

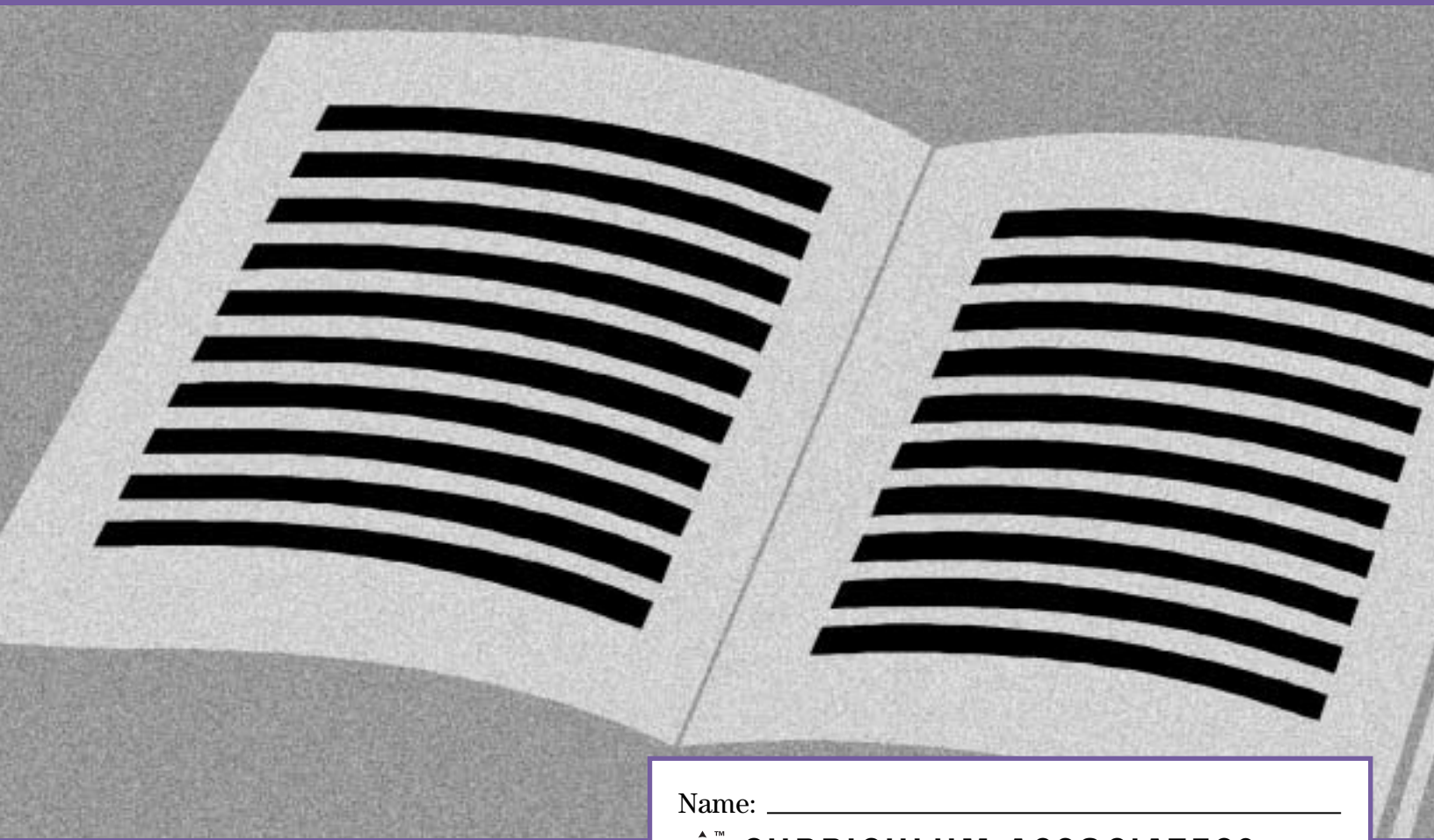
A Quick-Study® Program

TEST... READY®

Book
4

**READING
LONGER PASSAGES**

- Reviews Key Concepts in Reading Comprehension
- Provides Practice Answering a Variety of Comprehension Questions
- Develops Test-Taking Skills
- Improves Reading Comprehension Assessment Scores



Name: _____



CURRICULUM ASSOCIATES®, Inc.

