

A Quick-Study® Program

Book

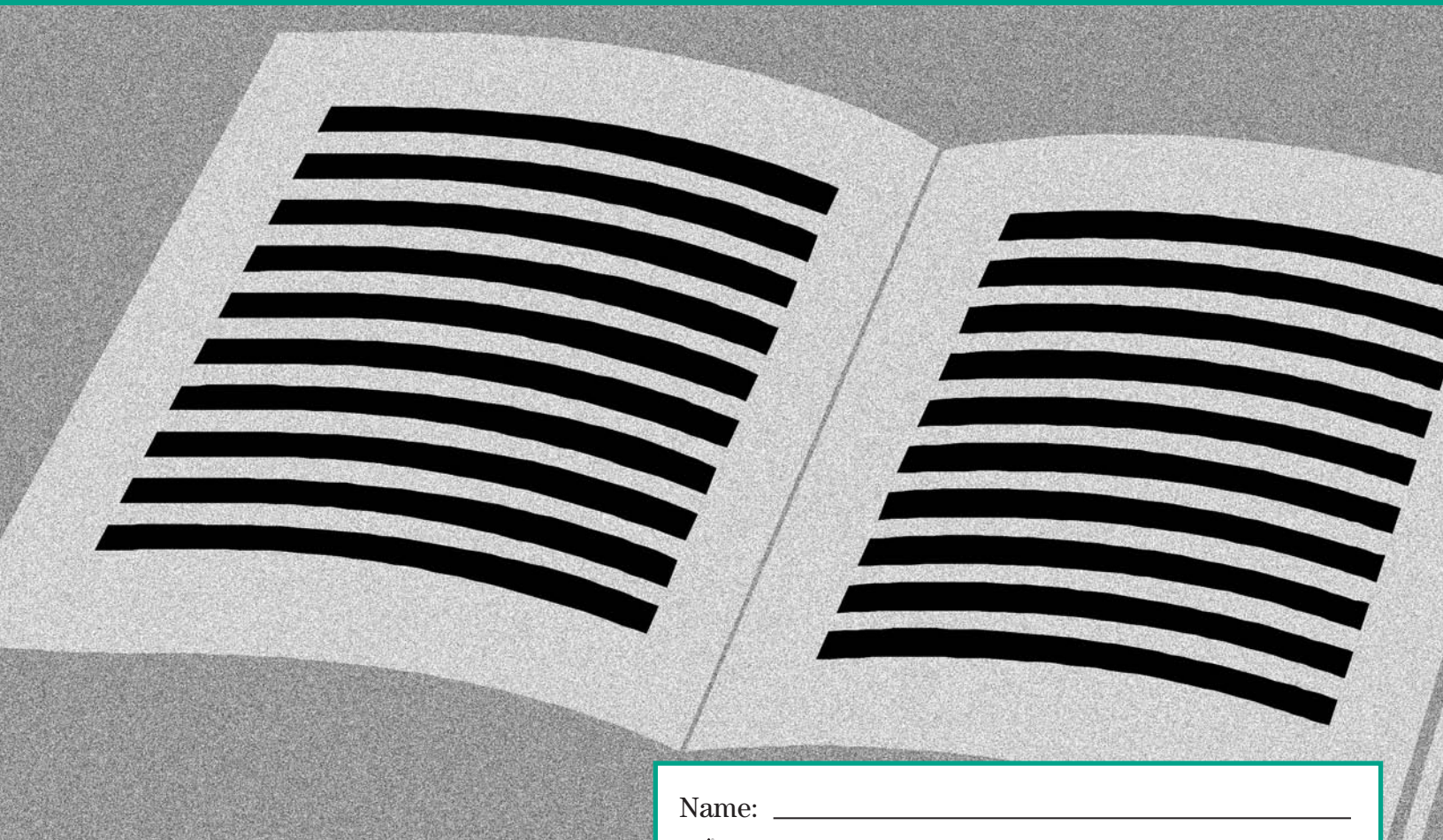
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# TEST... ○○●○

# READY®

## 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

## 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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## 4

*Here is a myth from ancient Greece. Read the myth.  
Then do Numbers 1 through 15.*

## Demeter and Persephone

Of all the gods and goddesses of Olympus, perhaps none was loved by humans as much as Demeter. Demeter was the goddess of the soil and of the crops, to which she tended with great care all through the year. Demeter enjoyed her duties because she cared for mortals and wanted to make sure they would always have enough food to eat. For centuries, farmers planted and harvested their crops with all the rain and sun and other proper conditions provided by the benevolent goddess.

