

A Quick-Study® Program

Book

4

TEST... ○○●○

READY®

READING AND VOCABULARY



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

Name: _____

For the Student

TEST READY® Reading and Vocabulary is a review program that provides practice in test-taking skills. 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** lessons, you will come across **Testing Tips** like the ones below. Read these helpful tips carefully. They can make you a better test taker.

Testing Tips

- Read each direction carefully. Be sure you know what you are being asked to do.
- Before choosing an answer, read all the answer choices.
- Check your answer to be sure it makes sense.
- Make sure you fill in the correct letter choices on the answer form.

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

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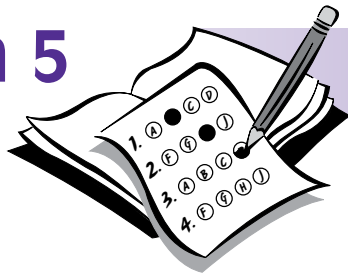
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Lesson 5



Part One

Vocabulary

Read the two sentences. Then choose the word that best completes both sentences.

- 1. I will take a _____ instead of a bath. The sun came out after a brief _____.**
(A) storm (C) moisture
(B) shower (D) drizzle
- 2. Do _____ trees grow in warm places? Hold the coins in the _____ of your hand.**
(A) arm (C) palm
(B) wrist (D) maple
- 3. She wears a _____ ring. They're already on the baseball _____.**
(A) ruby (C) field
(B) rectangle (D) diamond
- 4. The _____ between the numbers is four. There is a small _____ in size.**
(A) sum (C) change
(B) distance (D) difference
- 5. Help me _____ the table. Your meaning is still not _____ to me.**
(A) set (C) understood
(B) clear (D) clean
- 6. Stop making that loud _____. I broke my tennis _____.**
(A) ball (C) court
(B) noise (D) racket
- 7. I pulled the loose _____. Will you _____ the needle?**
(A) thread (C) button
(B) knob (D) hold

- 8. I will be _____ this afternoon.**

The tickets were _____.

- (A) busy (C) active
(B) free (D) costly

For each blank in the paragraph, find the word that best completes the sentence. Use the other words in the paragraph to figure out what word goes in each blank.

Honeybees are always looking for flowers to help make their **9**. When a honeybee finds flowers, she returns to the **10**, where she does what is called a "waggle dance." The honeybee turns from side to side, flaps her **11**, and buzzes. This **12** is actually a way of telling the other bees in the hive where they can find the **13**. When the honeybee's **14** is done, the other bees fly off toward the flowers. They fly in a path so **15** that, today, any straight path is known as a beeline.

- 9.** (A) syrup (C) home
(B) honey (D) juice
- 10.** (A) nest (C) flower
(B) den (D) hive
- 11.** (A) legs (C) wings
(B) arms (D) tail
- 12.** (A) journey (C) fury
(B) dance (D) giggle
- 13.** (A) bees (C) flowers
(B) honey (D) workers
- 14.** (A) work (C) dance
(B) flight (D) buzzing
- 15.** (A) long (C) crooked
(B) short (D) straight

STOP



Part Two

Comprehension

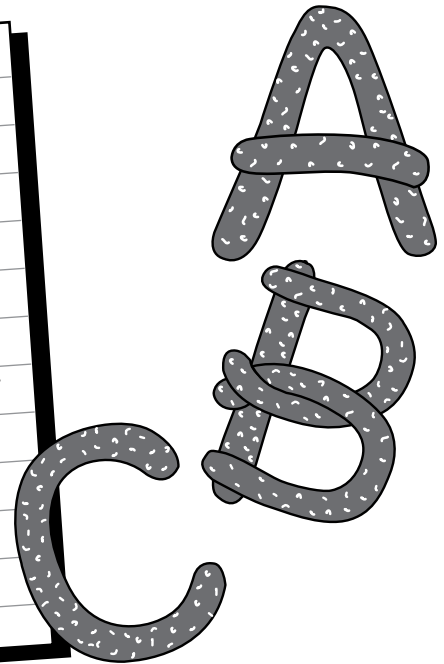
Read this recipe. Then answer the questions about the recipe.
Choose the best answer for Numbers 16 through 20.

My father and I enjoy baking. On weekends, we make all kinds of food for the busy week ahead. My favorite food to bake is alphabet pretzels. They are fun to eat and make a tasty snack. My father likes to make them with me because he says they are “E-Z!”

Alphabet Pretzels

1. Heat the oven to 425°F.
2. Mix 1 package yeast in 1½ cups water.
3. Combine 4 cups flour, 1 tablespoon sugar, and 1 teaspoon salt.
4. Add this mixture to the yeast mixture.
5. Knead the dough on the counter. Add more flour if the dough is too sticky.
6. Break the dough into 26 equal-sized pieces. Shape each piece of dough into an alphabet letter.
7. Sprinkle with large salt crystals.
8. Bake for 20 minutes, or until golden brown.

Makes 2 dozen medium-sized pretzels



Testing Tip Read all your choices before choosing your answer.

