Curricular Plan for Reading Workshop
Grade 5
Unit Seven: Test Preparation

Students should understand and be able to:

• Preview text passages, identify genre, and set expectations for reading • Identify and interpret types of test questions • Identify and interpret common test language	• Know what strategies to use for each genre • Read actively, annotating passages for reference • Predict answers and then match best answer choice • Build independent reading stamina

Mentor Texts

Create genre packets that include; low/medium/high within each genre Compile past state tests across grade levels and complexity Variety of informational passages that are 2-3 pages in length and include text features *Highlights* Magazine	*Cricket* Magazine *Cobblestone, Read and Rise* Magazine *Storyworks* Magazine *Sports Illustrated for Kids* Magazine

Possible Teaching Points

Part One: Narrative
(L.5.4, L.5.4a, RL5.3, RL.5.2, RL.5.4)

- Test takers expect to pay attention to and infer about characters in *narrative* texts. As we read, we are alert to what kind of people the characters are by asking:
    - What do they want?
    - What challenges do they face?
    - How do they overcome challenges?
    - How do they change?
    - What do they achieve?
    - What lessons are learned?
- Test takers read, alert to predictable questions in narrative passages. As we read, we think:
    - What is the main problem or struggle in the story?
    - Which character trait would you use to describe the character?
    - What was the cause of this event?
    - What is the same about these two characters? What is different?
    - Why do you think the character took the action she did?
    - Which of the following is a detail from the story that explains how the character solves the problem?

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- o Which of the following details is not important to the plot?
- o From whose point of view is the story told?
- o What can you conclude about the character from the story?
- o How does the setting fit with the story? (historical fiction)
- o What can we learn about the time period through the setting? (historical fiction)
- o What moral or lesson does the passage teach? (folktale)
- o What were the character's achievements? (biography)
- o What motivated the character to do what he/she did? (biography)
- o Which of the following is a fact about the character's life? (biography)

Part Two: Non-Narrative/Expository
(RI.5.2, RI5.4, RI.5.5, RI.5.6, RI.5.7)

- Test takers expect to pay attention to and infer from the text structure, headings, and topic sentences in *nonfiction* texts. We are alert as we read by asking:
  - o What is the main idea of the article?
  - o How can I differentiate between fact and opinion?
  - o What evidence in the text will support my thinking?
  - o In a 'How To' text, what's new at each step and what is being made or accomplished?
- Test takers read, alert to predictable questions in nonfiction passages. As we read, we think:
  - o What is the main idea of the passage?
  - o What is the article mostly about?
  - o What is the purpose of the article?
  - o Why is the author giving this information?
  - o Which detail supports the main idea that ___?
  - o What is the purpose of the illustration/diagram?
  - o Which of the following is a fact from the passage?
  - o Which of the following is an opinion from the passage?

Part Three: Poetry
(L.5.4, L.5.4a,L.5.5, L.5.a, RL5.3, RL.5.2, RL.5.4)

- Test takers expect to pay attention to the big meaning and what is being demonstrated or taught in poetry. We are alert as we read by asking:
  - o What is the meaning of the symbolism in this part?
  - o What is the meaning of the figurative language used, i.e. personification, simile, metaphor, idioms?
  - o What does the author want me to feel?
  - o What does the author want to teach me?

- Test takers read, alert to predictable questions in poetry passages. As we read, we think:
  - What do these lines most likely mean?
  - Which line best describes how___?
  - Who is talking in the poem?
  - There is alliteration in lines ____ and ____.
  - Which of these words from the poem imitate ____?
  - The author is telling you ____ about the characters.
  - Which element of poetry is not found in these stanzas?
  - What feeling is the speaker expressing in the poem?
  - The statement _____(figurative language) means _____.
  - The tone of the poem is _____.
  - According to _____, the _____ symbolizes _____.
  - How does the poet feel about _____?

Part Four: Road Mapping
Reading Passages Actively and Annotating in Smart Ways
(L.5.4, L.5.4a, RL5.3, RL.5.2, RL.5.4, RI.5.2, RI5.4, RI.5.5, RI.5.6, RI.5.7)

- Test takers most important skill is active reading. We do this by:
  - Using the structure of the genre to hold onto ideas.
  - Reading while being alert to predictable questions of the genre.
  - Grouping information into categories, creating a mini-outline.
- Test takers create a mini-outline, annotating in smart ways. We can do this by:
  - Chunking the passage into smaller sections.
  - After each section, jotting down in your own words the most important idea.
  - Using symbols to save time when annotating.
    - C=new character introduced
    - P=main problem
    - S=solution
    - L=lesson or message
    - M=main idea
    - F=fact
    - O=opinion
- Test takers take the time to understand what the question is asking them to do. For multiple-choice questions, we think about strategies to help us answer different question types.
  - Main Idea Questions
    - These questions are about the passage overall. (Wrong answers are only about *one part* of the passage!)