More than any mortal, however, there was someone Demeter loved more than all others, and that was her daughter Persephone. Persephone was as spirited and loving as her mother, and the two women were inseparable. While Demeter went about her duties caring for the land, Persephone found amusement with her friends in the woods, fields, and meadows.

Now it so happened that there was someone else who loved Persephone, and this was Hades, ruler of the Underworld. Hades ruled a cold, dark kingdom. No light filtered through into the murky caverns and caves of Hades' land, to the point that even the god himself was miserable in his kingdom.

Hades believed that nothing would ever make him happy until he found a lovely young woman to be his bride. Hades had seen Persephone many times as she played with her friends, and she was the woman he wanted as his bride.





There was only one, however, who could grant Hades' request, and that was Zeus, the king of all the gods and goddesses of Olympus. Zeus listened to Hades' request and then, with some reluctance, granted it.

Hades was almost giddy with excitement as he quickly harnessed his horses to a huge iron chariot and drove them up through the earth to the field where Persephone was playing. The god of the Underworld carried her below to his gloomy kingdom and explained that she would live there with him forever.

Poor Persephone! She was frightened and despairing and so alone. In defiance, she refused to eat or drink, though Hades tried to tempt her with many delicacies. Instead, all day and all night, Persephone wept and wailed for her mother.

Meanwhile, Demeter was frantic with worry. She had no idea where Persephone was or how she had disappeared, but she could hear her daughter's cries. Roaming and searching through all of the land, Demeter could hear that beloved voice everywhere—in the trees, in the wind,



and in the waves of the sea. Cloaked in gray, the goddess traveled the earth searching for her child, asking all she met if they had knowledge of Persephone's fate, but no one could help her.

And so the years passed full of sorrow for Demeter until she finally met the god Helios, who could see into the past. Helios told the goddess where Persephone was and how Hades had carried her there after Zeus, the great god himself, had given his consent.

Demeter's grief instantly turned to rage. She went to Olympus where she demanded that Zeus return Persephone to her, but he refused. Zeus explained that he had promised Hades his bride, and he would not go back on his promise.

Demeter decided that if Zeus would not reunite her with her daughter, then the goddess of crops would find a way of her own. And Demeter devised a simple, yet terrible, plan. She ceased caring for the soil and the plants on which humans depended. She made cold winds blow constantly. She clouded the sun and made the rain stop falling. She sent blights and disease to wither the crops. Nothing grew, and soon famine spread everywhere. Humans began to starve to death and to die of the cold.

Zeus was aware of the devastation that Demeter had caused, and he could no longer turn a deaf ear to the cries of the humans. Zeus summoned Demeter and demanded that she resume her earthly duties. “I will not restore the earth to its bounty and beauty,” she said, “until you restore my daughter to me.” Since he loved the earth and did not wish to see it destroyed, Zeus had no choice but to give in to Demeter. He called Hermes, his messenger, and directed him to descend to the underworld to give Hades this message: “Send Persephone back to her mother, as she is yours no longer.”

Hades was angry, but as a god he was bound to obey Zeus. But Hades was cunning. As the overjoyed Persephone prepared to go back to her mother, Hades called to her, “Come, now that you are happy again and break your long fast by sharing a meal with me before you leave.” He handed the girl a pomegranate, ripe and full of sweet juice. Persephone bit into it but had time only to swallow seven of the seeds before the chariot swept her back to the surface of earth.

Demeter and Persephone were so happy to be together again that at first they could not speak, only weep with joy. Then Demeter said, “My dear daughter, I hope you ate nothing at all while you were in Hades’ dark kingdom. Please tell me this is so.”

“Why, I ate nothing at all, mother,” answered Persephone, “except seven seeds from a pomegranate that Hades gave me today, before I left.”

All signs of joy were erased from Demeter’s face, and she began to rant and rage again. “This is the work of that sly trickster! He knows there is a rule that is even above the command of Zeus. Whoever eats any food in the Underworld is bound to go back there and stay forever!”

Persephone gasped at such a thought, and the two women fell into a deep despair. But Zeus took pity on them. He decreed that Persephone would have to return to the Underworld for seven months each year—one month for each seed she had swallowed. But during the other five months, she could come back to live with her mother.

And so it came about that for seven months, Demeter goes about weeping and mourning for her daughter, and the earth turns cold and barren as the goddess neglects it. But when Persephone comes back to her, Demeter is happy again, and there are five months of warmth and sun, and gentle rain and flowers.