16. **There is enough information in the recipe to show that —**
- Ⓐ the pretzels must bake for half an hour
 - Ⓑ the pretzels get larger as they bake
 - Ⓒ the steps do not need to be followed in order
 - Ⓓ the recipe makes 26 pretzels
17. **Which of these steps is done first?**
- Ⓐ Bake for 20 minutes.
 - Ⓑ Knead the dough.
 - Ⓒ Shape the dough into letters.
 - Ⓓ Combine flour, sugar, and salt.
18. **In this recipe, *knead* means —**
- Ⓐ slice the dough
 - Ⓑ shape the dough into a ball
 - Ⓒ mix and press the dough with the hands
 - Ⓓ bake the dough

19. **A recipe is most like —**

- Ⓐ a short story
- Ⓑ a biography
- Ⓒ a set of directions
- Ⓓ a dictionary

20. **After reading the introduction, what would you expect to learn from this reading selection?**

- Ⓐ Ways to make different fun foods
- Ⓑ How to make alphabet pretzels
- Ⓒ Kinds of snacks that are popular
- Ⓓ Who first invented pretzels



TEACHER GUIDE

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by Deborah Adcock

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For the Teacher

What is *TEST READY® Reading and Vocabulary*?

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 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 is included in the teacher guide.

- Lessons 1 through 12 provide practice in answering questions related to vocabulary and reading comprehension, including recalling information, constructing meaning, interpreting fact and opinion, evaluating and extending meaning, and evaluating literary forms. Refer to the Scope and Sequence on page 14 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 4*, reviews reading and vocabulary skills introduced and developed in grade 4.

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

State tests and 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 many state tests evaluate, as well as major standardized tests and proficiency tests.

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

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

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

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

- 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 well as the Testing Tips in various lessons, 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?**

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 Part One and before beginning Part Two. 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 Part Two, writing the time on the chalkboard 10 minutes after they have begun Part Two to warn them that they have 5 minutes left.

For the Practice Test, 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 10 minutes left. Do the same when students are completing the remaining two parts, writing the time on the chalkboard 5 minutes after they have begun Part Two to warn them that they have 5 minutes left, and writing the time on the chalkboard 10 minutes after they have begun Part Three to warn them that they have 5 minutes left. Stop students at the end of each allocated time.

For 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 10 minutes left. Do the same when students are completing Part Two, writing the time on the chalkboard 5 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 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 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 limits.

Where do students record their answers?

Students record answers in one of two places:

1. on the book page 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.

NOTE: Students write their answers to the open-ended writing activities in Lessons 11 and 12 in the book.

How much time is required to complete *TEST READY® Reading and Vocabulary, Book 4*?

Each of the twelve lessons requires 45 minutes for completion, correction, and discussion. Lessons 11 and 12 require 65 minutes if the optional writing activity is assigned. The Practice Test requires 65 minutes for completion, correction, and discussion. The optional Pretest requires 50 minutes for completion, correction, and discussion.

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

Total Test-Taking Time and Suggestions for Allotting Class Time

Lessons 1–12	Suggested Time
• Part One Vocabulary	15 minutes
• Part Two Comprehension	15 minutes
• Correction and Discussion	15 minutes

Practice Test and Optional Pretest	Suggested Time
• Part One Vocabulary	20 minutes
• Part Two Comprehension of Short Passages	10 minutes
• Part Three Comprehension of Long Passages	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. 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.

How can I use the results of *TEST READY*[®] *Reading and Vocabulary* 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 7 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 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)	1 (16); 2 (15); 3 (18); 7 (18, 20); 8 (15); 11 (18); 12 (20); PT (58, 65); OP (58, 65)
Recalling Facts and Details	2 (16, 17, 19); 3 (16); 4 (16); 6 (16); 7 (17); 9 (17, 19); 10 (16); 12 (2); PT (54, 55, 60, 61, 67, 72); OP (54, 55, 60, 61, 67, 72)
Understanding Sequence	3 (17); 5 (17); 6 (19)
Establishing Setting and Location	4 (19); 12 (18); PT (56, 70); OP (56, 70)
Finding Word Meaning in Context	1 (20); 5 (18); 6 (18); 8 (16); 11 (17); 12 (1); PT (62, 69); OP (62, 69)

Advanced Reading Skills

Question Type	Lesson and Question
Making Predictions	3 (20)
Drawing Conclusions/Making Inferences	1 (19); 4 (18); 5 (16); 6 (17); 7 (19); 8 (17, 19); 10 (17, 18, 20); 11 (19); 12 (19); PT (53, 63, 66, 71); OP (53, 63, 66, 71)
Recognizing Cause and Effect	2 (20); 4 (17); 7 (16); 9 (18); 11 (16); PT (59); OP (59)
Distinguishing Between Fact and Opinion	2 (18)
Comparing and Contrasting	1 (18); 5 (19)
Analyzing Literary Forms	4 (20); 8 (18, 20); PT (73); OP (73)
Interpreting Figurative Language	1 (17); PT (57, 68); OP (57, 68)
Evaluating Intent	6 (20); PT (64); OP (64)
Summarizing	9 (20); PT (75); OP (75)
Identifying Comprehension Strategies	3 (19); 5 (20); 9 (16); 11 (20)
Interpreting Graphic Aids	10 (19); PT (74); OP (74)

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