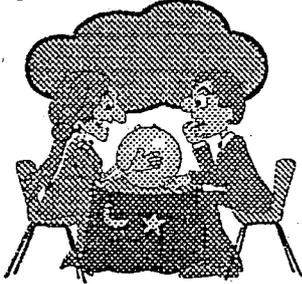


***Gearing Up for
Writing Assessment***

Autobiographical

Trip to the Fortune Teller



Madame Sonya, look into your crystal ball, and tell me how I can get out of this jam.

Teacher, the computer ate my term paper.

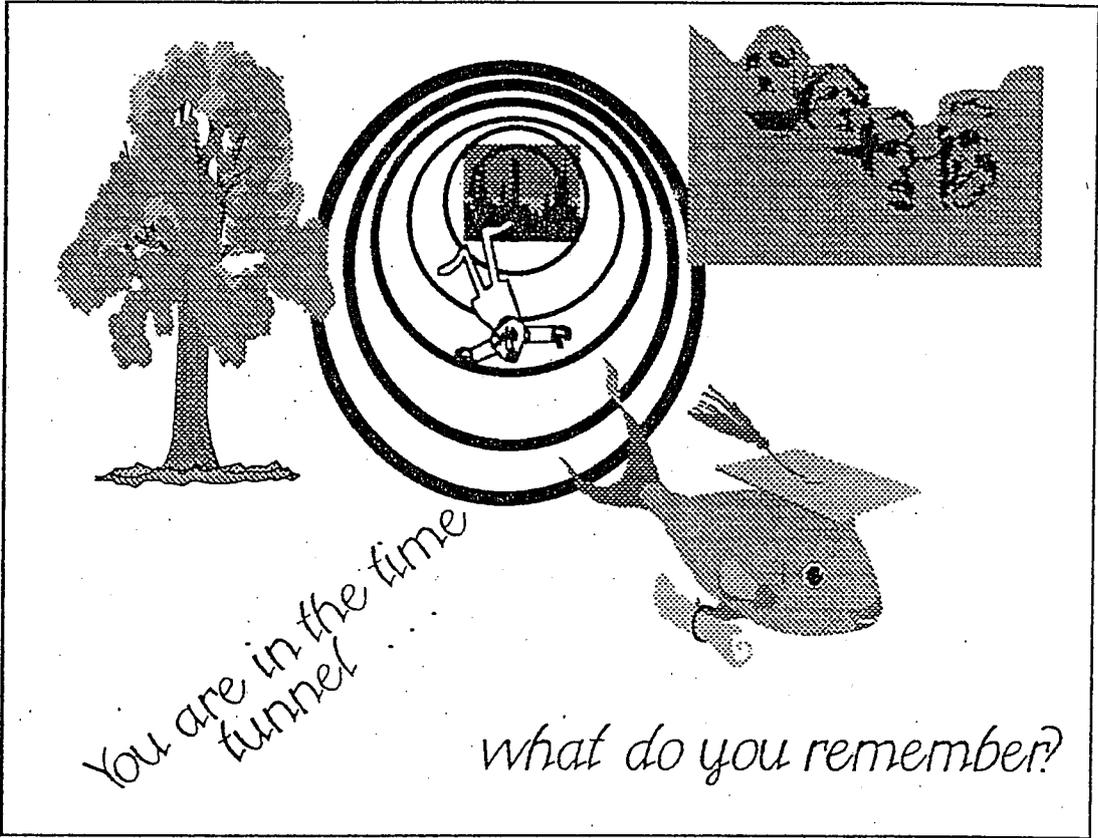


Universal Experience



Work late??
You jest.

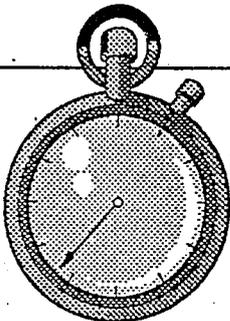
Autobiographical writing focuses on the retelling of an event in your life.



You are in the time tunnel

what do you remember?

Focus on a significant or memorable event in your life



When telling your story, move from general time to specific time.



When I was ten . . . *(general)*

It rained at my tenth birthday party. *(specific)*

(general) In the afternoon we play games.

We play hide and seek every day until suppertime.

(specific)

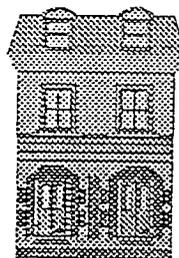
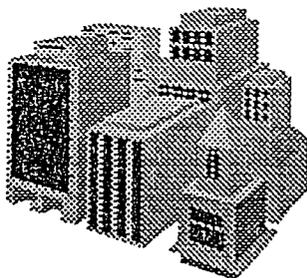
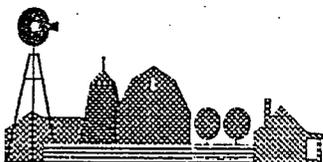
Identify the place where your story takes place

- move from a general location like your state or town

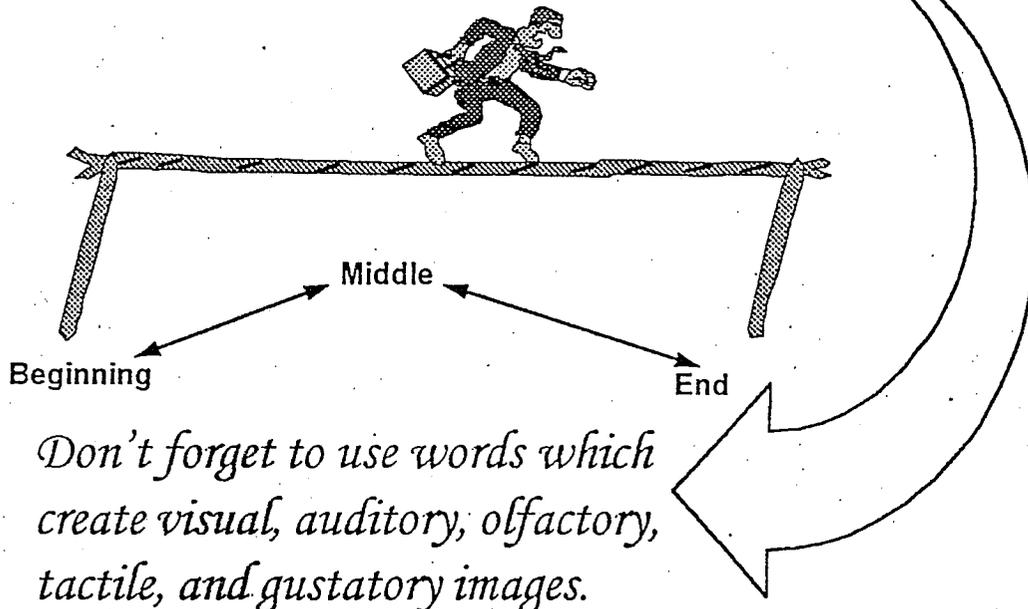


to

- a specific location like your house, a playing field, or a mall.