- Strategies for Answering Main Idea Questions:
  - During reading, stop after each section or paragraph and think, *What is the main thing this passage is teaching me*?
  - After reading, generate your own answer for the main idea.
  - Then, read all of the answer choices and choose the best match.
  - Remember, the best answer choice will be true of the *whole* passage not just one part!
- Possible Main Idea Questions:
  - What is the **main idea** of the passage?
  - What is the **best title** for the passage?
  - What is the passage **mostly about**?
  - What is the story **mostl**y about?
  - What's the **main** problem in the first paragraph?
  - What is the character's **main** problem?
  - Where does **most** of the story take place?

- Detail Questions
  - These questions ask details about a part of the passage and the answer can be found right in that part. (Wrong answers are details from the text but DO NOT answer the question that was asked.)
  - Strategies for Answering Detail Questions:
    - During reading, take notice of details that seem to repeat in the passage. These are the details that are often asked about in the questions.
    - First, restate the question before thinking about the answer.
    - Then, think, will this be at the start of the passage? The middle? The end?
    - Next, predict what the answer will be *before* looking at the answer choices.
    - Now, go to that part of the passage and reread to double-check for the correct answer.
    - Finally, read all of the answer choices and choose the best match.
  - Possible Detail Questions:
    - What does the character do **after** ___?
    - Which detail best supports the idea that ___?
    - Which event in the story happens **first**?
    - In which section of the article can you find the answer to ____?
    - What does line 4 mean when it says ___?
    - What happens **right before** ____?
    - Which phrase **best** explains how the character felt?

- Inference Questions
  - The answers to these questions are not *right there* in the passage. The reader has to think and use ideas about the whole

passage. (Wrong answers are often about only one part of the passage. Sometimes, a wrong answer will contradict a part of the passage.)

- Strategies for Answering Inference Questions:
  - During reading, be sure to think about the lesson the author wants you to learn from this passage.
  - After reading, first, read the question and predict the answer *before* looking at the answer choices.
  - Then, read each answer choice, thinking, *Is this a big idea that can be drawn from the whole passage*?
  - Choose the best match from the answer choices that are big ideas from the whole passage.
- Possible Inference Questions:
  - After reading the article, what could the reader conclude?
  - Why did the author **most likely** include this character in the story?
  - What will the characters **most likely** do next?
  - Which event from the story could **not** really happen?
  - The word ___ in sentence 2 **most likely** means ____.
  - What is the main lesson the story teaches us?
  - Why did the author **most likely** write this passage?

- Test takers deal with difficulty! We can do this by:
  - Skimming texts that are too hard, summarizing the best we can, and looking for main ideas.
  - Moving past hard words unless there are questions that refer to those words.
  - Reading on! Don't dig in to hard parts unless there is a question that makes us go there.
  - For really hard texts, read just the first sentence of every paragraph to get an idea of what the passage is about. Then move on to the questions.
  - For unknown words, substitute a synonym or best guess and keep reading.
- Test takers get to know the language of tests. We can do this by practicing their use.
  - Main problem
  - Right before
  - Right after
  - Not
  - Most likely
  - Best describes
  - Most like
  - Most important
  - Mostly about
  - Sequence words—first, next, before, after, finally
  - Opinion words—best, worst, greatest, very

Helpful Tips

• Stamina and resilience are the keys to success. Students should have the stamina to read a variety of texts for sixty minutes. To accomplish this, it is recommended that one hour for one day each week be set aside to practice, perhaps called Reading Marathon Day.
• Test preparation should include *Reading Test Prep* for strategies on reading and responding to passages, *Writing Test Prep* for quick, purposeful writing, as well as *Independent Reading*.
• Gather passages across genres from prior years' tests, other available test samples, or poems or articles from children magazines for which you can create questions. The passages should cover a range of difficulty, with your first day of prep beginning with the easiest text.
• There are two approaches to test preparation. First, students must have an understanding of the expectations of different genres and be alert for them as they read. Second, students must have an understanding of question types so that they can read the question and predict the answer before looking at the given answer choices. (In practice, students should cover the given answers until they have generated their own response.)
• For the first week of Reading Test Prep, it is recommended that you begin with a shared class experience to model strategies and provide prompts during active engagement. For the next few days, students should work in partnerships. Partners read each question, talk about what it means, and what they have to do as test takers. At the end of workshop, partners share with other partners who were working on the same passage. On the last day of the first week, students work independently. Partners meet afterwards to discuss their answers and how they reached them.
• Teach students to preview the text, determine its subject and genre, make a quick reading plan, and break the text into manageable chunks. Then when students read across chunks, they can summarize and annotate.
• Teach students the strategies of jotting notes in the margin, predicting, generating their own answers, and then matching to the best answer choice. (In the first week, or whenever partner work occurs, students should place the question number beside the section of the passage where they find the answer. This will save time in partner discussions.)
• Small group work could be formed based on item analysis from a test. Pull students with similar struggles. Reuse passages and questions that students struggled with to help deal with similar difficulties in the future.
• Use passages for read alouds. Include turn/talk and stop/jot for question prompts during and after the passage. During the passage, stop to demonstrate reading in chunks and thinking about the big idea in that section. After, be sure to infer possible lessons learned.
• After students are more comfortable with test taking strategies, work on timing. Students should complete a passage in 9 minutes. Create a baseline timing assessment by giving two passages, one each – fiction and nonfiction. Record each student's time for completion. Work with students on their timing needs through strategy groups.
    • Too much time going back to find answers – streamline their active reading
    • Finish quickly – stop more frequently during reading to hold meaning, before going to questions
• Conferring with test takers during practice sessions:
    • Can you show me how you figured out what that part was about?
    • Tell me how you are making sure that you understood what you read.
    • What does that question mean?

