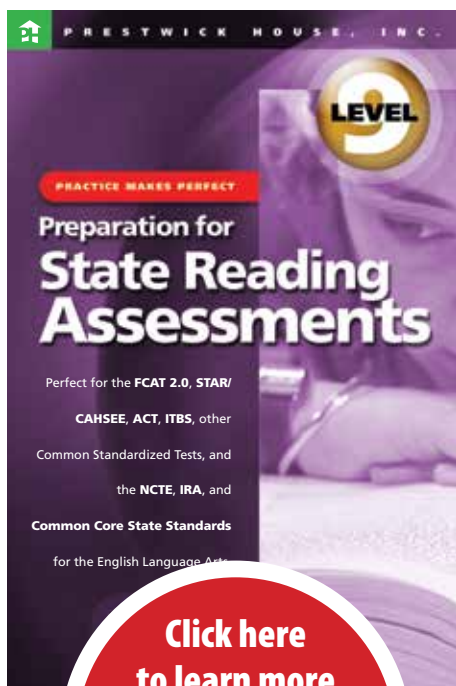




Practice Makes Perfect
Preparation for the State
Reading Assessments

Sample



Click here
to learn more
about this
title!



Click here
to learn
more about
this series!



 **Prestwick House**

More from Prestwick House

Literature

Literary Touchstone Classics
Literature Teaching Units

Grammar and Writing

College and Career Readiness: Writing
Grammar for Writing

Vocabulary

Vocabulary Power Plus
Vocabulary from Latin and Greek Roots

Reading

Reading Informational Texts
Reading Literature

PRACTICE MAKES PERFECT

Preparation for
**State Reading
Assessments**



Prestwick House

P.O. Box 658 Clayton, Delaware 19938
www.prestwickhouse.com

Preparation for State Reading Assessments

Table of Contents

4	<i>Introduction to the Student</i>	44	<i>Tupac</i>
6	<i>Model Passage</i>	46	<i>Domestic Violence</i>
10	<i>Henry and Anne</i>	48	<i>Raul Julia</i>
12	<i>The Alamo</i>	50	<i>Ornamentation</i>
14	<i>Cranial Binding</i>	52	<i>Buffalo Soldiers</i>
16	<i>Jackie Robinson</i>	54	<i>Foot Binding</i>
18	<i>Chernobyl</i>	56	<i>Ghostwriters</i>
20	<i>Bigfoot</i>	58	<i>Sojourner Truth</i>
22	<i>Competing for the Crown</i>	60	<i>Giant Squid</i>
24	<i>BASE Jumping</i>	62	<i>Joan of Arc</i>
26	<i>Princess Diana</i>	64	<i>Nazca Lines</i>
28	<i>Mad Cow Disease</i>	66	<i>Slavery</i>
30	<i>Nostradamus</i>	68	<i>Brewing Beans</i>
32	<i>Ynés Mexía</i>	70	<i>Thurgood Marshall</i>
34	<i>WIC</i>	72	<i>Sitting Bull</i>
36	<i>Skeleton</i>	74	<i>Bromelads</i>
38	<i>Blackbeard</i>	76	<i>How True is Old Faithful?</i>
40	<i>Growing Up</i>	78	<i>Technology</i>
42	<i>Spontaneous Combustion</i>		



How to Take a Reading Comprehension Test

Taking a reading comprehension test does not have to be a stressful event. The following tips and methods can be used to make your test-taking efforts more effective and your results more accurate.

FOCUS:

When you read a comprehension passage, you should try to identify the following:

- main idea
- author's attitude or tone
- author's purpose

Many comprehension questions focus on your ability to determine what the author is trying to say and why he or she is saying it. Think about whether the author is biased: Does he or she support, criticize, or remain objective about the subject? What clues show the author's attitude?

While you read, you should imagine yourself as the test writer.

- Which pieces of information do you think are important?
- Is the passage about a person or a group of people?
- What is that person's or group's message to the world?
- What questions would you write about the passage?