Be sure your narrative has a

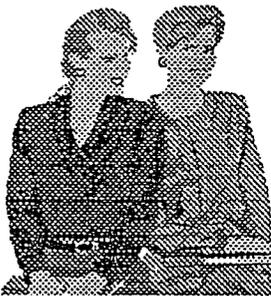


↑
taste



Surprise

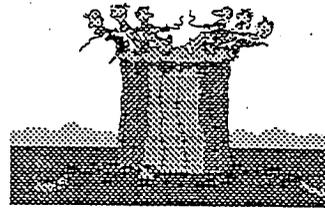
I inserted the disk into drive A:. When I pressed "enter", there was a *PIZZST*, ACK, ACK, ACK, **POP** and the computer exploded.



"He told me I looked like Sheryl Crow and I said 'get lost'."

"But you do look like Sheryl Crow."

Dialogue



Middle of the Action

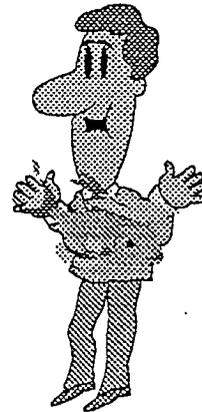
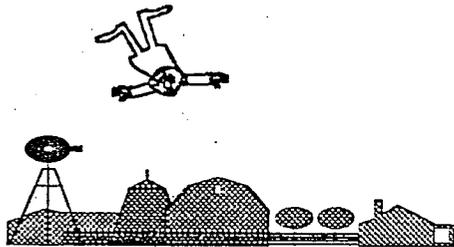
The rope broke and bodies flew everywhere

Be sure to include the significance of the episode.

Clue:

What did you learn about yourself?

What did you learn about others?



Don't announce your discovery!!

Success in Autobiographical Writing

Personal Experiences

+

Time and Place

+

Beginning, Middle, and End

+

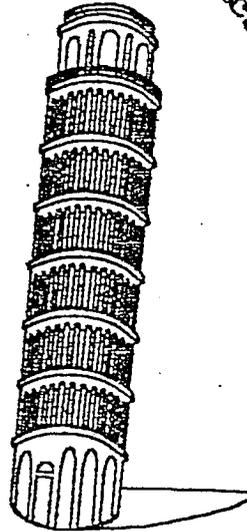
Discovery

Report of Information

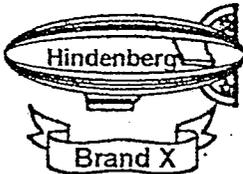
Hoppin' John
1 New Year's Day
1 qt. Black Eyed Peas
2 cups Rice
Prepare all ingredients according
...



What is this structure?



How do you make this New Year's specialty?? What is the significance of the peas?? Where did this tradition begin??

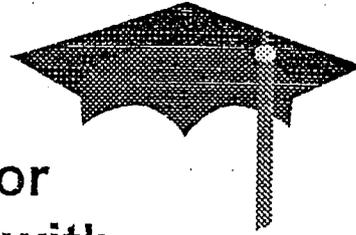
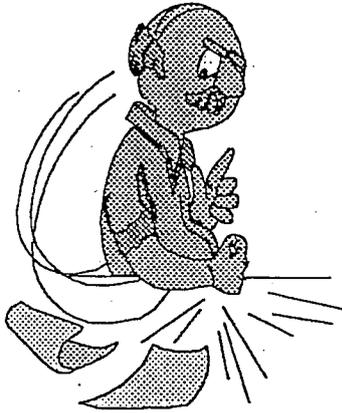


or



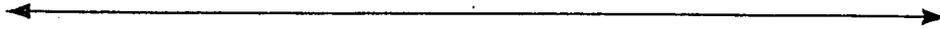
Which is best?

Location ... Importance ...

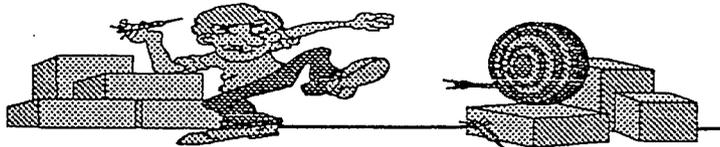


The professor
speaks with
authority.

So should **you!**

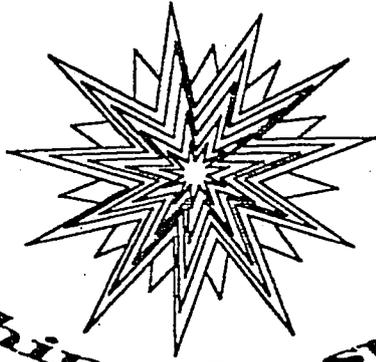


What makes you an authority?



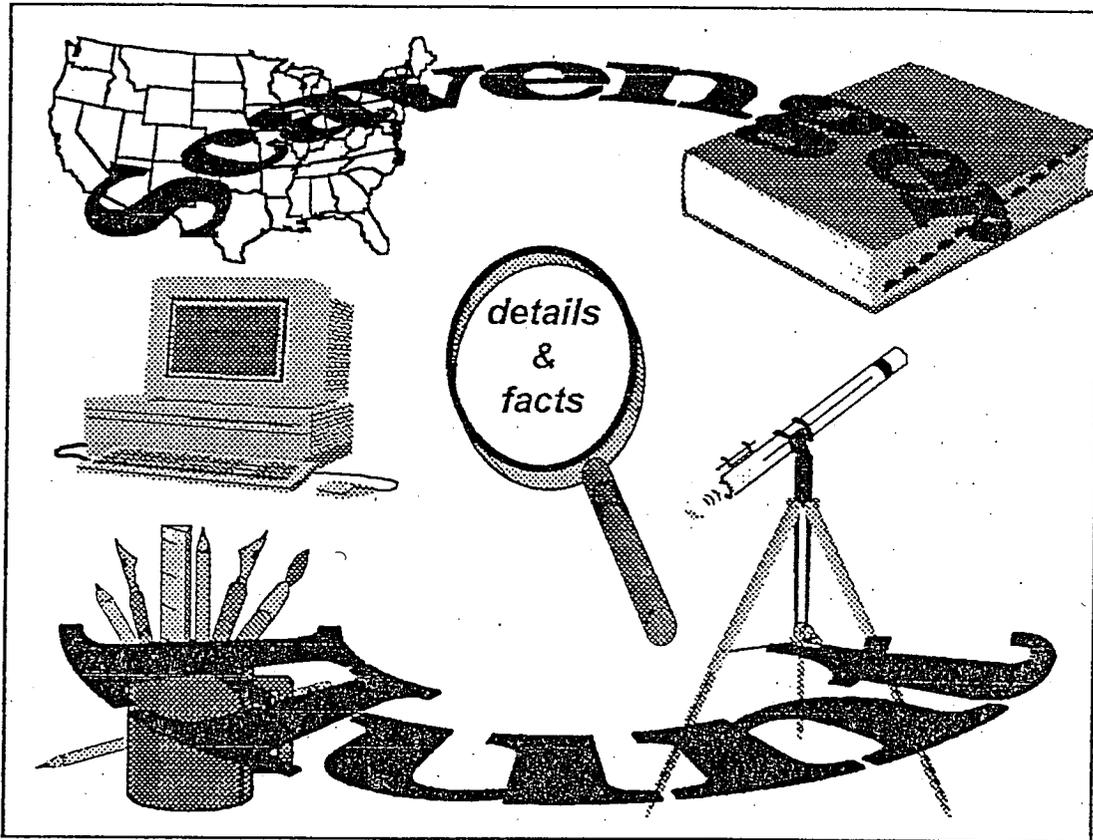


When you write a report of information, include details, definitions, and examples to explain the concept or process you are describing. Historical facts and personal experiences add *sparkle* to the essay.



