

Table of Contents

Introduction 3



Introduction to Reading 6
 Nonfiction Reading Selection: *All About Weather* 7

Vocabulary

High-Frequency Words 8
 Phonograms 9

Comprehension

Main Idea 10
 Fantasy and Realism 11
 Compare and Contrast 12
 Fiction Reading Selection: *Do We*

Have To? 13
 Reading for Details 14
 Drawing Conclusions 15
 Categorizing and Classifying 16
 Retelling in Order 17

Poetry Reading Selection:
 “Weather” 18
 Making Predictions 19
 Making Inferences 20
 Responding to Reading 21

Graphic Information

Map Reading 22
 Charts and Graphs 23
 Calendars 24
 Forms 25

Reference Sources

Alphabet Skills 26
 Using a Dictionary 27
 Environmental Print 28
 Using a Library 29



Introduction to Writing:
 Understanding Writing Prompts . . 30
 Understanding Scoring Rubrics . . . 31
 Prewriting 32
 Writing Prompt and Checklist . . . 33
 Plan Your Writing 34
 Write Your First Draft 35
 Revise Your Writing 37



Introduction to Language 39

Mechanics

Sentences 40
 Periods 41
 Question Marks 42
 Exclamation Points 43
 Capitalizing Names 44

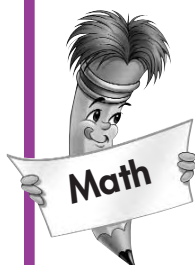
Grammar and Usage

Nouns 45
 Describing Words 46
 Verbs 47
 Present Tense 48
 Past Tense 49
 Complete and Incomplete
 Sentences 50
 Singular and Plural Nouns 51
 Possessives 52

Spelling

Spelling the /k/ Sound 53
 Spelling Common Words 54

Table of Contents



Introduction to Mathematics	55
Number Sense and Numeration	
Counting	56
Which Is More?	57
Number Order	58
Computation, Operations, Estimation	
Counting On to Add	59
Counting Back to Subtract	60
Fact Families	61
Ordinal Numbers	62
Odd and Even Numbers	63
Number Sentences	64
Which Sign?	65
Place Value	66
Counting Dimes, Nickels, and Pennies	67
Estimating	68
Geometry	
Comparing Shapes	69
Counting Sides	70
Symmetry	71
Measurement	
Measuring Length	72
Measuring Weight	73
Telling Time	74
Patterns and Relationships	
Number Patterns	75

Graphing	
Reading a Graph	76
Problem Solving	
Making a Plan	77
Showing Your Work	78



Practice Test Introduction	79
Practice Test: Reading	80
Practice Test: Writing	88
Practice Test: Language	94
Practice Test: Math	99

Answer Key	108
----------------------	-----

CREDITS

Concept Development: Kent Publishing Services, Inc.
Written by: Linda Barr and Michael Silverstone
Editor: Carla Hamaguchi
Designer: Moonhee Pak
Illustrator: Jenny Campbell
Art Director: Tom Cochrane
Project Director: Carolea Williams

Introduction

Testing is a big part of education today, and this workbook is designed to help students become better prepared to succeed at taking standardized and proficiency tests. This workbook contains skills and strategies that can be used in any kind of testing situation. Even if students don't have to take standardized tests, they will still benefit from studying the skills and strategies in this workbook.

Standardized Tests

Standardized tests get their name because they are administered in the exact same way to hundreds of thousands of students across the country. They are also referred to as *norm-referenced tests*. Norms give educators a common standard of measurement of students' skills and abilities across the country. Students are ranked according to their test scores and then assigned a percentile ranking. This ranking tells what percent of all students scored better or worse than the norm.

Proficiency Tests

Many states develop their own statewide proficiency tests. Proficiency tests are also known as *criterion-referenced tests*. This means that the test is based on a list of standards and skills (criteria). States develop standards for what students should know at each grade level. The proficiency test evaluates how well students have mastered these standards.

Although both tests may look similar, they measure different things. A proficiency test measures a student's mastery of set standards. A standardized test compares a student's achievement to others who took the same test across the country.

