

A Quick-Study® Program

Book

1

# TEST... READY®

– PLUS –  
READING

- **REVIEWS**  
*Key Concepts in  
Reading Comprehension*
- **PROVIDES**  
*Practice Answering a Variety  
of Comprehension Questions*
- **STRENGTHENS**  
*Critical-Thinking Skills*
- **DEVELOPS**  
*Test-Taking Skills*
- **IMPROVES**  
*Reading Comprehension  
Assessment Scores*

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

 CURRICULUM ASSOCIATES®, Inc.

## Student Performance Chart

	Number Correct	Percent Correct
<b>Lesson 1</b>	10	%
<b>Lesson 2</b>	10	%
<b>Lesson 3</b>	10	%
<b>Lesson 4</b>	10	%
<b>Lesson 5</b>	10	%
<b>Lesson 6</b>	10	%
<b>Lesson 7</b>	10	%
<b>Lesson 8</b>	10	%
	<b>Average (Lessons 1–8)</b>	%
<b>Practice Test</b>	15	%

ISBN 0-7609-3027-9

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North Billerica, MA 01862

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## For the Student

You will be doing some work in this reading book. Part of the time you will work with your teacher. The rest of the time you will work by yourself.

When you work with your teacher, listen carefully to what your teacher says. When you work by yourself, follow your teacher's directions. Then think about each example and mark the answer. When the directions tell you to STOP, go no further. Wait for your teacher to tell you what to do next.

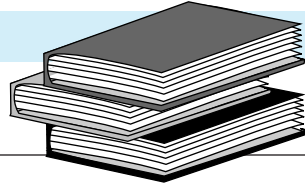
Before you begin your work, your teacher will show you how to mark your answers.

## Some Testing Tips

- Listen carefully to all directions.
- Think about what you are reading.
- Read all answer choices before choosing one answer.
- Check each answer to be sure it makes sense.

This **TEST READY® PLUS Reading** book was prepared for students by Deborah Adcock.

Illustrated by Leslie Alfred McGrath & Lisa Greenleaf



## Part One

## Picture Reading



1. Andy is \_\_\_\_\_ a book.  
Ⓐ reading      Ⓑ writing      Ⓒ reaching
2. His dog Ralph is \_\_\_\_\_ his baseball glove.  
Ⓐ dropping      Ⓑ holding      Ⓒ helping
3. Ralph wants to \_\_\_\_\_ with Andy.  
Ⓐ play      Ⓑ read      Ⓒ plan



4. Lin's \_\_\_\_\_ was called off for today.

- Ⓐ goal      Ⓑ game      Ⓒ team

5. It has been \_\_\_\_\_ for days and days.

- Ⓐ running      Ⓑ sunny      Ⓒ raining

6. The \_\_\_\_\_ is too wet to play on.

- Ⓐ friend      Ⓑ field      Ⓒ street

**STOP.....**



## Part Two



### Reading a Story

May and Mia are alike in many ways. They are both six years old. They were born on the same day. May and Mia both live in the same house.

May and Mia are also different in many ways. May likes to skip rope. Mia does not. Mia likes to play baseball. May does not.

May and Mia go to the same school. They have different teachers. Sometimes their teachers cannot tell who is May and who is Mia. But the two girls know how to tell each other apart. May has a freckle on one ear. Mia does not.

**7. Mia likes to**

- Ⓐ draw pictures
- Ⓑ play baseball
- Ⓒ skip rope

**8. You can tell that May and Mia are**

- Ⓐ brothers
- Ⓑ twins
- Ⓒ neighbors

**9. How old will Mia be on her next birthday?**

- Ⓐ Five
- Ⓑ Six
- Ⓒ Seven

**10. How are May and Mia different?**

- Ⓐ May has a freckle on her ear.
- Ⓑ Mia is older.
- Ⓒ May lives in a different house.



# TEACHER GUIDE

Book

# 1

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*Critical Thinking Skills*
- **DEVELOPS**  
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- **IMPROVES**  
*Reading Comprehension Assessment Scores*



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ISBN 0-7609-3037-6

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## For the Teacher

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### What is **TEST READY® PLUS Reading**?

