

A Quick-Study® Program

Book

4

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.

For the Student





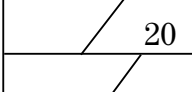
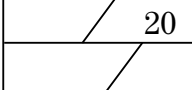

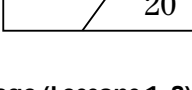

TEST READY® PLUS Reading is a review program that provides practice in test-taking skills. The program can be completed in eighteen days or fewer. Your teacher will provide you with directions for doing the lessons and recording the answers. Your teacher will also tell you when to begin work on each 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 PLUS Reading** lessons, use the **Testing Tips** below. Read these helpful tips carefully. They can make you a better test taker. After each lesson and the Practice Test, record your results on the **Student Performance Chart** on this page. Your teacher will show you how to determine percentages if you need help.

Testing Tips

- Read each direction carefully. Be sure you know what you are being asked to do.
- Read all phrases, sentences, or passages in the item carefully before choosing an answer.
- Before answering an item, be sure to read all the answer choices first.
- Check your answer to be sure it makes sense.
- Make sure you fill in the correct letter choices on the answer form (or in the book, if directed by your teacher).

Student Performance Chart

	Number Correct	Percent Correct
Lesson 1		%
Lesson 2		%
Lesson 3		%
Lesson 4		%
Lesson 5		%
Lesson 6		%
Lesson 7		%
Lesson 8		%
	Average (Lessons 1–8)	%
Practice Test		%

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

Illustrated by Leslie Alfred McGrath

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North Billerica, MA 01862

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

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

E-mail: cainfo@curriculumassociates.com

Web: www.curriculumassociates.com

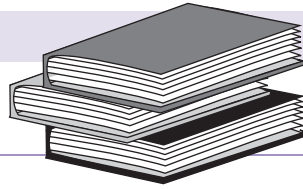
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15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Lesson 1



Part One

Reading a Notice

Read this notice about a school band and chorus. Then answer questions about the letter. Choose the best answer for Numbers 1 through 20.

Washington Elementary School Band and Chorus

Come one, come all,
and join the crew.
The Band and Chorus
is the place for you.

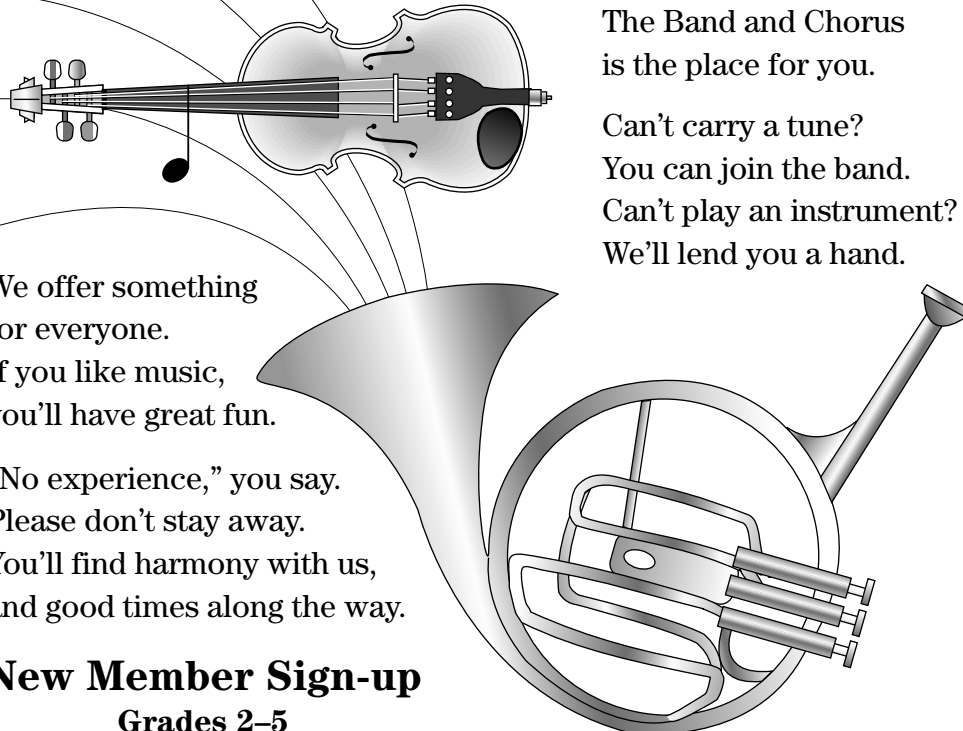
Can't carry a tune?
You can join the band.
Can't play an instrument?
We'll lend you a hand.