For the Student

TEST READY® Reading Longer Passages is a review program that provides practice in test-taking skills in reading, writing, and language arts. 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® Reading Longer Passages** lessons, use the **Testing Tips** below. Read these helpful tips carefully. They can make you a better test taker.

After the Pretest, Lessons 1 through 6, and the Practice Test, correct and discuss your responses with your teacher. Then record your results on the Student Performance Chart on the inside back cover of this book. Your teacher will show you how to determine percentages if you need help. You will not record results for Question 16 in Lessons 1 through 6, the Pretest, and the Practice Test. Your teacher will record results on your Answer Form and the Teacher Assessment Chart on the inside back cover of this book.

Testing Tips for Answering Multiple-Choice Questions

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Cross out any answer choices that are not reasonable. Then make your choice from the remaining choices.
- Read the question again. Make sure your answer makes sense.

Testing Tips for Answering Open-ended Questions

- Read each question carefully before you try to answer it.
- Be sure you know what the question is asking you to do.
- Read the question again. Make sure your answer makes sense.
- Write your answer clearly. Be sure your teacher will be able to read your work.
- Proofread your work. Make any necessary corrections.

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

Illustrated by Pat Lucas

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LESSON

Part One Reading and Comprehension

4

Here is an article about Mae Jemison, a scientist, an astronaut, and a teacher. Read the article. Then do Numbers 1 through 15.

What do you think it would be like to be an astronaut inside a space shuttle? Picture yourself strapped to your seat, wearing a special NASA space suit and helmet. You are lying on your back. Your knees are bent toward your chest. Through special earphones, you hear the words that will launch you into orbit. “Ten . . . nine . . . eight . . .” The rumble of engines shakes the cabin of the ship. Butterflies fill your stomach as you continue listening to the countdown. “Seven . . . six . . . five . . . four . . .” You are both nervous and excited. The rumbling of engines grows deeper and more powerful. The cabin shakes even harder. “Three . . . two . . . one . . . lift-off!” You feel your body jerk forward as the ship rises from the platform. You have left the ground, and you will orbit the earth for eight days. This is probably what Mae Jemison felt when she blasted into orbit on September 12, 1992.



Mae Jemison was 33 years old when she was chosen for NASA’s astronaut program. Everyone chosen to be an astronaut has to meet certain requirements. Astronauts must be trained in many areas of science. They must also be healthy and have good eyesight. They must be a height of at least five feet, but no more than six feet four inches. Each person chosen for the program must spend a lot of time training to prepare for life in space. An astronaut could train for over one year and still not see the inside of the space shuttle.

Many twists and turns marked Mae's road to the astronaut program. Her childhood interests helped shape the paths she followed. Mae was born October 17, 1957, in Decatur, Alabama. She was the youngest of three children. Mae's parents wanted their children to have the best education available. So, her family moved to Chicago, Illinois, when Mae was three years old.

Mae had always been curious about science. She was especially interested in astronomy. She spent many hours in the school library learning as much as she could. In high school, Mae was an honor student. She was also involved in many activities. She took part in dance and theater and was head of the Black Student Union. After high school, Mae went to college to study medicine. She became a doctor in 1981. She later joined the Peace Corps. She spent three years in West Africa as a doctor. In 1985, Mae returned to the United States. She settled in California and continued working as a doctor. But she soon decided to change careers.



Mae applied to NASA's astronaut-training program in 1986. About the same time, the space shuttle *Challenger* exploded. For about one year, NASA did not accept anyone into the program. Mae tried again in 1987. Over 2,000 people had applied. Mae was one of 15 people chosen for the program. She became the first African-American woman admitted into the training program.



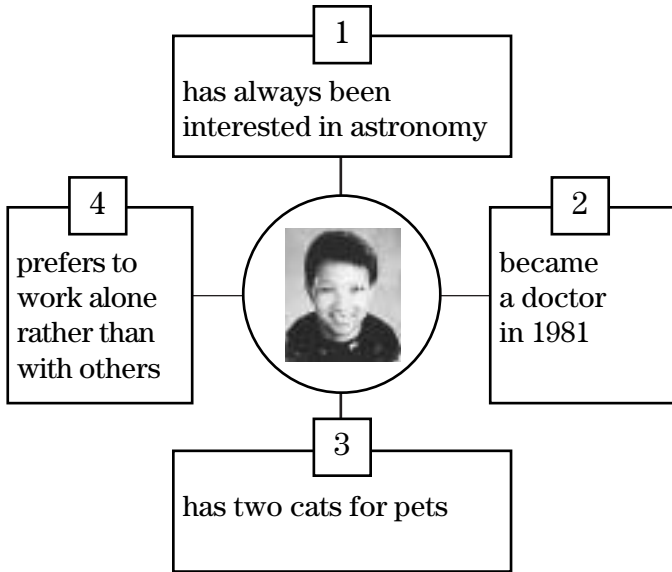
After a year of hard training, Jemison joined six other astronauts on board the *Endeavour*. They flew into space on September 12, 1992. During the eight-day mission, Mae conducted many experiments. She spent over 190 hours in space before returning to earth.