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- What is the question asking you to do?
- Can you think back and recall the information that answers that question?
- Where will you go to find the answer – beginning, middle, or end? How do you know?
- Tell me how you decided that is the answer.

- Enhance students' familiarity with book language to broaden the range of words they recognize, use in conversation, and in writing. Create word walls, collecting words that describe characters in different ways. Sort them by degree, i.e. from least to most – mad, frustrated, upset, enraged.
- Create word games to extend vocabulary such as Concentration Synonyms or Word Go Fish.

Whole-Text Questions:	**Detail Questions:**
• After reading the passage, what could the reader conclude? • In the story, what is the character's **main** problem? • This passage is **most** like a . . . • Where does **most** of the story take place? • The story is **mainly** about . . . • What is this story **mostly** about? • Why did the author **most likely** write this passage? • This passage is **mostly** about . . .	• What's the **main** problem in the first paragraph? • Which phrase **best** explains how the character felt? • According to the passage, what happened **right before**. . . ? • What does this line mean? • Which event happens **first** in the story?

Using the Text Structure/Genre to Help Make Your Reading Plan

Teaching Point	Narrative		Expository	Poetry
	Fiction	Nonfiction (Biographies)		
	Week 3	Week 4	Week 5	Week 6
Text Structure Review/Intro "How does the text structure guide my reading?"	Story Elements – Characters, Setting, Plot, Problem/Solution** Lesson/Moral Types of Characters (hero, gods, mortals)	Parts of a person's life -childhood -education -adult achievements -impact	Headings Topic Sentences Timelines Steps/Directions Charts/Graphs Diagrams Materials/Ingredients (Other Text Features)	Imagery Symbolism Personification Figurative Language Stanza Line
Authors Purpose/ Intent Review	To entertain To make laugh To be funny To teach a lesson	To tell about… To give information about… To show how ___ is important *A person's life	To teach, inform, explain, show how to Persuade, convince	Big Idea What does the author want to teach me? How does the author want to make me feel?
Question Stems	*Characters *Lessons Learned *Challenges Faced *Setting Details	*Information Taught *Cause & Effect *Person's Motivations *Person's Acheivements	**Basic:** Main Purpose Main Idea Supporting details that provide evidence Fact/Opinion **How To**-What is being made? What is the experiment? Why is order important? Materials Used?	*Best describes… *Mood *Feeling *Tone *Who is talking? *What line…?

	Tested Genres – Based on CCSS (not old NCSCOS)			
	Narrative Structure:		**Expository Structure (Nonfiction):**	**Poetry**
	Fiction	**Nonfiction**		
3rd	Realistic Fiction Folktales, Fable, Myth/Legends	Narrative Nonfiction (including Biography and Autobiography	Information Pieces How-to Pieces Timeline Interviews Questions and Answers Letters	Narrative Poems
4th	Realistic Fiction Historical Fiction Folktales Myths/Legends Drama	Narrative Nonfiction (including Biography and Autobiography)	Reports Information Pieces How-to Pieces Timeline Interviews Questions and Answers Letters	Narrative Poems
5th	Realistic fiction Historical fiction Science fiction Folktales Myths/Legends Drama	Narrative nonfiction (including biography & autobiography)	Reports Information pieces Interviews Questions and answers Letters	Narrative poems Informational poems

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Common Core State Standards	
L.5.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases L.4a Use context clues to find the meaning of a word or phrase L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.5.5a Interpret figurative language including similes, and metaphors in context RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4-5 text complexity band independently and proficiently. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text. Drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RL.5.3 Compare and contrast characters, settings, or events in a story or drama, drawing on specific details in the text. RL.5.2 Determine a theme of a story,