Many tests were reviewed in developing the material for this workbook. They include the following:

- **California Achievement Tests (CAT)**
- **Comprehensive Tests of Basic Skills (CTBS)**
- **TerraNova**
- **Iowa Tests of Basic Skills (ITBS)**
- **Metropolitan Achievement Tests (MAT)**
- **Stanford Achievement Tests (SAT)**
- **Texas Assessment of Knowledge and Skills (TAKS)**

It is important to recognize that all national standardized achievement tests work essentially the same way. They ask multiple-choice questions, have specific time limits, and compare your child's results to national averages. The goal of this test-prep series is to teach **test-taking strategies** so that no matter which test your child is required to take, he or she will be successful.

Introduction

Preparing for Tests

The more students are prepared for taking standardized and proficiency tests, the better they will do on those tests. A student who understands the skills commonly measured and who practices test-taking strategies will be more likely to be a successful test-taker. The more the student knows and knows what to expect, the more comfortable he or she will be in actual test-taking situations.

Standardized and proficiency testing is used to:

- evaluate students' progress, strengths, and weaknesses.
- show how each student's school achievement compares with other students on a local and nationwide level (standardized).
- show an individual student's achievement of set standards (proficiency).
- select students for remedial or achievement programs.
- tell educators whether school systems are succeeding.
- evaluate the success of school programs.
- help educators develop programs to suit their students' specific needs.

Standardized tests are only one measure of student achievement, however. Teachers use many other methods to gain insights into each student's skills, abilities, and knowledge. They evaluate students through day-to-day observation, evaluation, and assessment.



Introduction

How Can Parents Help Children Succeed at Standardized Testing?

The following list includes suggestions on how to prepare your child for testing.

Tips for Parents

- Monitor your child's progress.
- Get to know your child's teacher, and find out what he or she thinks you can do to help your child at home.
- Be informed about your state's testing requirements.
- Motivate your child to prepare.
- Make homework part of your child's daily routine.
- Set aside a period of time each day to study with your child.
- Read aloud to your child.
- Share learning experiences with your child.
- Make sure your child is getting the sleep and nutrition he or she needs to succeed.
- Always nurture your child's curiosity and desire to learn.
- Encourage your child to learn about computers and technology.
- Encourage your child to take tests very seriously but to have healthy expectations and keep testing in perspective.
- Offer encouragement and support so that your child wants to make a good effort.

Where Can I Learn More About Testing?

ERIC Clearinghouse on Assessment and Evaluation
209 O'Boyle Hall
The Catholic University of America
Washington, DC 20064
(202) 319-5120
<http://ericae.net/>

National Center for Fair and Open Testing, Inc. (FairTest)
342 Broadway
Cambridge, MA 02139
<http://www.fairtest.org/>

Introduction to Reading



Reading is an important part of life and one of the most vital skills required for success on standardized and proficiency tests as well as in many careers. The best way for children to improve reading skills is to become avid readers. The most successful readers read for pleasure. They tend to read often, with others and alone. They read many different types of materials as a natural habit. The more children read, the more fluent they become. This tends to make reading more rewarding. Research has found a direct connection between the amount of time a child reads and high academic performance as measured on tests.

Nearly every standardized or proficiency test includes a section on reading. The reading passages may be fiction, nonfiction, or poetry. They may also be graphic information like maps or reference information like library catalog cards and dictionaries. Students are asked to recall, interpret, and reflect on what they read.

The following pages give a review of reading skills. They allow students to practice the skills with questions just like the ones they will be expected to answer on tests. In this workbook section, students will prepare for questions that ask them to:

- explain the meanings of **common (high-frequency) words**.
- distinguish among **rhyming words (phonograms)**.
- identify the **main idea**.
- tell the difference between **fantasy and realism**.
- **compare and contrast** two things.
- identify **details** in a reading selection.
- **draw conclusions** from what an author has written.
- **classify or categorize** items into groups.
- **retell** the events in a selection in chronological order.
- **make predictions** about what will happen next.
- **make inferences** by applying ideas to life in general.
- **respond to a reading** with personal opinions.
- understand **graphic information** such as maps, graphs, calendars, and forms.
- use **reference skills** such as knowing how to use libraries and dictionaries.