1. What is the purpose of paragraph one?
- Ⓐ to describe where the myth takes place
  - Ⓑ to explain all about Demeter's role as a goddess
  - Ⓒ to inform readers about Demeter's love for her daughter
  - Ⓓ to convince readers that Demeter was a caring god
2. How is a myth similar to a legend?
- Ⓐ Both contain events that never occurred.
  - Ⓑ Both contain characters who are not human.
  - Ⓒ Both are handed down from one generation to the next.
  - Ⓓ Both contain more facts than nonfacts.

3. Demeter was described as a benevolent goddess.

Another word for benevolent is

- Ⓐ troubled.
  - Ⓑ kindhearted.
  - Ⓒ furious.
  - Ⓓ overjoyed.
4. Which idea from the myth supports your answer to Number 3?
- Ⓐ . . . the years passed full of sorrow . . .
  - Ⓑ . . . instantly turned to rage.
  - Ⓒ . . . were so happy to be together again . . .
  - Ⓓ . . . wanted to make sure they would always have enough food . . .

5. Persephone was ordered to be returned to her mother because
- Ⓐ Zeus took pity on Demeter.
  - Ⓑ Zeus grew weary of Demeter's wailing.
  - Ⓒ Zeus was reluctant to grant Hades' request.
  - Ⓓ Zeus did not want to see further devastation on earth.
6. What action shows that Demeter was not afraid of Zeus?
- Ⓐ Demeter cared for mortals.
  - Ⓑ Demeter's grief turned to rage.
  - Ⓒ Demeter traveled the earth in search of her daughter.
  - Ⓓ Demeter refused to resume her duties on earth.
7. The myth says that Hades was almost giddy with excitement. This means that Hades was
- Ⓐ flustered.
  - Ⓑ inspired.
  - Ⓒ exhilarated.
  - Ⓓ disheartened.
8. What is the main idea of paragraph two?
- Ⓐ Demeter and her mother were almost never separated.
  - Ⓑ Demeter loved her daughter more than any mortal.
  - Ⓒ Persephone had many friends with whom she spent much of her time.
  - Ⓓ Persephone had many of her mother's qualities.
9. About how long were Persephone and her mother separated before being reunited?
- Ⓐ days
  - Ⓑ months
  - Ⓒ weeks
  - Ⓓ years

10. From the myth, you can conclude that

- Ⓐ Zeus had little authority over the other gods.
- Ⓑ the survival of humans depended on Demeter.
- Ⓒ Demeter was a more powerful god than Zeus.
- Ⓓ Hades was the most feared and despised of all the gods.

11. Who was finally able to reveal Persephone's location to her mother?

- Ⓐ Zeus
- Ⓑ Hades
- Ⓒ Hermes
- Ⓓ Helios

12. Which of these events occurred last?

- Ⓐ Demeter was summoned by Zeus and ordered to return to her duties.
- Ⓑ Demeter could hear her daughter's voice everywhere.
- Ⓒ Demeter began to rant and rage again.
- Ⓓ Demeter devised a plan of her own for her daughter's return.

13. The phrase *turn a deaf ear* means

- Ⓐ "to have difficult hearing something."
- Ⓑ "to ignore something that is said."
- Ⓒ "to pretend to hear something."
- Ⓓ "to suddenly lose one's ability to hear."

14. Why was the myth probably first told thousands of years ago?

- Ⓐ to describe elements of life in ancient Greece
- Ⓑ to entertain listeners with stories about amazing mortals
- Ⓒ to explain the origin of the seasons on earth
- Ⓓ to teach a lesson about perils of deceit.

15. At the end of the myth, the final decision about where Persephone would live can best be described as a

- Ⓐ pact.
- Ⓑ contract.
- Ⓒ regulation.
- Ⓓ compromise.

<b>Part Two</b>	<i>Writing</i>
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16. Think about the myth you have read. On the lines below, write a summary of *Demeter and Persephone*.