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**TEST READY PLUS Reading** is a review program that provides practice in test-taking skills in reading comprehension. This ten-level program is designed for students in grades K through 9–10. Books 2 through Advanced are 40-page books. Books K and 1 are 48-page books.

Books 2 through Advanced have eight lessons, a Practice Test, an Answer Form, and a Student Performance Chart. Books 2 through Advanced also provide practice with open-ended writing tasks. Book 1 has eight lessons, a Practice Test, an Answer Form, and a Student Performance Chart. Book K has eight lessons, a Practice Test, and a Student Performance Chart. Students do not use a separate Answer Form in Book K. Books K through 2 require direct teacher instruction. The scripted text for administering the optional Pretest, the eight lessons, and the Practice Test are included in this teacher guide on pages 6–12.

- Lessons 1 through 8 provide practice in answering questions related to reading comprehension and higher-order thinking skills. Refer to the Scope and Sequence on page 21 for a list of question types.
- The Practice Test provides practice with the concepts and skills reviewed in each lesson. The Practice Test allows students the opportunity to experience the test-taking process.
- The Answer Form provides students with the opportunity to record answers on a form similar to the ones used with most standardized tests.
- The Student Performance Chart, on the inside front cover of the student book, provides students with a chart for recording their progress after they complete each of the eight lessons and the Practice Test.
- **TEST READY PLUS Reading, Book 1**, reviews reading skills introduced and developed in grade 1.

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### How does **TEST READY® PLUS Reading, Book 1**, correlate to major standardized tests and proficiency tests?

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Major standardized tests vary in content, format, and level of difficulty. **TEST READY PLUS Reading** provides practice with a variety of widely used test formats and a broad range of grade-appropriate reading skills that major standardized tests and proficiency tests evaluate.

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### How does **TEST READY® PLUS Reading, Book 1**, correlate to standard reading curriculum?

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Topics included in each lesson of **TEST READY PLUS Reading, Book 1**, reflect the major content and skill areas in the grade 1 reading curriculum.

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### Who should use **TEST READY® PLUS Reading, Book 1**?

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**TEST READY PLUS Reading, Book 1**, is appropriate for use

- with first-grade students preparing for standardized tests and proficiency tests.
- with second-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 1 reading.

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## How do I introduce my students to *TEST READY® PLUS Reading*?

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- Read to the students all the information on page 1 of the student book. Ask students to listen carefully to the Testing Tips. Suggest that they use these tips as often as necessary as they work through the book.
- Be sure each student knows how to fill in the answer circles.
- Explain to students that you will be timing them as they complete the questions in the book, just as you would for a standardized-testing or proficiency-testing situation. Advise them of the amount of time they will have to complete each lesson part.

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

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Provide two sharpened pencils and one *TEST READY PLUS Reading* book per student. If using the Answer Form on pages 39 and 40, ask students to detach the form and fill in the personal information section.

Discuss the proper procedure for erasing, following the instructions in the standardized test or proficiency test that students will be taking.

Use a stop watch to time the tests accurately. Students stop after completing Part One and before beginning Part Two. Tell students that you will write the time on the chalkboard 15 minutes after they have begun Part One to warn them that they have 10 minutes left. Do the same when students are completing Part Two, writing the time on the chalkboard 15 minutes after they have begun Part Two to warn them that they have 5 minutes left. Stop students at the end of each allocated time.

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## Should I time all the lessons as well as the Practice Test and optional Pretest?

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Whether you time all the lessons, the Practice Test, and the optional Pretest depends upon your goals for using *TEST READY PLUS Reading*. 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 may want to time all the lessons (or parts of each lesson), the Practice Test, and the optional Pretest using the suggested time limits that follow.

If you are concerned equally with building reading comprehension and practicing testing formats, you may want to use the lessons as an instructional component, allowing students enough time to answer the lesson questions thoughtfully. You would then time only the Practice Test and the optional Pretest following the suggested time limit.

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## Where do students record their answers?

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Students record answers in one of two places:

1. on the book page under each test item
2. on the Answer Form on pages 39 and 40

Choose the answer format that is compatible with the standardized or proficiency test that students will be taking.

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## How much time is required to complete *TEST READY® PLUS Reading, Book 1*?

