

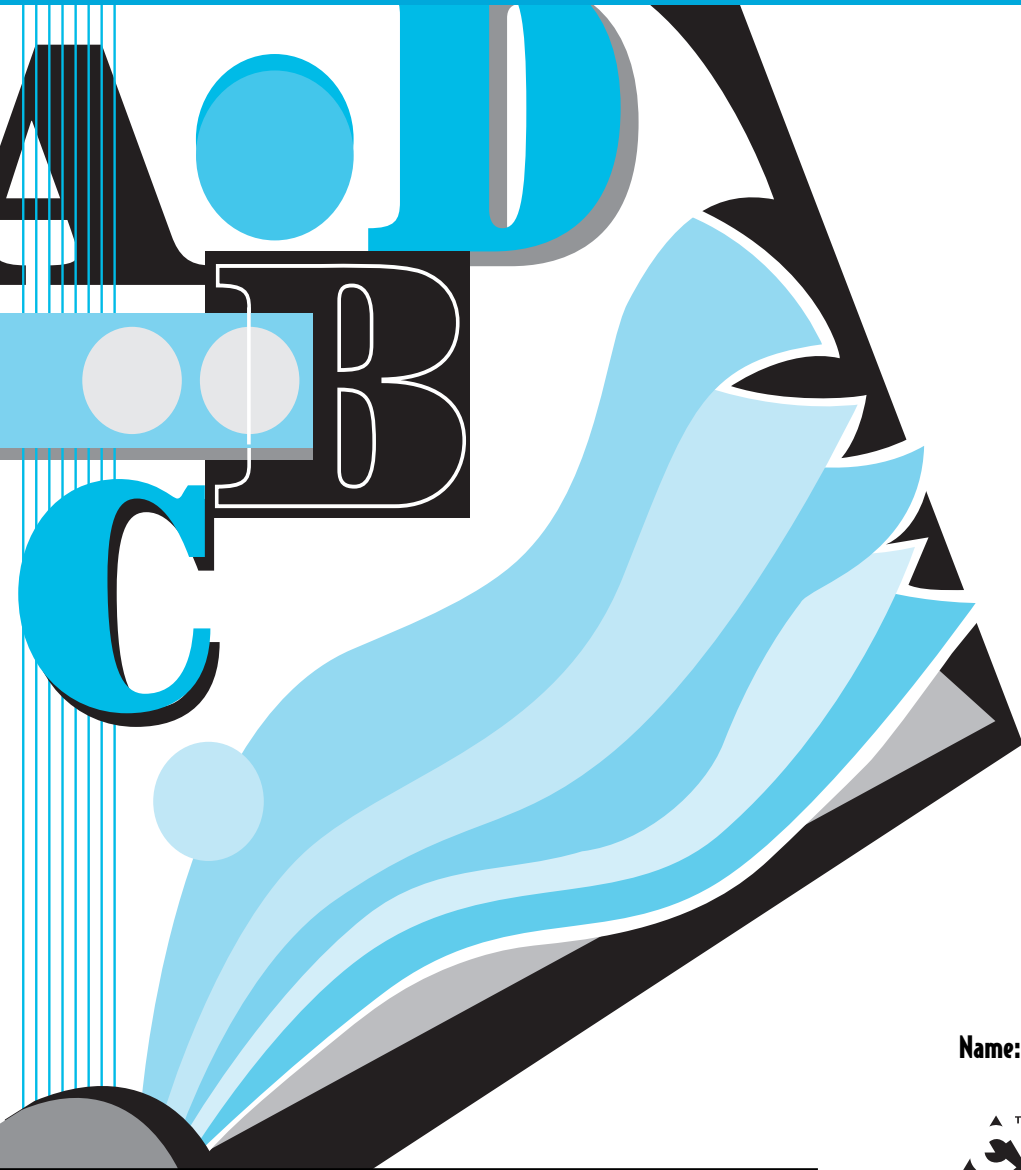
A Quick-Study® Program

Book

1

# TEST... READY®

READING AND  
VOCABULARY



- **REVIEWS**  
*Key Comprehension Concepts*
- **PROVIDES**  
*Problem-Solving Practice*
- **DEVELOPS**  
*Test-Taking Skills*
- **IMPROVES**  
*Reading and Vocabulary Assessment Scores*

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



**CURRICULUM ASSOCIATES®**, Inc.

## 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 direction tells 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® Reading and Vocabulary** book was prepared for students by Deborah Adcock.