When you come across a point that stands out, make a mental note of it. Ask yourself why the author included it. Information that seems to have a special purpose often shows up in the questions.

TIPS:

In order to determine an author's attitude toward the subject, look for emotionally charged words, such as *tragically*, *sadly*, *unfortunately*, *surprisingly*, *amazingly*, *justly*, etc. These words indicate an author's bias—whether the author sides with or against the subject of the passage. Simple words tell you a lot about the author's feelings.

Frequently, you are asked to identify the main idea of a passage. These types of questions do not always use the words *main idea*. They may ask for the most appropriate title or the statement with which the author would most likely agree or disagree. Pick the answer that is true for the entire passage. If no choice relates to the entire selection, choose the answer that is supported by most of the passage.

You will also encounter questions that ask you to define a word or find the most appropriate synonym. These questions check your ability to use context clues, not your vocabulary knowledge. Sometimes, you will find more than one seemingly correct answer, but when you look at the word as it is used in the paragraph, you can choose the best synonym for the situation.

Some questions are open-ended and require you to write an answer. You must write two-to-four complete sentences to answer these types of questions. The person who scores your answer will look for you to explain yourself, so be sure to support your opinion with details from the passage.

Finally, when it comes to taking timed tests, many people feel pressured to race through the work so that they complete all of it. Remember, though, that careful reading cannot be rushed. So, what can you do? When you cannot decide the answer to a question, skip it and come back to it after you have answered the rest of the questions for that passage. You may even find the answer when you are working on other questions. If you still cannot answer it, make your best guess and move on, rather than spend too much time trying to figure out one question, leaving yourself insufficient time to answer the rest accurately.

Some people suggest reading the questions before you read the passage so that you know what information you need. If this works for you, that is terrific! For many people, however, this uses valuable time and results in too much information to remember. This breaks their concentration, and they cannot focus on what they read. If you cannot focus on both the questions and the reading at one time, read the passage first, concentrating on what you read. If you need to look back at the passage to answer the questions, go ahead and do so. The point to be made here is that you should work in a manner that is comfortable for you. When you find a technique that works for you, use it!

REMEMBER THESE THREE EXTREMELY IMPORTANT POINTS:

1. Read the passage and answer the questions that follow it!

Look for tricky words, such as *not*, *always*, *true*, *opposite*, etc. These words greatly affect the answer to the question.

2. If you cannot remember what you just read, read it again, and pay attention to it!

3. Always read all the answer choices!

You may choose the wrong answer and miss the correct one entirely if you stop reading once you think you have found the answer. There may be a better choice further down the list, and you will miss it if you do not read it.

Model Passage

The following model passage demonstrates effective use of the reading tips and strategies. You will see that there are underlined words and phrases in the passage and notes in the margins. The notes in the margins refer to the underlined portions of the passage and serve as examples of the way you should think about the passage. These notes include questions you should ask yourself or comments you should make to yourself as you read.

The Railroads Connect

¹This passage will be about the disorder of the “Wedding of the Rails” celebration.

On May 10, 1869, the Transcontinental Railroad was finally connected after years of hard work and confusion, but the celebration of the “Wedding of the Rails” was plagued by disorder and misunderstanding.¹

²What are the funny errors?

Of course, the real story is a comedy of errors.² First,³ the actual location of the event was Promontory Summit, Utah, but since this was not on the map, the press reported that it occurred at Promontory Point; therefore, postcards, souvenirs, and even textbooks to this day bear the name of the incorrect location. Second, on May 4, 1869,⁴ the president of the Central Pacific Railroad, Leland Stanford, revealed to his friend, David Hewes, that no commemorative item had been made for the event. Upset by this fact, Hewes attempted to have a solid gold rail made, but after failing to find someone to finance it, he had \$400 worth of his own gold melted and cast⁵ as the “Golden Spike,” which was then engraved⁶ for the occasion. Three other spikes were also made for the event. The next problem arose when the event had to be postponed because disgruntled⁶ workers and poor weather conditions delayed the arrival of officials from the Union Pacific Railroad. Finally, on May 10, 1869, the officials from both the Union Pacific and the Central Pacific railroads convened for the celebration. A special laurelwood railroad tie was laid in place at the junction, and the specially-made spikes were dropped into pre-drilled holes. Not one of them was actually hammered into place.⁷ Then, the laurelwood tie and spikes were replaced with a standard tie and regular iron spikes. The last spike and the hammer were connected to the telegraph line so that the entire nation could hear⁸ the “Wedding of the

³The points are organized. The word first tells me to look for second, etc. Look for next and finally.

