

A Quick-Study® Program

TEST... READY®

Book
8

– 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: _____

For the Student

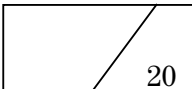



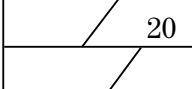




TEST READY® PLUS Reading is a review program that provides practice in test-taking skills. The program can be completed in eighteen days or fewer. Your teacher will provide you with directions for doing the lessons and recording the answers. Your teacher will also tell you when to begin work on each 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	 20	%
Lesson 2	 20	%
Lesson 3	 20	%
Lesson 4	 20	%
Lesson 5	 20	%
Lesson 6	 20	%
Lesson 7	 20	%
Lesson 8	 20	%
Average (Lessons 1–8)		%
Practice Test	 25	%

This **TEST READY PLUS Reading** book was prepared for students by Deborah Adcock. Christopher Forest is a contributing author.

Illustrated by Leslie Alfred McGrath

Reorder No. CA9689—Single

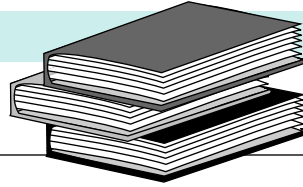
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Part One

Reading for Enjoyment

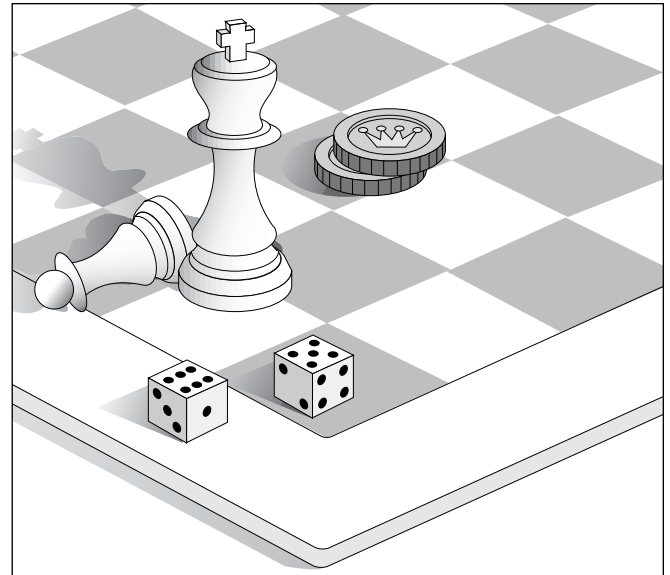
Read this passage about board games. Then answer questions about the passage. Choose the best answer for Numbers 1 through 20.

They can be found in thousands of retail stores across the country. Every American family probably owns at least one. They are a source of entertainment and amusement for millions of people. Remarkably, they have been in existence for more than 4,000 years. They are board games, a favorite pastime of children and adults the world over.

Most of today's board games have elaborate rules, detailed game boards, and brightly colored game pieces. The earliest forms of board games were more simplified. The first known board game was uncovered in 1920 by American and British archaeologists. This ancient game was used around 3000 B.C. by people of Ur, an ancient city in what is now Iraq. This find is on display in the British Museum. Experts believe the game was played by moving seven different pieces around a game board. Movements could be made only by rolling six dice that were shaped like pyramids. Though no one knows the rules or the name of the game, the board itself looks similar to one used today to play backgammon.

Senet is another ancient game that was uncovered in the 1920s when the tomb of Egyptian pharaoh King Tutankhamen was opened. Created in Egypt around 2400 B.C., senet was played by moving stone pieces across a game board. Most of the senet game boards were constructed with papyrus, an early form of paper. Senet was so popular among pharaohs that the game was often placed in the tomb of a dead pharaoh. This was Egyptian citizens' way to pay tribute to an honored leader.

Because these two early board games were popular in the Middle East, more were soon developed. By 2000 B.C., Egyptians were playing a game called *alquerque*. Players moved game pieces across a grid in an attempt to capture their opponent's game pieces. This game later traveled to Europe, where it was refined and eventually evolved into the game now called checkers.



Another early board game was a form of chess, originally called *chaturanga*, meaning “army game.” Chess probably originated in Persia, spreading along trade routes to the Middle East. As this game and others slowly spread throughout the European and Asian continents, newer and exciting games appeared. Between the 1100s and 1500s, board games were already popular in many parts of the world.

In India, pachisi originated as a game for royalty. Today it is considered the national game of that country. The game board for pachisi consists of a kind of grid, shaped like a cross. A player tries to be the first to advance all four pieces around the arms of the cross, back to the home row, and then back to the center, or throne. A player wins by moving quickly and wisely around the board to avoid an opponent's attack.

Modern board games are a far cry from their primitive ancestors. Without the contribution of past cultures, board games may never have become popular. Instead, board games would have become artifacts of ancient times, locked forever in the past.