All About Weather

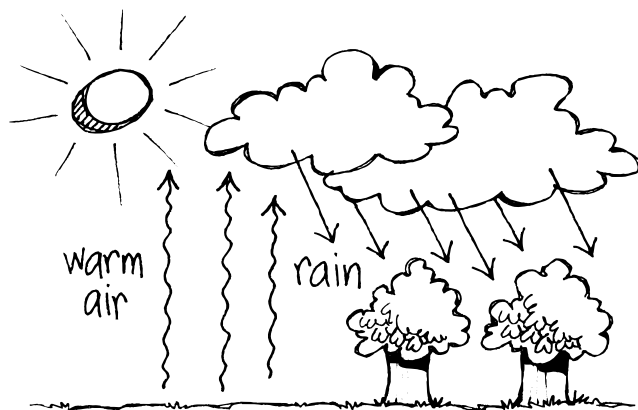
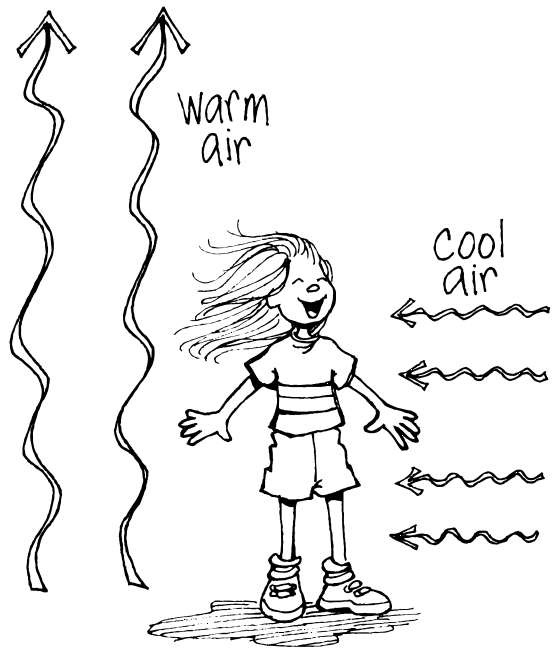
What makes the wind blow? It's the sun! The sun warms the land and the water. Then heat from the land and water warms the air. Some places get warmer than others.

As air warms, it moves up. Then cold air comes to take its place. When the cold air comes, we feel wind.

What makes rain and snow fall? It's the sun again! Some air carries tiny bits of water. The sun warms this air. It rises into the sky and cools off.

The tiny bits of water cool off, too. They group together. They become larger drops of water. These water drops form clouds.

The drops keep getting larger and heavier. Then they are too heavy to stay in the sky. They fall as rain.



In winter, the air in the clouds is very cold. The drops of water turn into drops of ice. When the drops of ice get too heavy, they fall. This time, they are snow.

Without the sun, we would not have weather!

Vocabulary

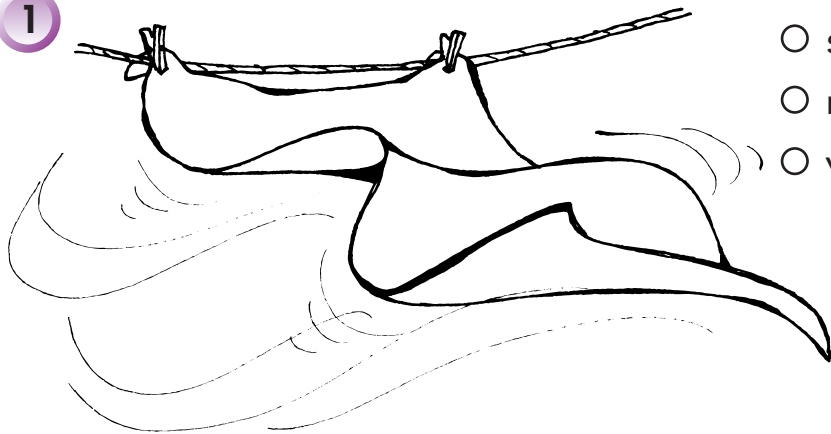


KNOW THE SKILL: **High-Frequency Words**

You will read some words over and over. When you don't know a word, read the other words around it. Look at the pictures. Then you might know what it is.