Mae left NASA in 1993. But she hasn't let any grass grow under her feet. She founded The Jemison Group, Inc. This company looks for ways that science can help poorer nations. She also teaches and speaks at many places and schools across the country and around the world. She is also involved in a project called The Earth We Share, a space camp for students aged 12 to 16. Mae wants to encourage all people to think about careers in science. She also has a message for all young people. "Don't let anyone rob you of your imagination, your creativity, or your curiosity. It's your place in the world; it's your life. Go on and do all you can with it, and make it the life you want to live."

Today, Mae lives in Houston, Texas, with her two cats, Sneeze and Little Mama.

1. Which of these is the best title for the article?
 - (A) “The Many Women of Science”
 - (B) “Mae Jemison: Doctor”
 - (C) “One Woman, Much Success”
 - (D) “How to Become an Astronaut”
2. Which of these happened first?
 - (A) Mae settled in California.
 - (B) Mae became a doctor.
 - (C) Mae joined the Peace Corps.
 - (D) Mae first applied to the astronaut program.
3. Mae’s family moved to Chicago because
 - (A) there were better jobs in Chicago.
 - (B) there were better medical schools in Chicago.
 - (C) there were more things to do in Chicago.
 - (D) there were better schools in Chicago.
4. Which definition of the word *cabin* is used in the article?
 - (A) “a small, simple house”
 - (B) “a private room on a ship”
 - (C) “part of an aircraft used for crew or cargo”
 - (D) “a roofed section of a small boat for the passengers or crew”
5. According to the article, if a person is chosen for the astronaut-training program, he or she
 - (A) may never get inside a space shuttle.
 - (B) might wait more than 12 months before stepping inside a space shuttle.
 - (C) may never have the chance to blast into space.
 - (D) might see the inside of a space shuttle in about one month.
6. In the article, which of these is not mentioned as being something an astronaut must have?
 - (A) good eyesight
 - (B) a certain height
 - (C) training in science
 - (D) good hearing
7. The article says that Mae hasn’t let any grass grow under her feet. This means that
 - (A) she hasn’t decided what to do.
 - (B) she hasn’t stopped working.
 - (C) she hasn’t let things get in the way.
 - (D) she hasn’t continued working.
8. Which of these is something Mae Jemison might say to a class of fourth-grade students?
 - (A) “Ask others what they think you should do with your life.”
 - (B) “You will be happy in your life if you decide to become a scientist.”
 - (C) “Try to choose a job that will make you wealthy.”
 - (D) “Follow your dreams, wherever they lead.”
9. The article says that there were many twists and turns in Mae’s road to the astronaut program. What does this mean?
 - (A) Mae traveled to many places before she became an astronaut.
 - (B) Mae’s first choice of career was to be an astronaut.
 - (C) Mae did many other things before she entered the astronaut program.
 - (D) Mae had a difficult time becoming an astronaut.
10. The article is most like
 - (A) a legend.
 - (B) a biography.
 - (C) a science article.
 - (D) a history article.

Use this web about the article to do Numbers 11 and 12.



11. Which box contains a phrase that does not belong in the web?
- (A) box 1 (C) box 3
 (B) box 2 (D) box 4
12. If another box was added to the web, which phrase would best fit in this box?
- (A) is willing to take a risk
 (B) treats young people unfairly
 (C) is kind toward all animals
 (D) helps people solve their problems

13. Which of these tells a fact?
- (A) Mae Jemison is braver than most people.
 (B) Mae Jemison has accomplished many things in her life.
 (C) Mae Jemison is the smartest woman to ever become an astronaut.
 (D) Mae Jemison is loved by all who meet her.
14. Predict what Mae is most likely to do in the future.
- (A) look for a career in television
 (B) write storybooks for children
 (C) help get medicine to sick people in poor countries
 (D) teach adults how to change their life by becoming an astronaut
15. Think about your answer to Number 14. Which idea from the article helped you choose your answer?
- (A) . . . think about careers in science.
 (B) This company looks for ways . . .
 (C) Mae wants to encourage all people . . .
 (D) . . . has a message for all young people.