⁴Wow, that is only six days before the ceremony.

⁵Wow, \$400 of his own gold! Why? What kind of question could the test ask about this?

⁶I should look at the context of these boldfaced words. What do they mean?

⁷Those spikes were just dropped in the holes!

⁸This was a huge event if the telegraph was going to relay the sound.

⁹The name of the event is mentioned again. This must be important.

¹⁰That is funny—after all of the problems, the important people who were supposed to hammer the spike could not do it.

¹¹That is funny, too. I cannot believe no one showed up. It seems as if no one cared.

Rails.⁹ The sound of the hammer hitting the spike would then travel across the country through the telegraph line. Leland Stanford was given the first swing, but he missed¹⁰ the spike and hit the wooden tie. Thomas Durant, vice president of the Union Pacific Railroad, swung at the spike, but missed entirely. In the end, a railroad employee hammered in the final tie,¹⁰ and the telegraph operator sent the message to the country: “D-O-N-E.”

Not so surprisingly, when the fiftieth anniversary celebration was scheduled, not one person showed up.¹¹ Maybe they all went to Promontory Point.

1. Which of the following best states the author’s purpose?

- A. to make fun of the Transcontinental Railroad
- B. to make an accurate portrayal of an important event in railroad history
- C. to explain the importance of the Golden Spike
- D. to describe how history books sometimes contain incorrect information

(B) *The author accurately describes the confusion and mishaps surrounding the “Wedding of the Rails” celebration. All other answer choices are merely supporting points in the passage.*

2. Which of the following would be the best title for this passage?

- A. The Golden Spike Disaster
- B. Where the Railroads Meet
- C. Leland Stanford’s Spike
- D. The Wedding of the Rails

(D) *The passage is about the entire “Wedding of the Rails” ceremony. After all, the ceremony’s title is mentioned twice in the passage, making it significant information and appropriate for the title. Although the event was riddled with errors, it would not be considered a disaster. Finally, the passage does not focus solely on Leland Stanford’s spike or where the event occurred.*

3. Which of the following did not contribute to the confusion on May 10, 1869?

- A. the telegraph operator
- B. poor weather conditions
- C. last-minute planning
- D. uncertainty about the location

(A) *The telegraph operator did not make any errors. The poor weather postponed officials, last minute planning required a friend to donate his own gold for the commemorative spike, and uncertainty about the location led to incorrect information.*

4. As used in the passage, the word engraved most nearly means

- A. molded.
- B. decorated.
- C. transported.
- D. purchased.

(B) *If the spike was engraved for the occasion, it must have been decorated to show its commemorative purpose. Molded is not the answer because the passage already stated that the gold was melted and cast. Although the spike would have to be transported, the context is discussing the making of the spike, not the shipping of the spike. Finally, the gold was already purchased since it belonged to Hewes.*

5. Based on the information provided in the passage, what can you infer is the reason for David Hewes's melting his own gold to make the spike?

- A. He was angry that no one would help him.
- B. He wanted to become famous for his contribution to the Transcontinental Railroad.
- C. He could find no one willing to pay for or donate the gold.
- D. He had more gold than he needed, so he was willing to give some away.