We offer something
for everyone.
If you like music,
you'll have great fun.

"No experience," you say.
Please don't stay away.
You'll find harmony with us,
and good times along the way.

New Member Sign-up
Grades 2-5
Tuesday, March 4

Meet us after school in the music room. We'll give you details about the band and chorus programs. Find out where, when, and how often we practice. If you are interested in instrument lessons, please pick up the necessary forms. Take the time to watch a video of past performances. Feel free to ask questions or give comments. Join now and make some new friends. You'll be glad you came!



1. **This notice would be *most* helpful to someone who —**
- Ⓐ likes to paint
 - Ⓑ enjoys dancing
 - Ⓒ wants to learn about math
 - Ⓓ plays the tuba
2. **Which of these is an *opinion* in this notice?**
- Ⓐ Sign up on March 4.
 - Ⓑ Come learn about music.
 - Ⓒ You'll be glad you came.
 - Ⓓ Please don't stay away.
3. **Which of these would best fit in the notice?**
- Ⓐ Need help reading? We've got what you're needing!
 - Ⓑ If you like to run, we'll have some fun.
 - Ⓒ Got the beat? Come tap your feet!
 - Ⓓ Like to fish? We'll grant your wish.
4. **The notice was written in order to —**
- Ⓐ show how to write a clever poem
 - Ⓑ describe how to play an instrument
 - Ⓒ encourage students to join Band and Chorus
 - Ⓓ teach about music in an entertaining way
5. **A reader of this notice who has no experience should —**
- Ⓐ learn to play an instrument
 - Ⓑ sign up for another activity
 - Ⓒ come and sign up anyway
 - Ⓓ get some experience
6. **To sign up for Band or Chorus, the only thing that matters is one's —**
- Ⓐ friends
 - Ⓑ size
 - Ⓒ grade
 - Ⓓ experience
7. **In this notice, the words "carry a tune" refer to —**
- Ⓐ belonging to a club
 - Ⓑ singing
 - Ⓒ playing an instrument
 - Ⓓ dancing
8. **At the sign-up, students will most likely —**
- Ⓐ get a homework assignment
 - Ⓑ read a book
 - Ⓒ learn to play an instrument
 - Ⓓ see a video of a holiday show
9. **The notice does *not* include information about —**
- Ⓐ who can join Band and Chorus
 - Ⓑ where to sign up to join Band and Chorus
 - Ⓒ why someone should join Band and Chorus
 - Ⓓ how often members of Band and Chorus practice

10. Where is the new member sign-up being held?

- Ⓐ In the school gym
- Ⓑ In the band room
- Ⓒ In the music teacher's office
- Ⓓ In the music room

11. The tone of the poem in the notice suggests that Band and Chorus is —

- Ⓐ demanding and difficult
- Ⓑ warm and friendly
- Ⓒ cold and unfeeling
- Ⓓ eventful and amusing

12. The notice says that new members are sure to have fun if they —

- Ⓐ know how to play an instrument
- Ⓑ like music
- Ⓒ have a friend in the band
- Ⓓ like hard work

13. The words “you’ll find harmony with us” mean that a new member will probably —

- Ⓐ be able to play an instrument better than ever
- Ⓑ become a great singer
- Ⓒ learn the words to new songs
- Ⓓ feel like one of the group

14. Students who want to take instrument lessons should —

- Ⓐ watch a video
- Ⓑ be able to carry a tune
- Ⓒ ask questions or give comments
- Ⓓ pick up necessary forms

15. You would most likely see this notice —

- Ⓐ on a school bulletin board
- Ⓑ in a magazine
- Ⓒ at a local store
- Ⓓ a newspaper classified ad section

16. Which of these is the best summary of the notice?

- Ⓐ At the new member sign-up, students can watch a video tape of a past performance.
- Ⓑ Students can join Band and Chorus even if they have no experience.
- Ⓒ All students are invited to join Band and Chorus, where they will make friends, learn about music, and have fun.
- Ⓓ Students can sign up for instrument lessons if they want to join Band and Chorus.