Part Two *Writing*

16. Think about what you have read about Mae Jemison. What kinds of things can you tell about Mae from what you read? On the lines below, list three adjectives that describe Mae Jemison. Explain your reason for choosing each adjective.

STOP..... 

STOP..... 

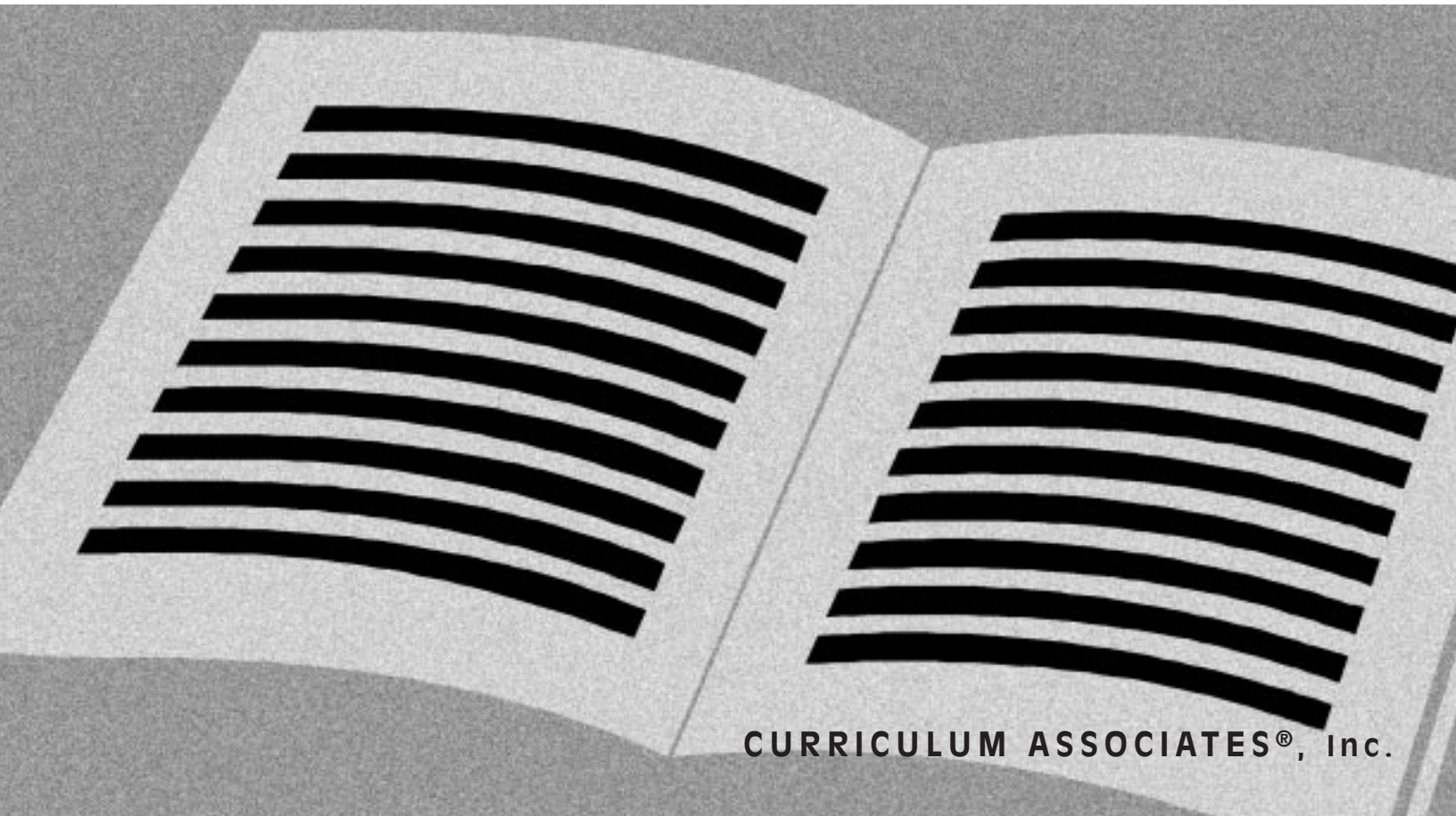
TEACHER GUIDE

Book
4

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For the Teacher

What is *Test Ready*® *Reading Longer Passages*?