(C) *Hewes tried to find someone to finance a rail but was unsuccessful. Had he found someone willing to pay or donate at least something, then he would not have had to use his own resources. Since he looked for someone to finance a golden rail instead of financing it himself, we can infer that he did not have an overabundance of gold. There are no clues to imply he was searching for fame. Finally, the passage states that he was upset that there was no item made to commemorate the event, but no mention of his being angry at finding no one willing to help.*

6. Answer the following question using complete sentences:

Why does the author call the "Wedding of the Rails" a "comedy of errors"?

The event is humorous because it was a major celebration of the uniting of the country's rails, which was a massive undertaking, and almost everything that could go wrong did. Railroad officials arrived late because their workers were unhappy, the commemorative spike was not even hammered in, and a railroad employee, not any of the officials who organized the celebration, completed the actual connection of the rails. As a final taunt, no one showed up for the fiftieth anniversary celebration.

DIRECTIONS: Read the passage and answer the questions that follow it.

Henry and Anne

ANNE BOLEYN IS BEST remembered as the beheaded wife of Henry VIII and the mother of Queen Elizabeth I. She was born sometime between 1501 and 1507; as an adult, Anne was known for her olive complexion, dark eyes and hair, and long, elegant neck. Because female beauty during the sixteenth century included pale, blond-haired, and blue-eyed, many people took note of her appearance. According to legend, she also had a small sixth finger on one hand and a large mole on her neck.

After spending several years in France, Boleyn came to the English court in 1522 and captured Henry's attention. When Anne arrived at Henry's court, he was still married to his first wife, Katharine of Aragon. Although Henry fell in love with Anne and pursued her **incessantly**, she refused to become his mistress as others had done. Katharine had failed to produce Henry a male heir, which he desperately wanted. Because of his disappointment and new love, Henry began divorce proceedings in 1527. At this time, the Catholic Church neither allowed nor recognized divorce, and Henry's actions created a



major controversy that resulted in a division between the crown and the Church. Anne became pregnant in 1532, and Henry was forced to marry her quickly to legitimize the child. They were secretly married in January of 1533, although

Henry's previous marriage was not annulled until late May. Anne was crowned queen on June 1, 1533.

To Henry's disappointment, Anne gave birth to Elizabeth I on September 7. The following January, Anne was pregnant again but the child, supposedly male, was miscarried.

Anne began to fear for her life since she had not produced a living son and Henry began paying attention to one of Anne's ladies-in-waiting. On May 2, 1536, Anne was arrested and charged with various crimes, including plotting to kill the king. She was imprisoned in the Tower of London before a court, headed by her uncle, condemned her. On May 17, Anne was beheaded. Two days before her death, the Church of England dissolved her marriage to Henry VIII, who married again, ten days later. ●

Q U E S T I O N S

1. Which of the following best describes Anne's appearance as compared to the standard of beauty in sixteenth-century England?
 - A. Anne captured Henry VIII's attention because she was the ideal beauty.
 - B. Anne was disfigured.
 - C. Anne looked very typical for her time period.
 - D. Anne stood out because she was the opposite of the standard.

 2. Why did Henry have difficulty divorcing his wives?
 - A. The English court would not approve a divorce.
 - B. As king, Henry was the role model for his country, and his people did not approve of divorce.
 - C. The king was allied with the Catholic Church, which did not approve of divorce.
 - D. He married Anne before he had divorced Katharine.

 3. What is the purpose of the second paragraph?
 - A. It explains how Anne became queen after Katharine.
 - B. It explains how Henry's divorce affected Catholicism.
 - C. It describes the relationships Anne had with the people of the kingdom.
 - D. It describes how desperate Henry was to have a male heir.

 4. As used in the passage, the word incessantly most nearly means
 - A. periodically.
 - B. constantly.
 - C. jealously.
 - D. carefully.

 5. What can be inferred from the final paragraph?
 - A. Anne was incapable of producing healthy children.
 - B. Anne's lady-in-waiting helped plot Anne's condemnation.
 - C. Anne had a good relationship with her uncle.
 - D. Henry probably made up the accusations against Anne.

 6. Answer the following question using complete sentences:
Why was Henry VIII so disappointed in both Katharine and Anne for bearing daughters instead of sons?
-