1. Paragraph 2 is mainly about —
- Ⓐ the game of senet
 - Ⓑ the first board game to be invented
 - Ⓒ a favorite pastime of adults and children
 - Ⓓ the discovery made by two archaeologists

2. Based on information in the passage, archaeologists probably spend much of their time —

- Ⓐ inventing board games
- Ⓑ studying ancient kings
- Ⓒ unearthing ancient treasures
- Ⓓ building museums

3. Which of these originated in Persia?

- Ⓐ Checkers
- Ⓑ Chess
- Ⓒ Pachisi
- Ⓓ Backgammon

4. Papyrus was important to the game of senet because —

- Ⓐ it was used as a game piece
- Ⓑ it was an early form of money
- Ⓒ it was used to make the game board
- Ⓓ it was used as a scorecard

5. After reading the first two paragraphs, what would you expect to learn from the rest of the selection?

- Ⓐ How to play a variety of board games
- Ⓑ The experiences of two archaeologists
- Ⓒ The origins of board games
- Ⓓ Names of different game creators

6. Board games may never have become popular —

- Ⓐ if the game of checkers had not spread to Europe
- Ⓑ without the influence of King Tutankhamen
- Ⓒ if archaeologists had not made their discovery in 1920
- Ⓓ without the contribution of past cultures

7. Which of these is a *fact* about ancient board games?

- Ⓐ Ancient board games were not as much fun as modern board games.
- Ⓑ Some ancient board games were developed in Iraq and Egypt.
- Ⓒ Ancient board games were harder to play than modern board games.
- Ⓓ The most interesting ancient board game was developed in Persia.

8. Which event occurred first?

- Ⓐ Archaeologists uncovered board games in Egypt during the 1920s.
- Ⓑ Board games spread throughout Europe and Asia.
- Ⓒ People of Ur played a board game with seven pieces and six dice.
- Ⓓ Egyptians developed an early version of the game checkers.

9. You can tell from the passage that *artifacts* are —

- Ⓐ games played long ago
- Ⓑ items found in an ancient tomb
- Ⓒ preserved objects from the past
- Ⓓ ancient ideas or beliefs

10. There is enough information in the passage to show that —
- Ⓐ only people of royalty were once allowed to use board games
 - Ⓑ the earliest known board game was developed in the Middle East
 - Ⓒ board games were developed as a way to honor brave leaders
 - Ⓓ the first board games were developed for children

11. The game uncovered in 1920 used a game board similar to the one used today to play —
- Ⓐ checkers
 - Ⓑ backgammon
 - Ⓒ pachisi
 - Ⓓ chess

12. Which of the following would best fit in the passage?
- Ⓐ A form of the game senet is still played in Egypt today.
 - Ⓑ Archaeologists uncover many secrets of past cultures.
 - Ⓒ In addition to senet, other interesting items were also buried with an Egyptian leader.
 - Ⓓ Today, Monopoly is one of the best-selling board games in America.

13. The words *far cry* mean —
- Ⓐ similar to
 - Ⓑ crude in appearance
 - Ⓒ influenced by the past
 - Ⓓ very different from

14. There is enough information in this passage to show that —
- Ⓐ chess was popular in Asia almost one thousand years ago
 - Ⓑ there were two different versions of chess at one time
 - Ⓒ chess was further refined in Europe between the 1100s and 1500s
 - Ⓓ the game of chess has a military influence

15. In order to answer question 14, you should —
- Ⓐ try to memorize the entire passage
 - Ⓑ skim the entire passage, looking for support for each statement
 - Ⓒ make notes about the main idea of each paragraph
 - Ⓓ study the sentences before and after the word “chess” the first time it appears

16. Which of these would *best* prepare you to read this passage?
- Ⓐ Thinking about different board games you have played
 - Ⓑ Remembering what you know about archaeology
 - Ⓒ Reading a book about ancient cultures
 - Ⓓ Interviewing an archaeologist about ancient relics

17. In this passage, *refined* means —
- Ⓐ adapted to fit a particular need
 - Ⓑ changed by making less crude or primitive
 - Ⓒ duplicated using a different material
 - Ⓓ translated into a different language

18. The history of board games can be traced back —

- Ⓐ about 2,000 years
- Ⓑ about 2,400 years
- Ⓒ about 3,000 years
- Ⓓ over 4,000 years

19. Based on information in the passage, a reader can conclude that —

- Ⓐ all modern board games are based on ancient games
- Ⓑ senet was the most popular board game of its time
- Ⓒ board games were popular with ancient Egyptian royalty
- Ⓓ all ancient board games were developed in the Middle East

20. In order to answer question 19, the best thing to do is —

- Ⓐ research each answer choice to find out if it is true
- Ⓑ eliminate choices you know are untrue, then look in the passage for details to support the remaining choices
- Ⓒ find the main idea of each paragraph of the passage
- Ⓓ make notes about the first sentence of each paragraph of the article

STOP



Part Two

Writing

You have read about the history of some common board games. Think about your favorite board game. What would archaeologists think about this board game if they were to unearth it 2,000 years from now? What would this board game reveal to them?

STOP



TEACHER GUIDE

Book

8

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Table of Contents

	Page
For the Teacher	1
Steps for Writing a Narrative Paragraph (<i>Reproducible</i>)	5
Steps for Writing an Expository Paragraph (<i>Reproducible</i>)	6
Optional Scoring Rubric 1 (<i>Reproducible</i>)	7
Optional Scoring Rubric 2 (<i>Reproducible</i>)	8
Profiles of Three Types of Readers (<i>Reproducible</i>)	9
Optional Pretest (<i>Reproducible</i>)	10
Scope and Sequence	14
Answer Form	15

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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 8**, reviews reading skills introduced and developed in grade 8.

How does **TEST READY® PLUS Reading, Book 8**, 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 8**, 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 8 reading curriculum. Reading selections include such genres as articles, expository passages, informational text, classic tales, speeches, and biographies.

Who should use **TEST READY® PLUS Reading, Book 8**?

TEST READY PLUS Reading, 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.

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

Advanced Reading Skills

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

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