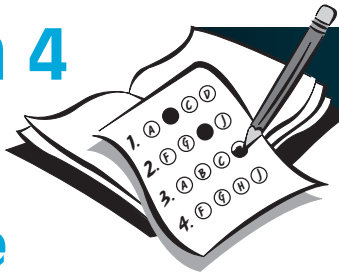
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# Lesson 4



## Part One

### Word Skills

1.    (A) came                      (B) sack                      (C) not
2.    (A) sit                            (B) hear                      (C) line
3.    (A) hose                        (B) stop                      (C) tire
4.    (A) fine                         (B) long                      (C) seed
5.    (A) than                        (B) deer                      (C) hill

STOP .....



## Part Two

### Vocabulary

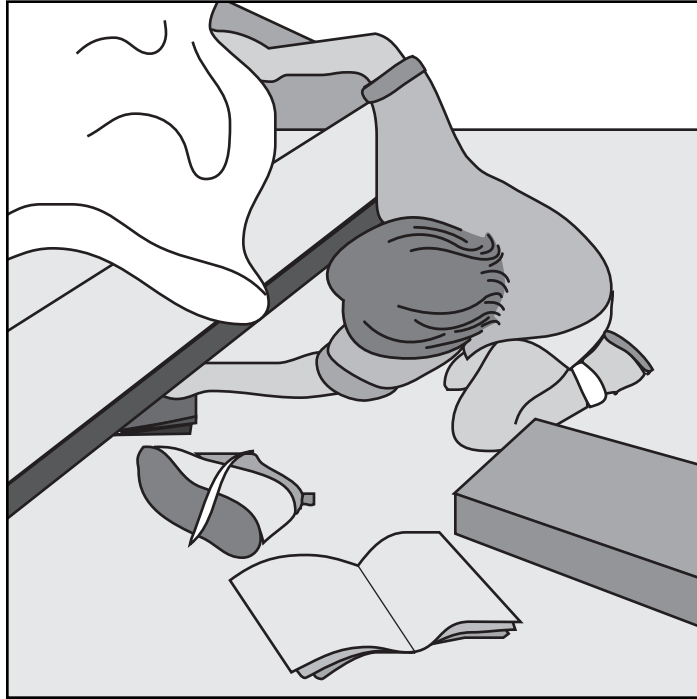
6. **Jill has many friends.**  
  (A) few                      (B) lots of                      (C) some
7. **The frog jumped out of my hand.**  
  (A) crawled                      (B) slipped                      (C) hopped
8. **We will paint the seats.**  
  (A) stands                      (B) chairs                      (C) tables
9. **The children are good helpers.**  
  (A) people                      (B) students                      (C) workers
10. **I will return the book.**  
  (A) read                      (B) give back                      (C) take away

STOP .....



## Part Three

### Comprehension Reading Pictures



11. Nan is \_\_\_\_\_ for a lost book.

- Ⓐ leaping      Ⓑ writing      Ⓒ looking

12. She can't \_\_\_\_\_ the book anywhere.

- Ⓐ reach      Ⓑ find      Ⓒ read

13. Nan must \_\_\_\_\_ it back to the library today.

- Ⓐ leave      Ⓑ take      Ⓒ hold

STOP .....