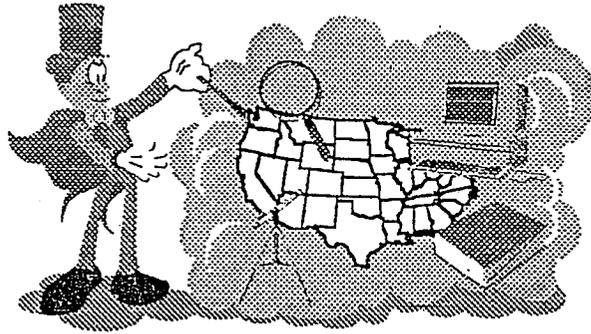
Searching for sparkle!!





When writing this report for the assessment, you use *only* information stored in your brain.

Be sure to pick a topic which meets the requirements of the prompt, *as well as*, one about which you can give details, definitions and examples.

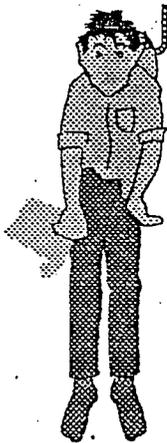


A Strategy for Success

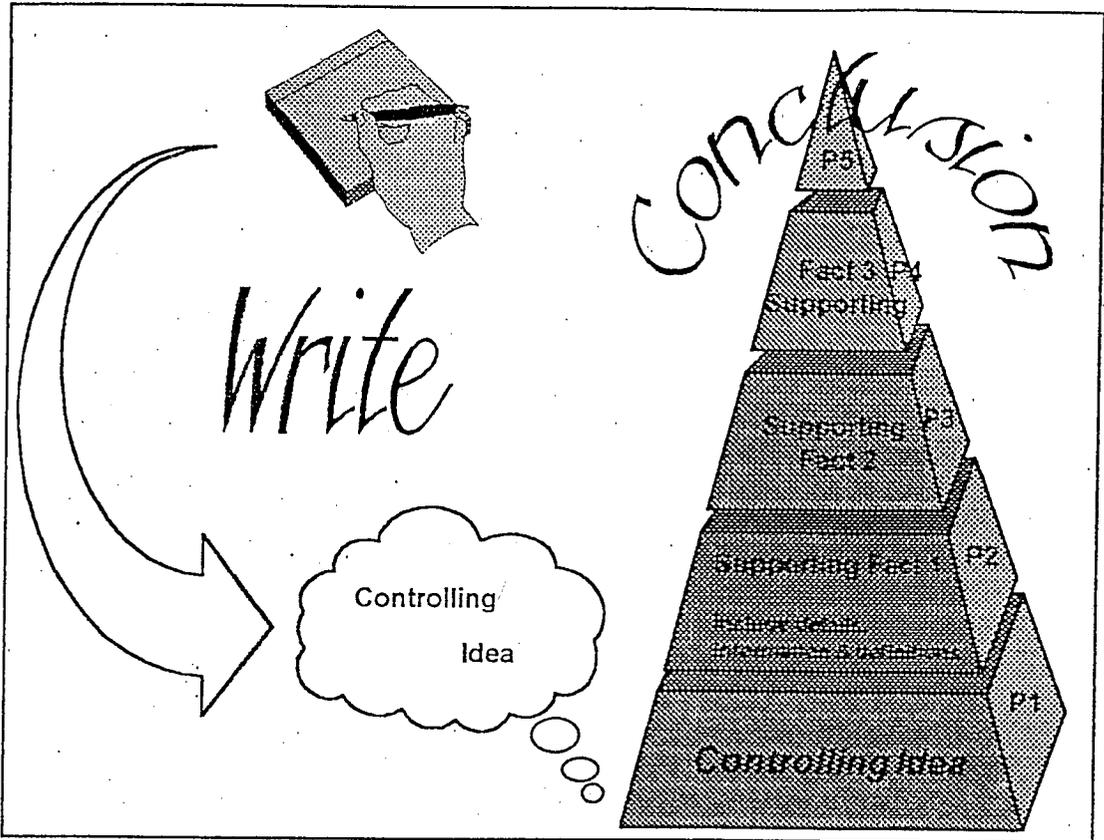
Brainstorm several possibilities! List everything you know about each topic. *Choose the one which is appropriate, i. e., most details, history, examples.*

Provide a *HOOK* which will get the audience's attention.

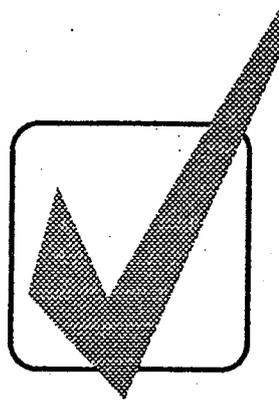
You may use "*scene setting*", a humorous experience, or any method of your choice.



Then . . .

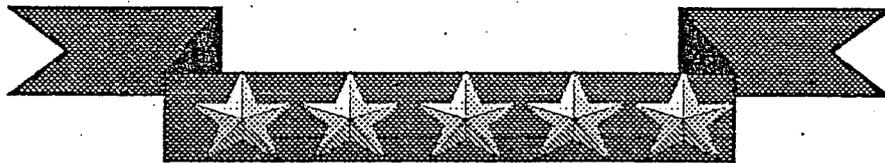


***If you follow these
directions,***



your report of information

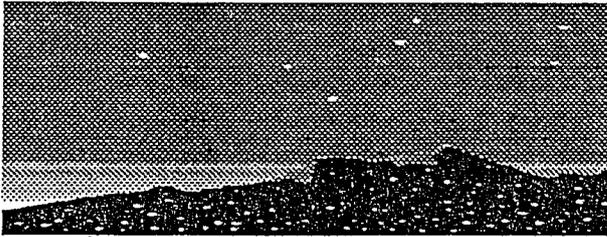
will be successful!!



Developed by A Massengill & R Gamble

Observational

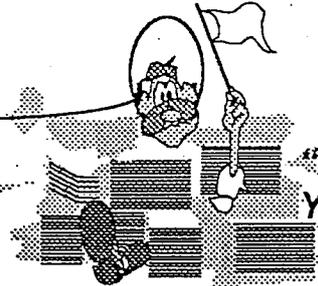
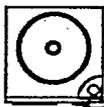
What do you see??



What *time* of day is it?? What is the *location*?? Are there any *people*??
What are the *weather* conditions??



What is that *smell*??



**"Matt, turn off that music.
Your brain will be fried."**

Who's that lady??

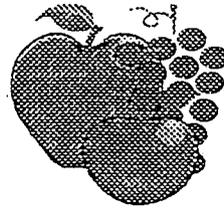
Is that her stuff??