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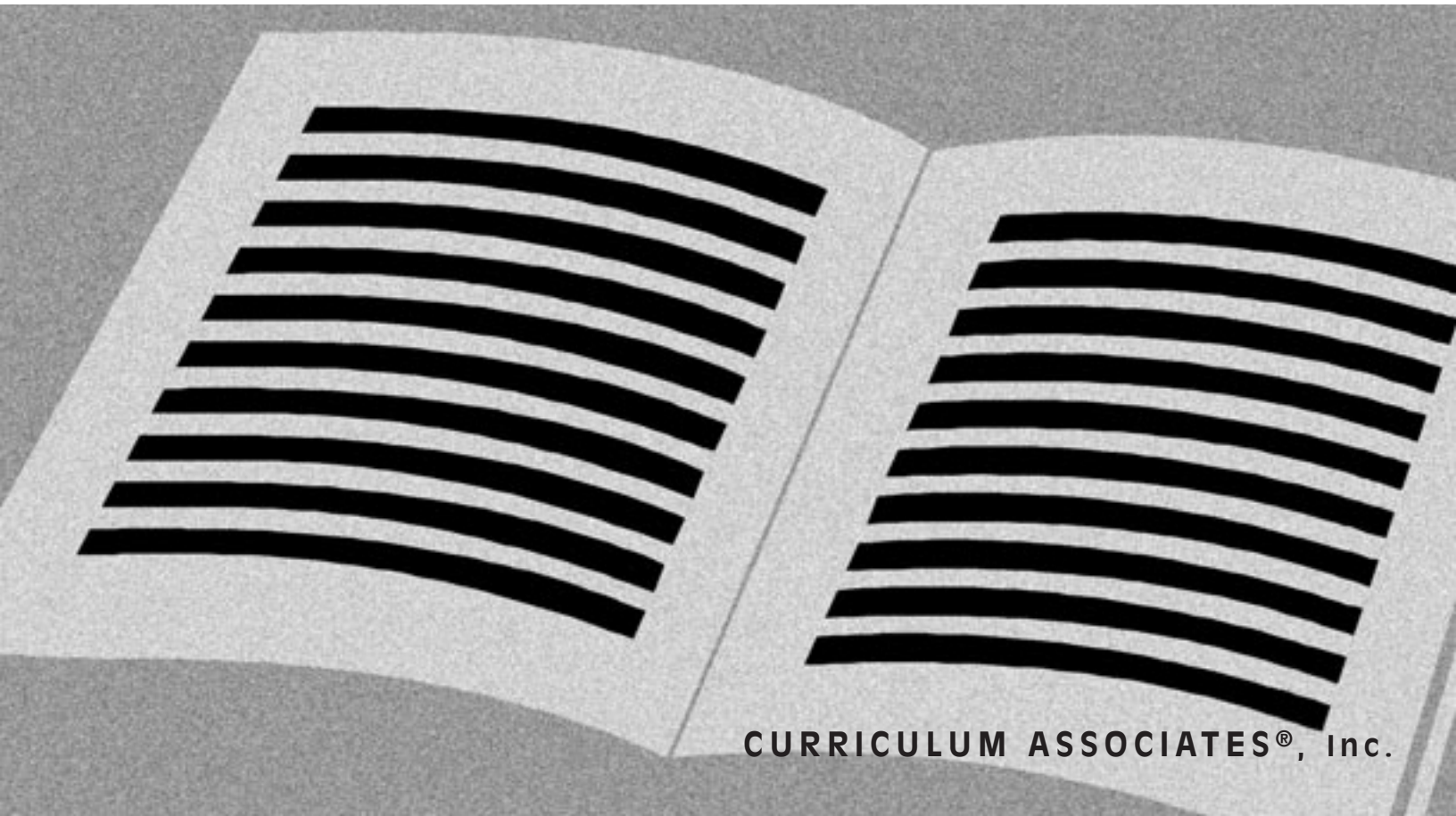
# TEACHER GUIDE

Book  
**8**

A Quick-Study™ Program  
**TEST** ○○○○

**READY**®  
**READING  
LONGER PASSAGES**

- Reviews Key Concepts in Reading Comprehension
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# Table of Contents

	Page
For the Teacher .....	1
Scoring Rubric ( <i>Reproducible</i> ) .....	5
Scope and Sequence .....	6
Optional Pretest ( <i>Reproducible</i> ) .....	7
Answer Form .....	Inside Back Cover

## Permissions for Student Book Selections

**Lesson 3** Adapted from “An Enchanted Island” from  
*Mosaics, Food from Around the World*  
©1994 Curriculum Associates, Inc.

**Pretest** “Built to Impress or Express” from *Kaleidoscope,*  
*Wonders* ©1994 Curriculum Associates, Inc.

## Author

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## For the Teacher

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

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*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.)

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### How does *Test Ready Reading Longer Passages, Book 8* 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 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.

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### How does *Test Ready Reading Longer Passages, Book 8* correlate to the standard reading curriculum?