- 17. In order to answer question 16, the best thing to do is —**
- Ⓐ think about every detail the notice states
 - Ⓑ think about the most important ideas in the notice
 - Ⓒ look up the meanings of any new words
 - Ⓓ reread the first sentence in each paragraph

- 18. Which of these is a question someone might ask at sign up?**
- Ⓐ “How do I play a song on the flute?”
 - Ⓑ “How many friends will I make if I join Band and Chorus?”
 - Ⓒ “How many band performances take place during the school year?”
 - Ⓓ “How many keys are on a piano keyboard?”

- 19. The notice uses different sizes of letters in order to —**
- Ⓐ help you read the words
 - Ⓑ get you to show the notice to your friends
 - Ⓒ show you how important Band and Chorus is
 - Ⓓ get your attention
- 20. Which words in this notice show that new band members will get all the help they need?**
- Ⓐ “Can’t carry a tune? You can join the band.”
 - Ⓑ “Can’t play an instrument? We’ll lend you a hand.”
 - Ⓒ “Meet us after school in the music room.”
 - Ⓓ “Take the time to watch a video of past performances.”

STOP..... 

Part Two

Writing

Most of this notice was written as a poem. Write four new lines that could be added to the notice. Be sure that the second and fourth lines rhyme.

STOP..... 

TEACHER GUIDE

Book

4

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Author

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

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For the Teacher

What is **TEST READY® PLUS Reading**?

TEST READY PLUS Reading is a review program that provides practice in test-taking skills in reading comprehension and open-ended writing tasks. This seven-level program is designed for students in grades 2 through 8. Each **TEST READY PLUS Reading** level is a 40-page book of eight lessons, a Practice Test, an Answer Form, and a Student Performance Chart.

- Lessons 1 through 8 provide practice in answering questions related to reading comprehension and higher-order thinking skills, including recalling information, constructing meaning, interpreting fact and opinion, evaluating and extending meaning, evaluating literary forms, and identifying word origins, as well as completing analogies. Refer to the Scope and Sequence on page 14 for a list of question types.
Lessons 1 through 8 also provide practice with open-ended writing tasks. Students are given a prompt about which they must write a brief narrative or expository paragraph.
- 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, provides students with a chart for recording their progress after they complete each of the eight lessons and the Practice Test. The scores for the open-ended questions are not recorded on the chart.
- **TEST READY PLUS Reading, Book 4**, reviews reading skills introduced and developed in grade 4.

How does **TEST READY® PLUS Reading, Book 4**, correlate to major standardized tests and proficiency tests?

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.

How does **TEST READY® PLUS Reading, Book 4**, correlate to standard reading curriculum?

Topics included in each lesson of **TEST READY PLUS Reading** reflect the major content and skill areas in the grade 4 reading curriculum. Reading selections include such genres as narratives, informational text, poetry, biographies, letters, notices, directions, and tall tales.

Who should use **TEST READY® PLUS Reading, Book 4**?

TEST READY PLUS Reading, 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 reading.

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

- Discuss all the information on the inside front cover of the student book. Ask students to pay particular attention to the Testing Tips. Suggest that they refer to 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.

How can I help my students prepare for the open-ended writing tasks?

Many performance-based tests require students to write a paragraph about a given topic so that their writing abilities can be evaluated using a rubric. To help prepare students for Part Two of *TEST READY PLUS Reading*, you may provide them with copies of the reproducibles Steps for Writing a Narrative Paragraph and Steps for Writing an Expository Paragraph on pages 5 and 6 of the Teacher Guide. Review the concepts of prewriting, writing, revising, editing, and publishing with students. Discuss the components of each step as outlined on each reproducible. Allow students to keep copies of these steps at hand when completing Part Two of Lessons 1 through 8. Also, provide students with scrap paper for writing their drafts. The final draft should be written on the lines provided below the writing prompt.

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

Provide two sharpened pencils and one *TEST READY PLUS Reading* book per student. If using the Answer Form on pages 37 and 38, 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.

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

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.

Where do students record their answers?

Part One

Students record 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

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

Part Two

Part Two of the lessons provides space for students to write their final writing draft. If students need more writing space, provide them with additional paper.

How much time is required to complete *TEST READY® PLUS Reading*?

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 18 days if allocating about one-half hour per day. (Allow 10 days or 20 days if you include the optional Pretest.)

Total Test-Taking Time and Suggestions for Allotting Class Time

Lessons 1–8	Suggested Time
Part One Comprehension	25 minutes
Part Two Open-ended Writing	20 minutes
Correction and Discussion of Part One	20 minutes

Tests	Suggested Time
Practice Test	
Part One Comprehension	25 minutes
Part Two Open-ended Writing	20 minutes
Optional Pretest	
Part One Comprehension	25 minutes
Part Two Open-ended Writing	20 minutes
Correction and Discussion of Each Test	20 minutes

What is the correction procedure for Part One?