Does she have a home?? How do you think she *feels*??



Anchovies ... YUCK!!

I like this fruit, but I don't like mangos and avocados. *They slip around on my tongue or get caught in my teeth.*

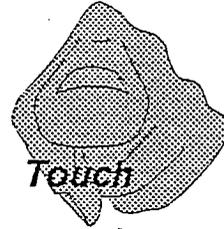
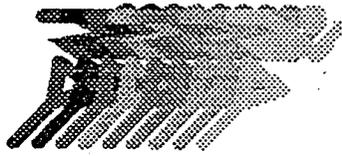


Nobody, but nobody eats brains and eggs!!





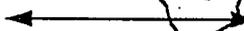
Kinesthetic



Touch

Call on your senses.

Sight



Taste



Sound



Smell



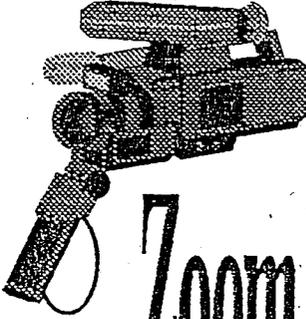
In *observational writing* you are the *observer*
rather than the participant.



Imagine you are a TV camera person.

Zoom In

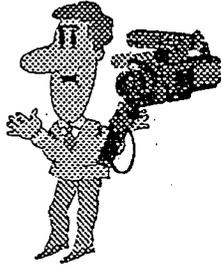
for close-ups on
the object, person
or event you are
observing.



Zoom Out

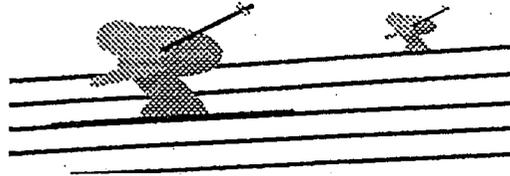
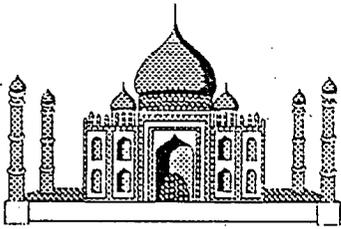
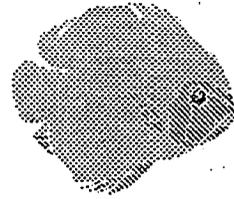
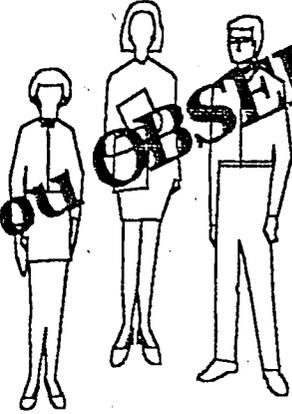
for the
setting.

Observer: YOU!!



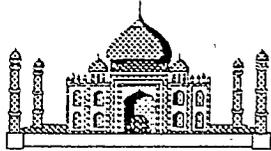
LOOK

What you OBSERVE!



Strategies

Factual Description



Dialogue

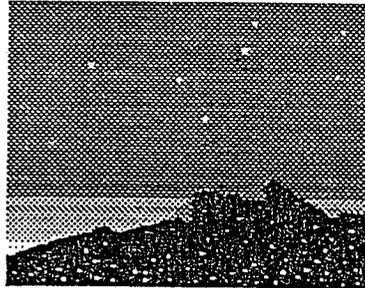
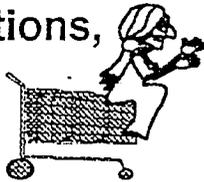
"Do you like living on the street?"

*"Dearie, my name is Dr. Moneypenny.
Surprisingly enough I am doing
research on street people."*

Sensory Detail

Narration

**Specific Actions,
Behavior**

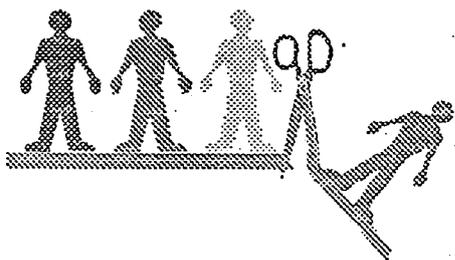


Speculate about the things you observe.

Show your feelings about events or people.

What did you discover about . . .

. . . yourself



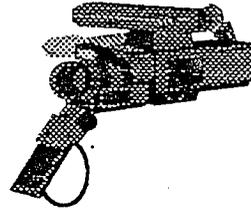
others . . .



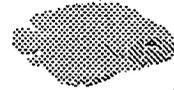
Review

Do You
Remember
What To
Do???

Observer



Subject



Senses

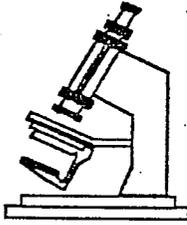


Discovery



Created by A. Massengill and R. Gamble

Problem Solution



What is
it??

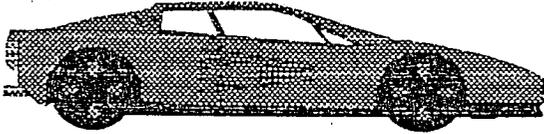


Why can't I stay out
late with my friends??

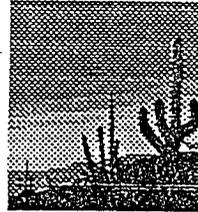


$$2+2=?$$

Where is
Carmen
SanDiego??

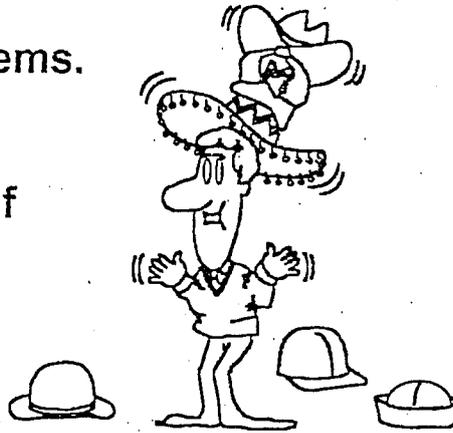


Dad, can I have the car tonight??

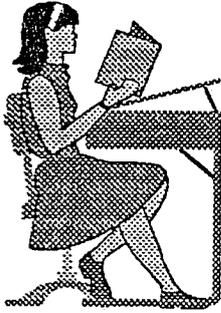


Each of us faces daily problems.

Whether we solve them ourselves or need the help of others, we must develop appropriate problem solving skills.



Writing is one way to clarify problems and suggest logical, reasonable solutions.



**To maximize success
in
writing problem solutions**

1. Carefully read the situation description.

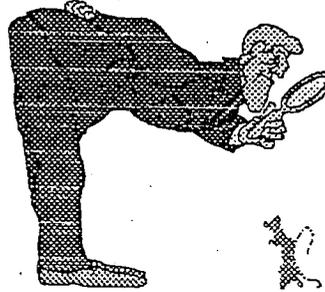
then

2. Read the specific prompt. Sometimes the prompt indicates the problem, and to whom you are addressing your solutions. In other situations, you choose the problem and the person you are addressing.
3. Be sure to follow the directions given in the prompt.