Test Example

1



- sun
- rain
- wind

Think About the Answer

The answer is *wind*. Wind is blowing the sheet. The picture does not show the sun or rain. It does show a sheet, but *sheet* is not one of the choices.

Now You Try It

2



- warm
- cold
- drop

Check your answer on page 108.

Vocabulary

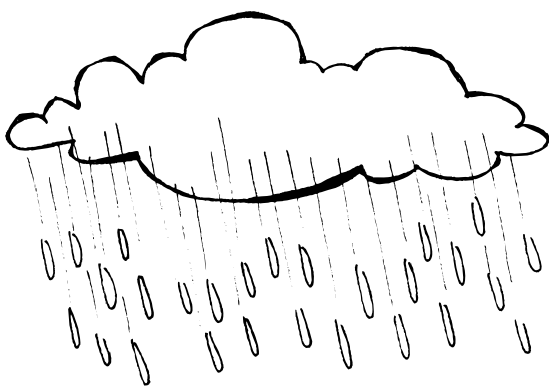


KNOW THE SKILL: **Phonograms**

If one word looks like another word, say it aloud. Look at the first letter. Check the last letter. Look at the picture and choose the correct word.

Test Example

1



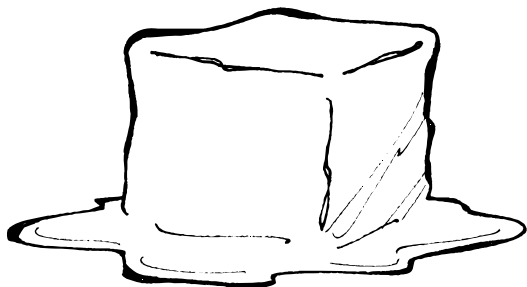
- rain
- pain
- train

Think About the Answer

The answer is *rain*. All three words rhyme, but the picture shows rain. *Pain* means that something hurts. A *train* is a vehicle that runs on a track.

Now You Try It

2



- school
- cool
- tool

Check your answer on page 108.

Comprehension

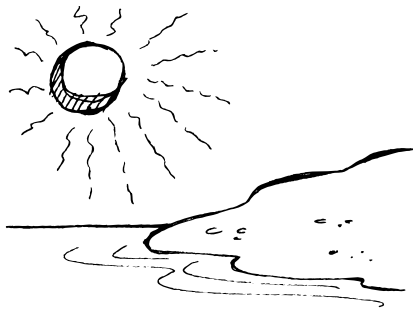


KNOW THE SKILL: **Main Idea**

The most important idea is the main idea. It is what the writer wants you to remember. The main idea is often in the first sentence.

Test Example

1 What was *All About Weather* about?



Think About the Answer

The second picture shows a main idea from the passage. The sun warms the water and land, causing wind. The passage did not talk about rain making flowers grow. It also did not tell about building a snowman.

Now You Try It

2 Which picture shows another main idea from *All About Weather*?



Check your answer on page 108.

Comprehension

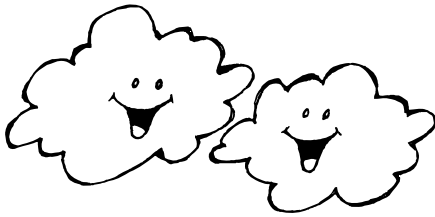


KNOW THE SKILL: **Fantasy and Realism**

Some stories are about real things. Others are make-believe. As you read, ask yourself if the things in the story could have really happened. Or did someone make them up?

Test Example

1 Which can really happen?

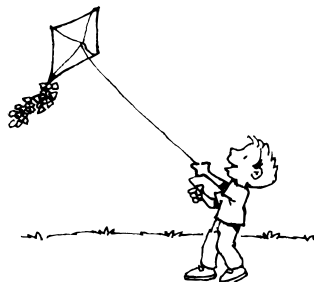


Think About the Answer

The last picture shows something that can really happen. Real clouds do not have faces, so the first and second pictures are make-believe, not real.

Now You Try It

2 Which is make-believe?



Check your answer on page 108.