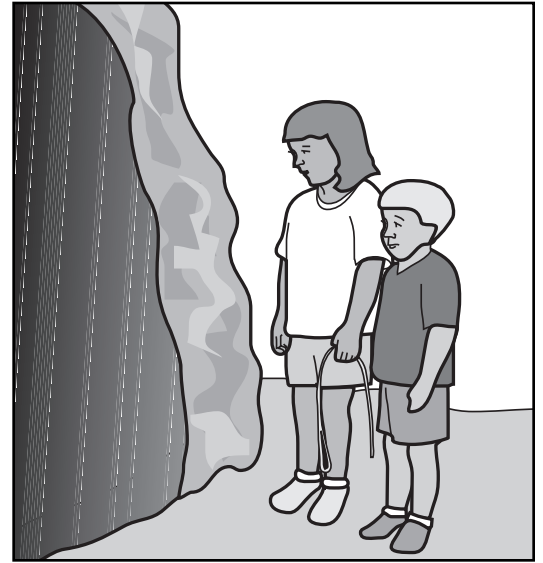
## Part Four

### Comprehension Reading a Story

Ted and his mother were looking for their lost dog. They had looked everywhere for Max. Soon they came to a cave. “Max might be in there,” said Ted.

They looked in the opening of the cave. “You go first Mom,” said Ted.

Mom walked inside slowly. Ted followed. The cave was very dark. “Max, are you in here?” Mom called. Suddenly they heard a bark.



**14. Why did Ted and his mother go into the cave?**

- Ⓐ To pick flowers
- Ⓑ To look for their dog
- Ⓒ To plan a party

**15. Ted and his mother knew the dog was in the cave when**

- Ⓐ they saw the dog go in
- Ⓑ they put the dog there
- Ⓒ they heard a bark

**STOP .....**



# TEACHER GUIDE

A Quick-Study® Program

# TEST... READY®

## READING AND VOCABULARY



- **REVIEWS**  
*Key Comprehension  
Concepts*
- **PROVIDES**  
*Problem-Solving Practice*
- **DEVELOPS**  
*Test-Taking Skills*
- **IMPROVES**  
*Reading and Vocabulary  
Assessment Scores*

by Deborah Adcock

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## Author

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

## For the Teacher

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### What is **TEST READY® Reading and Vocabulary**?

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**TEST READY Reading and Vocabulary** is a review program that provides practice in test-taking skills in vocabulary and reading comprehension. This eight-level program is designed for students in grades 1 through 8. Each **TEST READY Reading and Vocabulary** level is a 40-page book. Books 3 through 8 have twelve lessons, a Practice Test, and an Answer Form. Books 3 through 8 also provide practice with open-ended writing tasks. Books 1 and 2 have ten lessons, a Practice Test, and an Answer Form. Books 1 and 2 require direct teacher instruction. The scripted text for administering the ten lessons, the Practice Test, and the optional Pretest are included in this teacher guide on pages 5–18.

- Lessons 1 through 10 provide practice in answering questions related to word analysis, vocabulary, and reading comprehension. Refer to the Scope and Sequence on page 28 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.
- **TEST READY Reading and Vocabulary, Book 1**, reviews reading and vocabulary skills introduced and developed in grade 1.

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### How does **TEST READY® Reading and Vocabulary, 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 Reading and Vocabulary** provides practice with a variety of widely used test formats and a broad range of grade-appropriate reading and vocabulary skills that major standardized tests and proficiency tests evaluate.

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

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Topics included in each lesson of **TEST READY Reading and Vocabulary** reflect the major content and skill areas in the grade 1 reading curriculum. Reading selections include such genres as narratives, informational text, and fantasy.

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

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**TEST READY Reading and Vocabulary, 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® Reading and Vocabulary*?

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- Read to students all the information on the inside front cover of the student book. Ask students to listen carefully to the Testing Tips. Suggest that students use these tips as often as necessary as they work through the book. These tips will help to improve test-taking accuracy and speed.
- 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 do I simulate standard test-taking procedures while using *TEST READY® Reading and Vocabulary*?

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Provide two sharpened pencils and one *TEST READY Reading and Vocabulary* 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 each of the four lesson parts. Tell students that you will write the time on the chalkboard 5 minutes after they have begun Part One to warn them that they have 5 minutes left. Do the same when students are completing the remaining three parts, writing the time on the chalkboard 5 minutes after they have begun to warn them that they have 5 minutes left. Stop students at the end of each allocated time.

For the Practice Test and the optional Pretest, tell students that you will write the time on the chalkboard 10 minutes after they have begun Part One to warn them that they have 5 minutes left. Do the same when students are completing each of the remaining three parts, writing the time on the chalkboard 10 minutes after they have begun 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 the optional Pretest?