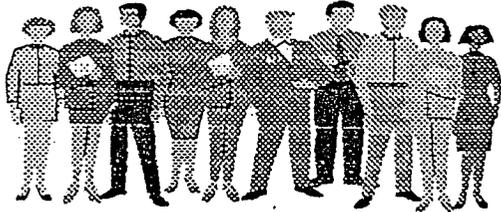


Identify the problem

- Describe the problem clearly
- Indicate its seriousness



Who does it *affect*?



Show and Tell

Address your solution to the appropriate audience.



Problem Solutions

Brainstorm possible solutions

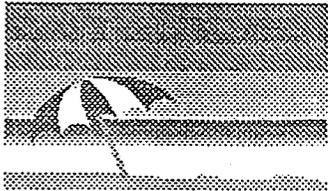


Solution 1

- How much time will be needed to solve the problem?



- What will it cost to talk about the problem and to interact with others in solving it?



- Do the benefits outweigh the costs?

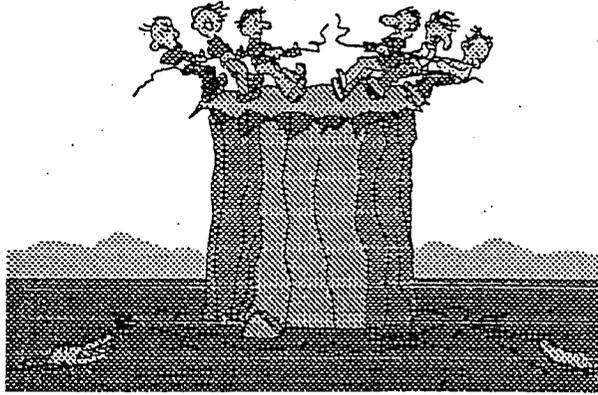
Repeat this sequence of questions for Solution 2.



You don't agree!!

**Remember to include the opposite points of view
in your solution.**

A Tug of War ↔ Opposing Points of View



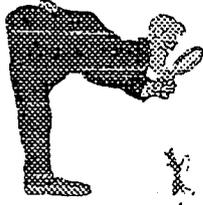
Dad, can I have the car tonight??

No, your sister has been invited to a party tonight, and you know she can't drive.

**Can't she find someone to take her?
If not, I'll drop her off and pick her up.**

That sounds like a plan to me.

Ready to Write



1. Identify the problem.

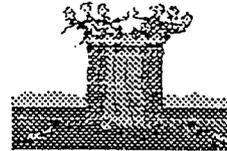
2. Address the solutions to a particular person or group.



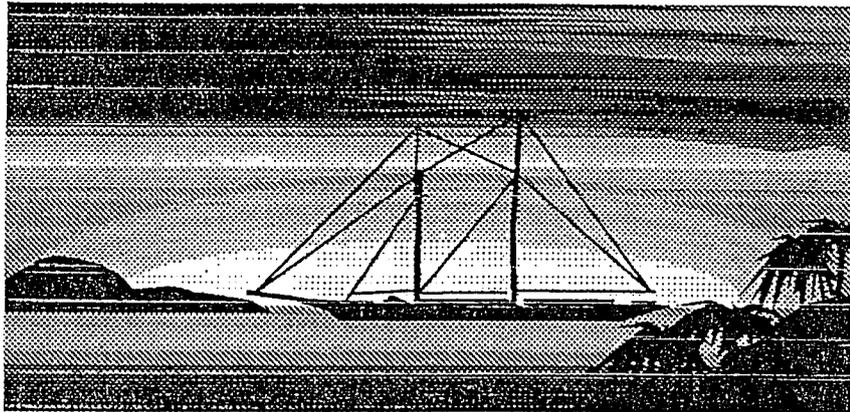
3. Offer two solutions.

Remember time, costs, & benefits

4. Indicate opposing views.



5. Pick the best solution.

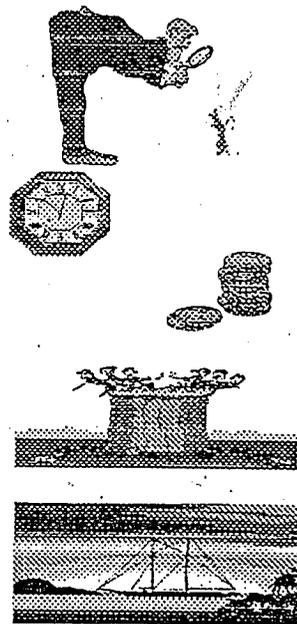


Remember:

Write a strong concluding paragraph.

Review

Do You
Remember
What To
Do???



Created by A. Massengill and R. Gamble

Likenesses and Differences

On tests you may have to tell how things are alike. You may have to tell how things are different.

TFK Test Smart!

Ask yourself questions that will help you tell how things are alike and different.

- ◆ How are these alike? Are they the same size or weight? Do they look alike?
- ◆ How are these different? Are they different shapes or colors?
- ◆ Are there clue words such as *alike*, *twins*, and *same* for likenesses?
- ◆ Are there clue words such as *different*, *unusual*, and *assorted* for differences?



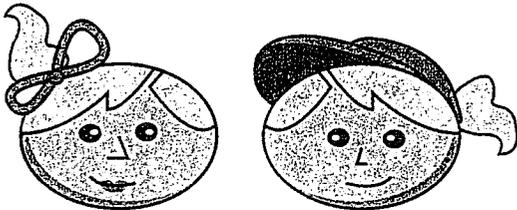
Try this: Read the story. Then answer the questions.
Write your answers on the lines.

Most kids grow up watching lots of TV. Ashley and Mary-Kate Olsen have grown up on TV! The twins, now 12 years old, started acting when they were just babies. How does it feel to see themselves on old shows? "It's like, 'look how little we were!'" On a show called *Two of a Kind*, they played characters who were based on themselves. "I like to look nice, and I like to go to the mall, says Ashley. "Mary-Kate is more sporty." (TFK, October 23, 1998)

1. How are Ashley and Mary-Kate different from most kids?

2. What clue word tells how Mary-Kate and Ashley are alike?

3. How do Mary-Kate and Ashley differ from one another?



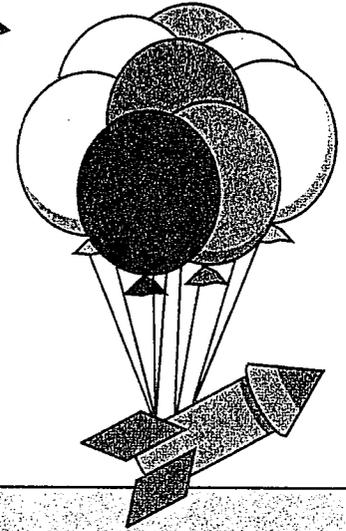
Prediction

To make a prediction, think about the story. Think about what you already know. Use these ideas to help you predict what may happen next.

TFK Test Smart!

To answer test questions about predictions, ask yourself these questions?