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.

What is the correction procedure for Part Two?

Many school systems have developed their own rubrics for evaluating student writing. If your school has its own rubric, use it to evaluate student writing for Part Two of *TEST READY PLUS Reading*. If your school does not have its own rubric, you may use one of the two that are on pages 7 and 8 of the Teacher Guide. Both rubrics are similar in content and concept to those used in most schools and those suggested for performance-based tests. *Use of either rubric is optional, depending on the kind of test for which you are preparing your students.*

The scoring rubrics are designed to allow you to assess several aspects of a student's writing, not just his or her final written product. Optional Scoring Rubric 1 contains writing criteria in three categories: content, style, and mechanics. Each category may be granted 1 to 3 points, the 3 being reserved for writing of the highest level in each category. Optional Scoring Rubric 2 contains criteria that appear in the three categories of Rubric 1; however, the criteria are not categorized. The writing is evaluated according to the mixed criteria listed in five ranges, 0–4. If the writing excels, the rating is 4.

After reading a student's final written work for Lessons 1 through 8, use the scoring rubric to assign the rating that most closely matches the student's skills.

It is recommended that correction for Part Two be done by you, apart from students. You may choose to discuss Part Two in class with students, engaging volunteers to share their writing samples with the class.

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

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 both reading and writing. 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® PLUS Reading* to establish a student's reading needs?

Matching student responses with the Scope and Sequence chart on page 14 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 9 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.

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

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)	2 (19); 3 (4, 14); 4 (3, 7); 6 (1, 2, 19); 7 (10, 16); 8 (17, 20); PT (7, 11); OP (7, 11)
Recalling Facts and Details	1 (5, 6, 9, 10, 14); 2 (7, 11, 13, 20); 3 (3, 6, 11, 18); 4 (2, 4, 6, 9, 10, 19); 5 (1, 15); 6 (4, 5, 12, 17, 18); 7 (1, 2, 4, 17, 18); 8 (4, 5, 7, 11, 17); PT (3, 4, 8, 14); OP (3, 4, 8, 14)
Understanding Sequence	2 (5); 3 (16); 5 (4); 6 (6, 16)
Establishing Setting	3 (2, 13); 7 (6)
Following Directions	2 (3,16)
Finding Word Meaning in Context	2 (2); 3 (19); 4 (11); 5 (9); 6 (14); 7 (5, 20); 8 (2, 14); PT (12); OP (12)

Advanced Reading Skills

Question Type	Lesson and Question
Making Predictions	1 (8, 18); 4 (14); 5 (11, 20); 6 (13); PT (17); OP (17)
Drawing Conclusions/Making Inferences	1 (1, 11, 20); 2 (1, 4, 6, 8, 12); 3 (1, 7, 17); 4 (1, 5, 15); 5 (6, 8, 12, 16); 6 (7, 9, 11, 20); 7 (3, 9, 13, 14, 19); 8 (6, 12, 13); PT (1, 5, 13, 19); OP (1, 5, 13, 19)
Recognizing Cause and Effect	1 (12); 3 (5, 10); 5 (19); 8 (9, 16)
Understanding Problem and Solution	5 (3, 17); 6 (15); PT (2); OP (2)
Distinguishing Between Fact and Opinion	1 (2); 2 (17); 5 (10); PT (10); OP (10)
Comparing and Contrasting	3 (9, 12); 4 (8, 12); 6 (3); 7 (12); PT (20); OP (20)
Analyzing Literary Forms	1 (3, 15, 19); 2 (9, 18); 3 (8, 15); 4 (17); 5 (2, 7, 18); 7 (7); 8 (3, 8) PT (16); OP (16)
Interpreting Figurative Language	1 (7, 13); 6 (8); 7 (8, 11); PT (15); OP (15)
Evaluating Intent	1 (4); 4 (20); 5 (5, 13); 8 (1, 10); PT (9); OP (9)
Summarizing	1 (16); 3 (20); 6 (10)
Identifying Comprehension Strategies	1 (17); 2 (14, 15); 4 (13, 16, 18); 5 (14); 8 (15, 18); PT (18); OP (18)
Interpreting Graphic Aids	2 (10); 7 (15); 8 (19); PT (6); OP (6)

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