---

Whether you time all the lessons, the Practice Test, and the optional Pretest depends upon your goals for using *TEST READY Reading and Vocabulary*. If you are interested primarily in getting students used to being timed on a test and providing 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 limits.

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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 beside or under each item
2. on the Answer Form on pages 37 and 38

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

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

Each of the ten lessons requires 40 minutes for completion and 20 minutes for correction and discussion. The Practice Test and optional Pretest each require 60 minutes for completion and 20 minutes for correction and discussion.

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

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

Lessons 1–10	Suggested Time
• Part One Word Skills	10 minutes
• Part Two Vocabulary	10 minutes
• Part Three Comprehension Reading Pictures	10 minutes
• Part Four Comprehension Reading a Story	10 minutes
• Correction and Discussion	20 minutes

Practice Test	Suggested Time
• Part One Word Skills	15 minutes
• Part Two Vocabulary	15 minutes
• Part Three Comprehension Reading Pictures	15 minutes
• Part Four Comprehension Reading a Story	15 minutes
• Correction and Discussion	20 minutes

Optional Pretest (in Teacher Guide)	Suggested Time
• Part One Word Skills	15 minutes
• Part Two Vocabulary	15 minutes
• Part Three Comprehension Reading Pictures	15 minutes
• Part Four Comprehension Reading a Story	15 minutes
• Correction and Discussion	20 minutes

## What is the correction procedure for each lesson?

For the best results, correct each lesson orally with students immediately following its completion. You should allot 20 minutes of class time to review and discuss the answers to the questions. Explain concepts that students may not fully understand. 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.

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

*TEST READY Reading and Vocabulary* provides vocabulary and reading comprehension review and can be a useful diagnostic tool to identify concepts and skills that need further study and reinforcement in reading and vocabulary. 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® Reading and Vocabulary* to establish a student's reading needs?**

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Matching student responses with the Scope and Sequence chart on page 26 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 17 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 Reading and Vocabulary* 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>5</b> (14); <b>8</b> (14); <b>10</b> (15); <b>PT</b> (44); <b>OP</b> (44)
Recalling Facts and Details	<b>1</b> (11, 12, 14, 15); <b>2</b> (11, 12, 14); <b>5</b> (15); <b>7</b> (13); <b>8</b> (13); <b>9</b> (14); <b>PT</b> (45, 46, 47, 49, 50); <b>OP</b> (45, 46, 47, 49, 50)
Understanding Sequence	<b>3</b> (15); <b>6</b> (14); <b>10</b> (13)
Finding Word Meaning in Context	<b>4</b> (11, 12, 13); <b>5</b> (11, 12, 13); <b>PT</b> (30, 31, 32, 41, 42, 43); <b>OP</b> (30, 31, 32, 41, 42, 43)
Using Print and Context Clues to Find Meaning	<b>3</b> (11, 12, 13); <b>PT</b> (26, 27, 28, 29); <b>OP</b> (26, 27, 28, 29)
Identifying Picture Descriptions	<b>6</b> (11, 12, 13); <b>PT</b> (33, 34); <b>OP</b> (33, 34)
Interpreting Events from Pictures	<b>7</b> (11, 12); <b>8</b> (11, 12); <b>9</b> (11, 12, 13); <b>10</b> (11, 12); <b>PT</b> (35, 36, 37, 38, 39, 40); <b>OP</b> (35, 36, 37, 38, 39, 40)

### Advanced Reading Skills

Question Type	Lesson and Question
Making Predictions	<b>7</b> (15)
Drawing Conclusions/Making Inferences	<b>1</b> (13); <b>2</b> (13, 15); <b>3</b> (14); <b>4</b> (15); <b>7</b> (14); <b>9</b> (15); <b>PT</b> (48); <b>OP</b> (48)
Recognizing Cause and Effect	<b>4</b> (14); <b>8</b> (15); <b>10</b> (14)
Distinguishing Between Fantasy and Reality	<b>6</b> (15)

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