- ◆ What are the characters in the story like?
- ◆ What are the characters likely to do next?
- ◆ What has happened so far?
- ◆ What is most likely to happen?



Try this: Read the first part of the story. Then answer the questions. Write your answers on the lines.

What a long shot! This month, five sixth graders in Monroe, Michigan, sent a paper rocket soaring into the sky. "We didn't know where it would land," said Jeremy Smith, 11. As part of a school project, they had attached eight helium balloons to the rocket. They added a note asking the person who found it to write back.

1. What will happen to the rocket?

2. Will someone write to the sixth graders?

Now read the second part of the story. Then answer the questions. Write your answers on the lines.

The next morning, someone from the space agency NASA phoned the school. The rocket had landed at a NASA rocket-testing site 50 miles away in Ohio! Robert Kozar, the site's manager, invited the class to come visit. The chances of such a lucky landing, he said, were "1 in 10 zillion!" (TFK, September 25, 1998)

3. Where will the class go?

4. What will the children see there?

Conclusions

To draw conclusions, think about what you know and what the story says. Put the ideas together and then draw your conclusion.

TFK Test Smart!

Ask yourself questions as you draw conclusions for a test.

- ◆ What does the story say?
- ◆ What do I already know?
- ◆ How do the ideas fit together?



Try this: Read the story. Then answer the questions.
Write your answers on the lines.

The Big Bird Watch

During the weekend of February 20 to 22, eagle-eyed bird watchers across the country can help scientists count this year's bird populations. How? Just keep track of the different kinds of birds that you see in your backyard or neighborhood. Then, using a computer at your school, home or library, you can enter your count online. The Website is <http://birdsource.cornell.edu>. The site has pictures of birds to help you identify the birds you see.

Big groups of birds fly south every winter. This flight is called a migration. The Great Backyard Bird Count is the first time that people across the country have been invited to track winter migrations. Scientists want to see if flight patterns were affected by this year's warm winter.

(TFK, February 13, 1998)

1. Why do birds fly south in the winter?

2. Why might a warm winter affect the number of bird's flying south?

3. Would scientists want to know if you saw just one kind of bird?

4. Would the scientists want to know if you saw no birds?

Fantasy and Reality

Fantasies are made-up stories. They tell about things that do not happen in real life. Realism are stories that could happen in real life. Stories in TIME FOR KIDS are realism but some stories based on real events can be about fantasy.

TFK Test Smart!

Ask yourself questions to help decide if a story is a fantasy or realism.

- ◆ Read the story.
- ◆ Are animals acting or talking as humans do? Then the story is fantasy.
- ◆ Could characters really do the things they are doing? If they could, then the story is realism. If they could not, then the story is fantasy.
- ◆ Could these events happen in real life? If they can, then the story is an example of realism.



Try this: Read the story. Then answer the questions. Write your answers on the lines.

Hooray for Dr. Seuss!

Welcome to Diffendoofer school. Meet the art teacher, Mr. Beeze. He paints pictures hanging by his knees. You'll love Miss Bonkers: She even teaches frogs to dance, and pigs to put on underpants.

Hooray for Diffendoofer Day! is a new Dr. Seuss book. Seuss had a little help from two popular kids'-book creators: poet Jack Prelutsky and illustrator Lane Smith. (TFK, April 3, 1998)

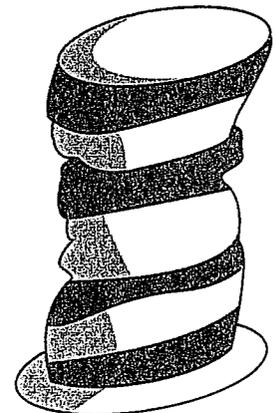
1. Do art teachers paint while hanging from their knees?

2. Do teachers teach frogs to dance?

3. Is *Hooray for Diffendoofer Day!* fantasy or realism?

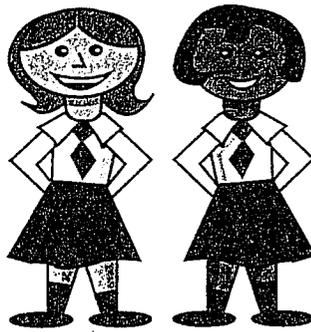
4. Could Jack and Lane write and draw pictures for a book?

5. Is the part of the story about Jack and Lane realism or fantasy?



Fact and Opinion

Facts can be proven true or false. Opinions cannot be proven true or false.



TFK Test Smart!

You can answer questions about fact and opinions. Think about the sentences.

- ◆ Ask yourself whether the statement could be proven. A fact can be proven true or false.
- ◆ A statement that cannot be proven is an opinion.
- ◆ Some opinion sentences have clue words such as *think, believe, feel, and like*.



Try this: Read the story. Then answer the questions. Write your answers on the lines.

Uniforms Rule in New York City

Goodbye, baggy jeans and tie-dyed T shirts! Come September 1999, New York City's schoolkids will have a whole new look. A lot of them will be wearing uniforms.

More and more U.S. schools are asking students to wear uniforms. Schoolkids in at least 35 other cities wear uniforms.

President Bill Clinton says he believes uniforms are good for "order and discipline" in the schools.

William C. Thompson, the head of New York City's school board, agrees. "This will promote school unity and pride," he says.

The cost of a uniform will be about \$100. Parents who do not want their kids to wear a uniform can write a letter asking for the child to be excused. But every child must wear "appropriate dress."

Not everyone is happy with the new rule. "It's like freedom of speech," says Jonathan Love, 9. "Kids should be allowed to choose their own style."

(TFK, March 27, 1998)

1. Write one fact given in the story.

2. What does President Clinton say about uniforms?

3. Is the President giving a fact or an opinion?

4. What is Jonathan Love's opinion about wearing uniforms?

Cause and Effect

You can identify cause and effect by asking yourself questions. You ask *what* has happened to find an **effect**. You ask *why* it has happened to find a **cause**.

TFK Test Smart!

You can answer cause and effect questions on tests.

- ◆ Read the story
- ◆ Ask yourself what has happened. The answer to the question is the **effect**.
- ◆ Ask yourself why it has happened. The answer to this question is a **cause**.
- ◆ Look for clue words such as *because* and *so*.



Try this: Read the story. Then answer the questions.
Write your answers on the lines.

The World's Biggest Igloo

A penguin would feel right at home at the Ice Hotel in Jukkasjaervi (*You-kus-yair-vee*), Sweden. That's because the entire hotel, from floor to ceiling—and much of the furniture—is made of ice and snow!

Why would anyone want to stay in a place where the room temperature is just 20°F? Kerstin Nilsson, a manager at the hotel, says its natural beauty brings many guests. "It is pure winter: white and fresh snow and total quiet," she says.

Last year about 4,000 people checked in at the Ice Hotel, which is near the Arctic Circle. One visitor, Kim Kovel of New York City, was nervous about sleeping on the hotel's giant ice-cube beds. "It's freezing!" she said.

The Ice Hotel will melt into a puddle in the spring. But it's not gone for good. By October, expert builders start chipping away at a new one!

