b> (1–10); <b>PT</b> (1–6)
identifying possible misspellings in word lists	<b>3</b> (1–10); <b>6</b> (1–10); <b>9</b> (1–10); <b>OP</b> (1–6)
proofreading for misspellings in sentences	<b>1</b> (1–10); <b>4</b> (1–10); <b>7</b> (1–10); <b>10</b> (1–10)
<b>Language</b>	
using capital letters	<b>1</b> (11–15); <b>PT</b> (7–10); <b>OP</b> (7–10)
using commas	<b>2</b> (11–15)
using end marks	<b>3</b> (11–15); <b>PT</b> (11–14); <b>OP</b> (11–14)
identifying correct use of capitalization and punctuation	<b>4</b> (11–15); <b>5</b> (11–15); <b>7</b> (11–15); <b>PT</b> (15–21); <b>OP</b> (15–21)
identifying correctly written complete sentences	<b>1</b> (16–20); <b>6</b> (11–15); <b>PT</b> (27–31); <b>OP</b> (27–31)
using pronouns	<b>8</b> (11–15); <b>9</b> (11–15); <b>PT</b> (22–26); <b>OP</b> (22–26)
expression	<b>10</b> (11–15); <b>PT</b> (32–37); <b>OP</b> (32–37)
identifying simple subject	<b>2</b> (16–20); <b>PT</b> (38–40); <b>OP</b> (38–40)
identifying simple predicate	<b>3</b> (16–20); <b>PT</b> (41–43); <b>OP</b> (41–43)
combining sentences	<b>4</b> (16–20); <b>PT</b> (44–45); <b>OP</b> (44–45)
identifying topic sentence	<b>5</b> (16–20); <b>PT</b> (46–47); <b>OP</b> (46–47)
identifying details that support topic sentence	<b>6</b> (16–18); <b>7</b> (16–20); <b>PT</b> (49–50); <b>OP</b> (49–50)
identifying extraneous information in a paragraph	<b>6</b> (19–20); <b>PT</b> (48); <b>OP</b> (48)
using a table of contents	<b>8</b> (16–20)
using library skills	<b>9</b> (18)
using resources	<b>9</b> (16–17, 19)
using a dictionary to determine meaning in context	<b>9</b> (20)
using a dictionary	<b>10</b> (16–20)

**NOTE:** The boldfaced number in a set indicates the lesson. The numbers in parentheses indicate the questions. **PT** = Practice Test; **OP** = Optional Pretest