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Questions in each lesson of *Test Ready Reading Longer Passages* reflect the major content and skill areas in the grade 8 reading curriculum.

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## Who should use *Test Ready*® Reading Longer Passages, Book 8?

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*Test Ready Reading Longer Passages, Book 8* is appropriate for use

- with eighth-grade students preparing for standardized tests and proficiency tests.
- with ninth-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 8 reading.

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## How do I introduce my students to *Test Ready Reading Longer Passages*?

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- 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.

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

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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.

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

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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?

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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.

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## Where do students record their answers?

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- **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.

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

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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*

<b>Lessons 1–6</b>	<b>Suggested Time</b>
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

<b>Practice Test and Optional Pretest</b>	<b>Suggested Time</b>
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



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

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- **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.

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

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### *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.

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## How can I use the results of *Test Ready Reading Longer Passages* to establish a student's reading needs?

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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.

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

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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	<b>1</b> (1); <b>2</b> (16); <b>3</b> (1, 10); <b>4</b> (8); <b>5</b> (1); <b>6</b> (14); <b>PT</b> (16); <b>OP</b> (1)
Recalling facts and details	<b>1</b> (10); <b>3</b> (2, 11); <b>4</b> (11); <b>5</b> (3); <b>6</b> (13); <b>PT</b> (2); <b>OP</b> (8)
Understanding sequence	<b>1</b> (4); <b>2</b> (13); <b>3</b> (14); <b>4</b> (12); <b>6</b> (3); <b>OP</b> (3)
Recognizing cause and effect	<b>1</b> (2); <b>2</b> (2); <b>3</b> (6); <b>4</b> (5); <b>5</b> (9); <b>6</b> (15); <b>PT</b> (7); <b>OP</b> (4)
Comparing and contrasting	<b>1</b> (9); <b>3</b> (5); <b>4</b> (2); <b>5</b> (4); <b>6</b> (11); <b>OP</b> (6)
Making predictions	<b>1</b> (5); <b>3</b> (16); <b>5</b> (14)
Finding word meaning in context	<b>1</b> (7); <b>2</b> (9); <b>3</b> (7); <b>4</b> (7); <b>5</b> (6); <b>6</b> (6); <b>PT</b> (4); <b>OP</b> (12)
Drawing conclusions	<b>1</b> (11); <b>2</b> (7, 8); <b>3</b> (15); <b>4</b> (10); <b>5</b> (12); <b>6</b> (12); <b>PT</b> (3, 15); <b>OP</b> (2)
Making inferences	<b>1</b> (12); <b>2</b> (3); <b>4</b> (9); <b>5</b> (2); <b>6</b> (1); <b>PT</b> (14); <b>OP</b> (10)
Distinguishing between fact and opinion	<b>2</b> (14); <b>5</b> (8); <b>OP</b> (13)
Interpreting figurative language	<b>1</b> (6); <b>4</b> (13); <b>5</b> (5); <b>6</b> (5, 10); <b>OP</b> (11)
Summarizing	<b>2</b> (15); <b>4</b> (16); <b>6</b> (8); <b>OP</b> (15);
Understanding author's purpose	<b>1</b> (15); <b>2</b> (1); <b>4</b> (1); <b>6</b> (2); <b>PT</b> (1); <b>OP</b> (7)
Making generalizations	<b>1</b> (13); <b>3</b> (3); <b>5</b> (16); <b>6</b> (9); <b>PT</b> (10)
Understanding literary forms	<b>1</b> (14); <b>2</b> (12); <b>4</b> (14); <b>5</b> (7); <b>PT</b> (12); <b>OP</b> (14)
Extending meaning beyond the reading	<b>2</b> (6); <b>4</b> (15); <b>PT</b> (13)
Applying vocabulary strategies	<b>1</b> (3); <b>2</b> (4, 5); <b>3</b> (13); <b>4</b> (3); <b>5</b> (13); <b>6</b> (4); <b>PT</b> (5); <b>OP</b> (5)
Interpreting graphic aids	<b>2</b> (10, 11); <b>3</b> (9); <b>5</b> (10, 11); <b>PT</b> (8, 9)
Understanding resources and study aids	<b>3</b> (12); <b>5</b> (15); <b>6</b> (16); <b>PT</b> (6)
Locating supporting evidence	<b>1</b> (8, 16); <b>3</b> (4, 8); <b>4</b> (4, 6); <b>6</b> (7); <b>PT</b> (11); <b>OP</b> (9, 16)

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