(TFK, March 6, 1998)

1. Why would penguins feel at home at the Ice Hotel?

2. Why do many guests come to the hotel?

3. What effect does spring have on the hotel?

Details

You have answered questions about details when choices are given to you. Now answer detail questions on your own.

TFK Test Smart!

Think about the details as you read.

- ◆ Read the story and the questions.
- ◆ Look for the details that answer the questions.



Try this: Read the story. Then answer the questions.
Write your answers on the lines.

A Grand Princess Sails the Seas

It would have made the Titanic look like a tugboat! On September 24, the world's largest cruise ship, the Grand Princess, arrived in New York City. A week later, it sailed for the Caribbean Sea. The Grand Princess is 201 feet tall. It towers over the Statue of Liberty, which is 151 feet tall. At 951 feet, the ship is longer than three football fields. It has five swimming pools and a small golf course.
(TFK, October 9, 1998)

1. What is the name of the world's largest cruise ship?

2. Where did the ship arrive on September 24?

3. How tall is the ship?

4. Is the ship taller than the Statue of Liberty?

5. How many swimming pools does the ship have?

Sequence

You have answered order questions from choices given to you. Now answer the questions on your own.

TFK Test Smart!

As you read, think about when things happen.

- ◆ Read the selection carefully.
- ◆ Think about when things happened.
- ◆ Look for clue words, such as *first*, *next*, *then*.

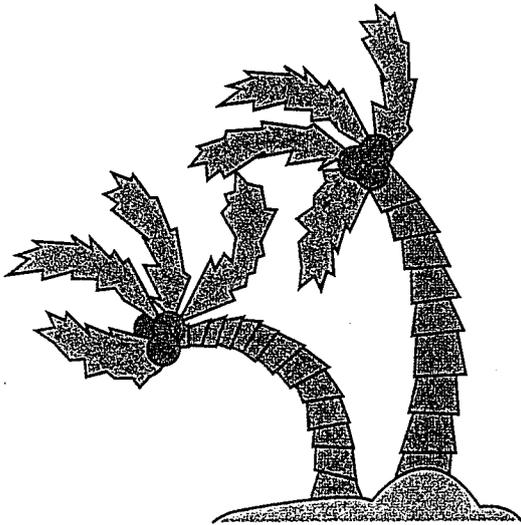


Try this: Read the story. Then answer the questions.
Write your answers on the lines.

A Hurricane Hits

The strong winds and sheets of rain came first. Palm trees bent and touched the ground. Roofs sailed off houses. High waves sent boats crashing into one another.

Next came the calm weather. Blue skies and a bright sun showed the terrible damage that the storm had left behind. Fallen trees and pieces of houses lay everywhere.
(TFK, October 2, 1998)



1. What happened first in the story?

2. What happened next?

Main Idea

Paragraphs have main ideas. Whole stories have main ideas, too. Read the story. Answer the main idea questions.

TFK Test Smart!

When reading a story, think about main idea.



- ◆ Find the main idea of each paragraph.
- ◆ Think about what the whole story is saying. That is the story's main idea.

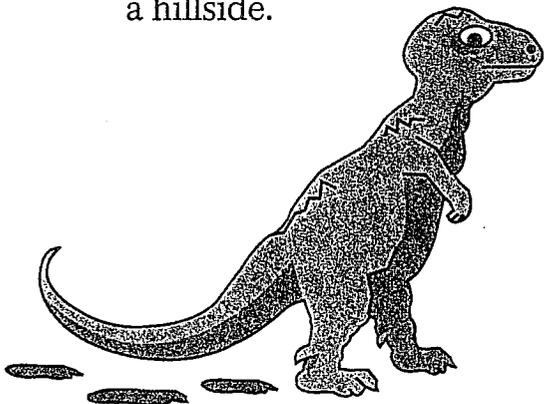
Try this: Read the story. Then answer the questions. Write your answers on the lines.

Paragraph 1

My, what big feet you had! Last summer scientists found the world's largest group of dinosaur footprints, in the South American country of Bolivia. There are more than 15,000 prints left by 170 kinds of dinosaurs, including a type that had never been seen before!

Paragraph 2

Now a team of scientists from all over the world is busy studying the tracks. The team thinks the creatures made these footprints when they walked through a muddy lake. Today the area is a hillside.



1. What is the main idea sentence of Paragraph 1?

2. What is the main idea of the story?

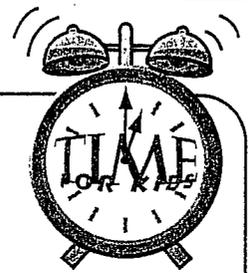
Main Idea

Some tests give you a story to read. You may be asked to name the main idea of one paragraph or the main idea of the entire story.

TFK Test Smart!

When reading a story, think about the main idea.

- ◆ Find the main idea of each paragraph.
- ◆ Think about what the whole story is saying. That is the story's main idea.



Try this: Fill in the circle for the best answer to each main idea question.

Paragraph 1

Could it be magic? George Vlosich, 18, produces amazing drawings without using pencil or paper. He just turns two white knobs until a picture emerges. George is an Etch-A-Sketch artist. It takes him 35 hours to do a drawing. His specialty: sports heroes. Ten of George's portraits will be featured on Topps baseball cards next month.

Paragraph 2

George has been Etch-A-Sketching since he was 9. He says there is no special trick, "just a lot of practice and patience."
(TFK, September 19, 1997)

1. Which sentence is the main idea of Paragraph 1?
 - Could it be magic?
 - George is an Etch-A-Sketch artist.
 - Ten of George's portraits will be featured on Topps baseball cards next month.
2. Which sentence is the main idea of Paragraph 2?
 - George has been Etch-A-Sketching since he was 9.
 - Ten of George's portraits will be featured on Topps baseball cards next month.
 - He says there is no special trick, "just a lot of practice and patience."

3. What is the main idea of the story?
 - George Vlosich takes 35 hours to draw a picture.
 - George Vlosich draws pictures on the Etch-A-Sketch.
 - George Vlosich has been drawing since he was 9.
4. What is a good title for clues to the main idea?
 - Amazing Etch-A-Sketch Art
 - Boy Artist
 - Fun with the Etch-A-Sketch

Grammar, Usage, and Mechanics



Word Use

Tanya and me went to the park. Something is wrong with the sentence. Do you know what it is? The word **me** should not be in the sentence. The sentence needs the word **I**.

In **TIME FOR KIDS**, the writers use words correctly. They would write **Tanya and I went to the park.** They read their sentences to make sure all words are used correctly.

Some tests ask you to correct mistakes in sentences. Like any good writer, you choose the right words.

TFK Test Smart!

Read the sentences.

- ◆ Look for the wrong words in the sentence.
- ◆ Look at the choices you are given.
- ◆ Decide which choice best fixes the sentence.

Try this: Read each sentence. Fill in the circle that corrects the mistake in the sentence.