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Each of the eight lessons requires 65 minutes for completion, correction, and discussion. The Practice Test requires 45 minutes.

When using *TEST READY PLUS Reading* as preparation for standardized tests and proficiency tests, begin the program at least 9 days prior to the scheduled test date if allocating about one hour of class time per day or 17 days if allocating about one-half hour per day. (Allow 10 days or 19 days if you include the optional Pretest.)

### *Total Test-Taking Time and Suggestions for Allotting Class Time*

Lessons 1–8	Suggested Time
Part One	25 minutes
Part Two	20 minutes
Correction and Discussion	20 minutes

Tests	Suggested Time
Practice Test	25 minutes
Optional Pretest (in Teacher Guide)	25 minutes
Correction and Discussion of Each Test	20 minutes

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## What is the correction procedure?

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After students complete each lesson, you should allot 20 minutes of class time to review and discuss the answers to the questions. Explain concepts that may not be fully understood. Encourage students to discuss the thought process they used to answer the questions. When answers are incorrect, help students understand why their reasoning was not correct. Because incorrect answer choices on the test usually include a range of misconceptions about the topic, 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 answering different question types and formats. For the best results, correct each lesson orally with students immediately following its completion.

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## How should I use the results of *TEST READY® PLUS Reading*?

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*TEST READY PLUS Reading* provides reading comprehension review and can be a useful diagnostic tool to identify concepts and skills that need further study and reinforcement in reading. You may choose to provide remediation in deficient areas before administering the standardized test or proficiency test.

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**How can I use the results of *TEST READY® PLUS Reading* to establish a student's reading needs?**

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Matching student responses with the Scope and Sequence chart on page 21 of the teacher guide is your first step in establishing a student's reading needs. The Scope and Sequence helps to identify the types of questions a student answered correctly and incorrectly. This information helps determine the student's strengths and weaknesses in reading comprehension. In addition to this information, add what you already know about the student's reading performance from classroom observations. Once all this information has been gathered, use the Profiles of Three Types of Readers on page 5 of the teacher guide to approximate the student's reading ability at this time. The Profiles of Three Types of Readers lists the criteria for identifying an effective reader, a basic reader, and a disabled reader.

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

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Attitude toward test taking can affect a student's ability to perform 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 PLUS Reading* with a feeling of accomplishment is one of the most effective preparations for standardized-test and proficiency-test situations.

# Scope and Sequence

## Basic Reading Skills

Question Type	Lesson and Question
Finding Main Idea (stated and implied)	<b>4</b> (10); <b>PT</b> (14); <b>OP</b> (14)
Recalling Facts and Details	<b>1</b> (2, 5, 7, 9); <b>2</b> (7, 9); <b>3</b> (7); <b>4</b> (9); <b>5</b> (7–10); <b>6</b> (7); <b>7</b> (8, 10); <b>8</b> (7, 9, 10); <b>PT</b> (13); <b>OP</b> (13)
Understanding Sequence	<b>1</b> (1, 4); <b>4</b> (7); <b>7</b> (7)
Using Print and Context Clues to Find Meaning	<b>2</b> (1–6); <b>3</b> (1–6); <b>6</b> (1–6); <b>8</b> (1–6); <b>PT</b> (1–4); <b>OP</b> (1–4)
Identifying Picture Descriptions	<b>4</b> (1–3); <b>PT</b> (5, 6); <b>OP</b> (5, 6)
Interpreting Events from Pictures	<b>4</b> (4–6); <b>5</b> (1–6); <b>7</b> (1–6); <b>PT</b> (7–11); <b>OP</b> (7–11)

## Advanced Reading Skills

Question Type	Lesson and Question
Making Predictions	<b>1</b> (6); <b>6</b> (9); <b>PT</b> (15); <b>OP</b> (15)
Drawing Conclusions	<b>1</b> (3, 8, 10); <b>2</b> (8); <b>3</b> (8, 9); <b>6</b> (10); <b>7</b> (9); <b>8</b> (9); <b>PT</b> (12); <b>OP</b> (12)
Recognizing Cause and Effect	<b>4</b> (8); <b>6</b> (8); <b>8</b> (8)
Comparing and Contrasting	<b>3</b> (10)
Analyzing Literary Forms	<b>2</b> (10)

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