Test Ready Reading Longer Passages is a review program that provides practice in reading and writing. The program provides practice in reading longer passages, answering selected-response questions, and answering open-ended questions.

The six-level program is designed for students in grades 3 through 8. Each *Test Ready Reading Longer Passages* student book is a 40-page book of six lessons, a Practice Test, an Answer Form, a Student Performance Chart, and a Teacher Assessment Chart. *Test Ready Reading Longer Passages* can be completed in eight days.

- Lessons 1 through 6 are five-page lessons. The lessons are divided into two parts. Part One is reading and comprehension. Students read a passage, or two related passages, and answer 15 selected-response questions related to reading and critical-thinking skills. Part Two is writing. Students write a response to an open-ended question related to the reading passage.
- The Practice Test and the optional Pretest are five-page lessons that provide practice with the concepts and skills presented in Lessons 1 through 6. Both tests allow students the opportunity to experience the test-taking process. The tests are divided into two parts. Part One is reading and comprehension. Students read a passage and answer 15 selected-response questions. Part Two is writing. Students write a response to an open-ended question.
- The Answer Form, on the back cover of the student book, provides students with the opportunity to record answers on a form similar to the type used with most standardized tests. The Answer Form should be cut along the dotted line before students begin.

- The Student Performance Chart, on page 37 of the student book, provides students with a chart for recording their progress after they complete the optional Pretest, Lessons 1 through 6, and the Practice Test. Students may need assistance in completing this chart. (This chart is on the back of the Answer Form and is also cut out.)
- The Teacher Assessment Chart, on page 37 of the student book, is provided for you to assess student responses to the open-ended questions in each lesson, as well as the optional Pretest and the Practice Test. (This chart is on the back of the Answer Form and is also cut out.)

How does *Test Ready Reading Longer Passages, Book 4* correlate to major standardized tests and proficiency tests?

Major standardized tests vary in content, format, and level of difficulty. *Test Ready Reading Longer Passages* provides practice with a variety of widely used test formats and a broad range of grade-appropriate reading strategies that major standardized tests and proficiency tests evaluate.

How does *Test Ready Reading Longer Passages, Book 4* correlate to the standard reading curriculum?

Questions in each lesson of *Test Ready Reading Longer Passages* reflect the major content and skill areas in the grade 4 reading curriculum.

Who should use *Test Ready*® Reading Longer Passages, Book 4?

Test Ready Reading Longer Passages, 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 Longer Passages*?

- 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 16 in each lesson. Students write their answers directly in the book. In addition, students will not use the Answer Form for question 16 in the optional Pretest and the Practice Test. Explain to students that they write their answers directly on the reproducible or in the book.
- 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 students of the amount of time they will have to complete each lesson part.

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

Through their writing, you can often assess and validate students' reading comprehension. Some performance-based tests require students to provide a written response for a particular reading strategy. You may wish to discuss the scoring process with students.

How do I simulate standard test-taking procedures while using *Test Ready Reading Longer Passages*?

Provide two sharpened pencils and one *Test Ready Reading Longer Passages* 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 6**

Tell student to stop after completing Part One. Allow 30 minutes for Part One. Explain to students that you will write the time on the chalkboard 20 minutes after they have begun Part One, to alert them that they have 10 minutes remaining. Allow students 10 minutes for Part Two. Write the time on the chalkboard 5 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.

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® Reading Longer Passages*. 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 that students build reading and writing understanding and practice 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.

Where do students record their answers?

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

Students record their answers for Lessons 1 through 6 (1–15), the Practice Test (1–15), and the optional Pretest (1–15) on the Answer Form.

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

Question 16 in Lessons 1 through 6, the Practice Test, and the optional Pretest are open-ended questions and are answered directly in the student book. Students record their answers to these questions in the space provided. You may provide additional paper if needed. Remind students to record their name and any other required information on any additional paper.

How much time is required to complete *Test Ready Reading Longer Passages*?

When using *Test Ready Reading Longer Passages* as preparation for standardized tests and proficiency tests, begin the program at least eight days prior to the scheduled test date if allocating about one hour of class time per day. Each of the six lessons requires about one hour for completion, correction, and discussion. At least one one-hour session should be allocated for the completion, correction, and discussion of the Practice Test and the optional Pretest.