1. Her wons gold in Nagano.

- Her won
- She won
- Hers won

2. So far, no one has did it.

- have did
- have done
- has done

3. His tusks are 7 feets long.

- foot
- foots
- feet

4. Most little kid are happy to watch cartoons.

- Most little kid is
- Most little kids is
- Most little kids are

5. The moon circle earth in 27 days.

- circles earth
- circling earth
- are circling earth

6. People says a picture is worth a thousand words!

- Peoples says
- People say
- Peoples say

7. Hunter teached himself to play the accordion at age 3.

- taught
- has teached
- is taught

8. Every time we burn something we pollutes the air.

- we burns something we pollutes
- we burns something we pollute
- we burn something we pollute

9. He and him sister Sara were playing in the backyard.

- he sister
- he's sister
- his sister

10. Sam Giroud visit his grandmother in Alabama.

- visits him grandmother
- visit he grandmother
- visits his grandmother

Grammar, Usage, and Mechanics



Capital Letters

Is your name Michael? Is your name Sara? Names of people always begin with capital letters. Other words begin with capital letters, too.

TIME FOR KIDS uses capital letters in its stories. It begins every sentence with a capital letter. The word *I* always has the capital *I*. The names of **people**, **places**, and **things** begin with capital letters.

Some tests ask you to find the word that needs a capital letter.

TFK Test Smart!

Look for words that need capital letters.

- ◆ Read each word of the sentence carefully.
- ◆ Make sure the first word has a capital letter.
- ◆ Does the word *I* appear? Make sure it is the capital *I*.
- ◆ Make sure the names of **people**, **places**, and **things** begin with a capital letter.

Try this: Read each sentence. Choose the word or words that should begin with a capital letter. Fill in the circle for the word that needs a capital letter.

1. he lived in a tank that was too small and too warm.
 - he
 - tank
 - small
2. Maybe keiko will hear his pod or they will hear him.
 - kieko
 - pod
 - they
3. The race ends september 27.
 - race
 - ends
 - september
4. He was the first President of the united states.
 - was
 - first
 - united states
5. "When i return, I may not have a home."
 - i
 - return
 - home
6. caiyun's village is very poor.
 - caiyun's
 - village
 - poor
7. They hoped to be the first people to travel across antarctica.
 - people
 - travel
 - antarctica
8. better catch them while you can!
 - better
 - them
 - you

Spelling

Words Spelled Correctly

When you read TIME FOR KIDS, you read many new words. This is a good way to learn the correct spelling of new words.

Some spelling tests ask you to find the correct spelling of a word. The tests give a sentence with a blank. You choose the correct spelling of the word that fits in the blank.

TFK Test Smart!

In a spelling test, think about how words look.

- ◆ Read the sentence.
- ◆ Say the word that fits in the blank to yourself.
- ◆ Think of how the word looks.
- ◆ Spell the word in your head.
- ◆ Choose the correct spelling of the word.



Try this: Read each sentence. Choose the correct spelling of the word that completes the sentence. Darken the circle for the correctly spelled word.

1. What kind of _____ do you eat?

- fude
- food
- foud

2. Last week some _____ finally fell.

- rain
- rane
- rayn

3. The river was very _____.

- kod
- coad
- cold

4. "A helmet saved my _____," he says.

- lif
- life
- lyf

5. The principal made a new _____.

- rool
- rul
- rule

6. Big groups of _____ fly south every winter.

- birds
- burds
- berds

7. The _____ would keep people warm.

- heet
- hete
- heat

8. Did you turn on a _____ this morning?

- ligt
- light
- liet

Same Meaning

Run **fast**. Run **quickly**. You know how to run when you hear the words **fast** and **quickly**. Fast and quickly have the same meaning. They mean you are to hurry.

You know many words. Some words have almost the same meaning as other words or phrases.

Some tests ask you for words with the same meanings as other words. The tests gives you a word. Sometimes the word is in a phrase. Then you choose a word that has almost the same meaning.

TFK Test Smart!

Think about word meanings as you read the word.



- ◆ Do you know its meaning?
Say the meaning to yourself.
- ◆ Look at your choices.
- ◆ Think of the meanings of the word choices.
- ◆ Choose the word that has almost the same meaning as the given word.

Try this: Read each phrase. Choose the word with the same meaning as the dark word in the phrase. Darken the circle of the best answer.

1. near the park

- at
- in
- close to

2. not everyone was **glad** to see

- happy
- angry
- able

3. looked **tiny** in his big hands

- large
- small
- new

4. a field of **tall** grass

- green
- long
- thin

5. would **begin** to share

- start
- must
- stop

6. **invited** the class

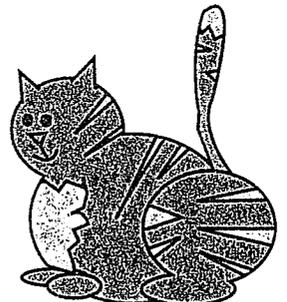
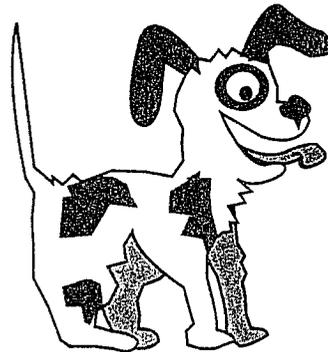
- told
- asked
- taught

7. **bid** his fans farewell

- choose
- tell
- sound

8. **invented** a game called Petworld

- created
- selected
- discovered



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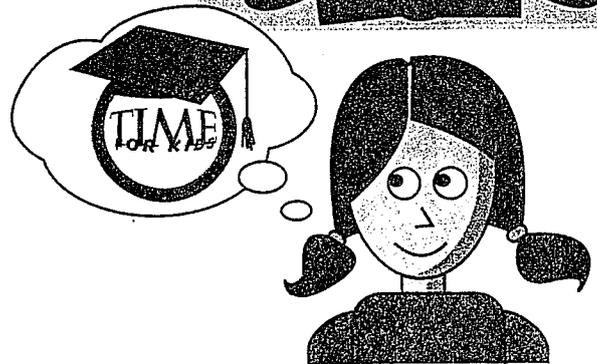
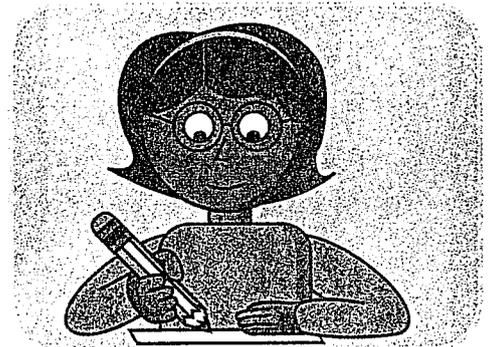
Thousands of teachers tell us they rely on TIME FOR KIDS as part of their balanced literary instruction. Each issue of TIME For Kids speaks to your students in a way that captures their attention, excites their curiosity and prepares them for key reading and writing assessments. *Test Prep with TFK* taps into the nonfiction, high-interest content of the magazine as the springboard for test-taking practice. *Test Prep* presents brief instructional

information, gives test-taking tips, and includes practice in using common test formats.

Each practice page focuses on a particular skill. As a result, you can identify skills that students have mastered or those they need to practice. *Test Prep with TFK*, then, offers students invaluable test-taking practice and diagnostic hints.

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Publisher: Keith Garton
Art Director: Jennifer Kraemer-Smith