Total Test-Taking Time and Suggestions for Allotting Class Time

Lessons 1–6	Suggested Time
Part One: Reading and Comprehension Questions 1–15	30 minutes
Part Two: Writing Question 16	10 minutes
Correction and Discussion Parts One and Two	20 minutes

Practice Test and Optional Pretest	Suggested Time
Part One: Reading and Comprehension Questions 1–15	30 minutes
Part Two: Writing Question 16	10 minutes
Correction and Discussion Parts One and Two	20 minutes

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

- **Lessons 1 Through 6**

For the best results, correct each lesson orally with students after completion. The answers for the multiple-choice questions (1–15) are on the completed Answer Form on page 13 of this teacher guide. Explain concepts that students may not fully understand, and encourage them to discuss the thought process 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 reading strategy required to answer the question. Discussing why the choices are incorrect will help students review and clarify the overall content related to a reading question. Allow time for students to share strategies for solving the various question types. Have students record results on the Student Performance Chart, on the back of the Answer Form. You will need to help students determine the percentage of each score.

The last question, 16, requires a constructed response (written response). Constructed responses will vary among students. Use the scoring rubric on page 5 of this teacher guide, to assess the value of each constructed response. Allow a value of up to 4 points for each response. Record the results on the student's Answer Form, as well as on the Teacher Assessment Chart, on the back of the student's Answer Form. Be sure to discuss the responses to each question as a class. You may choose to point out the features of a top-scoring constructed response.

- **Practice Test and Optional Pretest**

When correcting the Practice Test and the optional Pretest, use the procedures described for Lessons 1 through 6.

How should I use the results of *Test Ready*® Reading Longer Passages?

Test Ready Reading Longer Passages

provides a quick review of a student's understanding of reading and writing, and can be a useful diagnostic tool to identify concepts and 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 Reading*® Longer Passages to establish a student's reading needs?

Matching student responses with the Scope and Sequence chart, on page 6 of this teacher guide, is your first step in establishing a student's reading and language-arts needs. The Scope and Sequence chart 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 in reading. Add to this information what you already know about the student's reading performance from classroom observations. Use this combined information to help improve a student's overall reading 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 Reading Longer Passages* with a feeling of accomplishment is one of the most effective preparations for standardized-test and proficiency-test situations.

Scope and Sequence

Question Type	Lessons and Questions
Finding main idea	2 (1); 3 (1); 4 (1); 5 (1); PT (1); OP (1)
Recalling facts and details	1 (4); 2 (3, 10, 14); 3 (8); 4 (5, 6); 5 (2, 4); 6 (1, 2); PT (2, 4, 10); OP (2, 10)
Understanding sequence	1 (9); 3 (11); 4 (2); 5 (3); 6 (7); OP (5)
Recognizing cause and effect	1 (3); 2 (4); 3 (6); 4 (3); 5 (12); 6 (3, 12, 14); PT (8); OP (3)
Comparing and contrasting	1 (11); 2 (11); 3 (2); 5 (11); 6 (13); PT (3)
Making predictions	1 (7); 2 (15); 3 (5, 15); 4 (14); PT (11)
Finding word meaning in context	1 (6); 2 (7, 12); 3 (3); 6 (8); PT (7); OP (11, 13)
Drawing conclusions	2 (2, 13); 3 (4); 5 (6, 8); 6 (10); OP (6)
Making inferences	1 (2, 12); 2 (8); 3 (13); 4 (15); 5 (7, 10); 6 (11); PT (6); OP (7)
Distinguishing between fact and opinion	4 (13); 5 (13); PT (13)
Interpreting figurative language	1 (13); 3 (9); 4 (7, 9); 5 (5, 15); OP (14)
Distinguishing between real and make-believe	1 (8); OP (12)
Understanding author’s purpose	1 (1); 3 (12); 6 (6); OP (15)
Making generalizations	1 (14); 3 (10); 4 (8); PT (12)
Understanding literary forms	1 (15); 3 (7); 4 (10); PT (15)
Extending meaning beyond the reading	2 (6); 5 (14); PT (5); OP (4)
Applying vocabulary strategies	1 (5, 10); 2 (5); 3 (14); 4 (4); 6 (15); PT (14); OP (8)
Interpreting graphic aids	2 (9); 4 (11, 12); 5 (9); 6 (4, 5, 9); PT (9); OP (9)

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