

Reading Unit of Study: Test-Taking as a Genre

Date of Study: Mid/End of March

Grade: 5

Immersion:

"During test preparation we need to teach children about this new... genre. We need to teach them to read for new purposes, in a new context with new strategies. We need to draw on all that we know and believe about teaching reading, so that our children will learn the skills they need to do their best on standardized reading tests." - Lucy Calkins

This Unit is a genre study in test taking strategies. The Unit looks similar in grades 3-6, yet, is differentiated through grade level resources.

In addition to minilessons during Independent Reading Workshop, you will present and teach much of this Units' work during Shared Reading and Shared Writing. Note: Students will continue to read just right books independently at another time of day, outside of the Independent Readers' Workshop. The IRW time looks very different in this Unit from all other Units.

So that the physical testing environment will be familiar to students and not a surprise when testing time comes, you may wish to set up your room as you will have it during the testing window.

You may choose to launch this U.O.S. by addressing students' responses to testing in order to dispel myths and encourage positive attitudes. A testing attitude survey may work well.

Indicators of Understanding:

1. Readers preview directions and test questions before reading a selection.
2. Readers mark the text by jotting key words and notes in the margins and underlining/circling text while reading the selection, before answering questions.
3. Readers summarize and formulate answers using text evidence.
4. Readers reread specific sections in relation to questions.

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Standards and Expectations Across Balanced Literacy Components

Balanced Literacy Component	Suggestions for Instruction	Standards Addressed	Other Expectations Addressed
Read Aloud	<p>The read aloud structure changes for this unit. The focus is getting students oriented to the text and their job as test-takers vs. thinking aloud in the moment. Prompt readers for what their listening and thinking work should be before starting the read aloud, rather than demonstrating after reading aloud. **See Teachers College Reading and Writing Project Read Aloud document, 05_UOS_Mar_TCdocument.</p> <p>Also, consider reading aloud to model thinking and conversations using stem-like questions with texts that front load the next unit of study. See WASL Stem document.</p>	All 5 th Grade GLEs followed by W in bold See <i>K-10 Grade Level Expectations: A New Level of Specificity.</i>	"During test preparation we need to teach children about this new and rather bizarre genre. We need to teach them to read for new purposes, in a new context, with new strategies. We need to draw on all that we know and believe about teaching reading, so that our children will learn the skills they need to do their best on standardized reading tests."

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<p>Shared Reading</p>	<p>Read sample test selections (Suggested: Elephants), modeling the reading behaviors taught in the minilessons.</p> <p>Read test questions and model circling key words, directions, jottings, and answers to test questions.</p> <p>Address using numbered paragraphs (for example: "what is the meaning of the word <i>restrain</i> in paragraph 18"), text boxes, headings, and diagrams.</p>	<p>All 5th Grade GLEs followed by W in bold See k-10 Grade Level Expectations: A New Level of Specificity.</p>	
<p>"Whole Group" Writing (Modeled / Shared)</p>	<p>Model eliminating answers (only 1 right answer) to multiple choice questions.</p> <p>Model writing extended responses following question specifics (example: two details/in order *see lesson 6)</p>	<p>All 5th Grade GLEs followed by W in bold See: K-10 Grade Level Expectations: A New Level of Specificity.</p>	

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Word Study/ Language Study	Test language and vocabulary for example: selection, passage, text, article, expression, phrase, influence, cite evidence, as a result of, reasonable conclusion, interpret, graphic, image.	All 5 th Grade GLEs followed by W in bold See: <i>K-10 Grade Level Expectations: A New Level of Specificity.</i>	
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Block 1	Block 2	Block 3	Block 4
<p>Nuances of the genre and test questions</p> <p>Note: This block will take 4 lessons. For modeling, use the nonfiction released item, Quicksand, for lessons one and two, then repeat with the fiction-released item, The Quicksand that Ate my Shoes, for lessons three and four. Students will practice using Hippos Rule for lessons 1 and 2 and Rooster's Place in the Sun for lessons 3 and 4.</p> <p>1. <i>Readers read differently when taking tests.</i> Teacher models previewing: noting directions, text features, and questions asked. For example: "normally, when we read we note our thinking work."</p>	<p>Reading well and effectively</p> <p>5. <i>Readers read the test selection in its entirety marking possible answers in the text as they read.</i> Teacher models, using the nonfiction released item, Quicksand, underlining a few words that relate only to possible answers and drawing arrows to the question jots. **Students revisit a released item from lesson one and two (Hippos Rule) and read the selection practicing underlining a few words that could be possible answers.</p> <p>6. Repeat lesson 5, using fiction released item, The Quicksand That Ate My Shoes as a model</p>	<p>Formulating and confirming answers</p> <p>10. <i>Readers formulate answers using evidence from the text.</i> Teacher models revisiting jotted notes, rereading text, and noting the specifics of the question (ex: three details, steps/events in order, as a result of the problem, idea of section one). Teacher emphasizes answers come from the text and not a reader's schema. **Students look at question specifics and previously jotted notes to verbally formulate answers.</p> <p>Note: this lesson is one or two days/lessons.</p> <p>11. <i>Readers navigate two texts</i></p>	<p>Practice testing</p> <p>12-14. Use unfamiliar released items.</p> <p>OSPI Grade 5 Sample Test Booklet: <i>Black Blizzard</i> and <i>Pets Pal Project</i> for students to practice the reading work and process of test taking taught in this unit.</p>

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<p>When taking tests, we focus on what the test <i>directs us to do.</i>" When reading for a test, we're going to follow the directions (teacher reads the directions), skim the test questions (teacher notices out loud the questions of the test), to help us focus. We are setting the game plan by reading the directions and skimming the questions.</p> <p>**Students review a passage (Hippos Rule) focusing on the directions and questions, circling key words and discussing with a partner what they will be looking for (given the directions and questions).</p> <p>Note: reading the passage does not take place and questions are not answered during this lesson.</p> <p><i>2. Readers use the test questions to guide their reading.</i> Teacher models using yesterday's notes to jot key words of the questions in the</p>	<p>and Rooster's Place in the Sun as student practice.</p> <p><i>7. Readers summarize chunks of text while they read by jotting in the margins.</i> Teacher models jotting a few words in the margin after each paragraph (or a manageable chunk) noting what generally occurred in that paragraph (chunk). These notes can be used as a guide when referring back to the text to answer the questions.</p> <p>**Students revisit the texts used in previous lessons to jot notes in the margins and then share with a partner.</p> <p>8. Repeat lesson 7, using fiction released item, The Quicksand That Ate My Shoes as a model and Rooster's Place in the Sun as student practice.</p> <p><i>9. Readers go back to the text when answering questions.</i></p>	<p><i>to answer one question.</i> Teacher explains at times, the test may ask the reader to refer to two reading selections to answer a question. Teacher models how to navigate both texts to answer the question. This includes, using the skills and strategies previously taught in this unit.</p> <p>**Students practice referring to two reading selections to answer one question. Possible resources: WASL items from different grade levels or teacher created questions for grade level materials. Also, see attachment, 05_UOS_Mar_Elephants as a resource (refer to Shared Reading).</p>	
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margin of the text. Given the questions asked (ex: "According to the Quicksand Safety Tips text box in the selection "Quicksand," what are two steps someone can take to get out of quicksand?") I am going to circle the heading "Quick Sand Safety Tips" in the text box and jot "two steps to get out" next to it.

**Students work with their partner to revisit the text from lesson 1 (Hippos Rule) to jot question notes to the text.

3. Repeat Lesson #1, but this time use the fiction release item, The Quick Sand That Ate My Shoes as a model and Rooster's Place in the Sun as student practice.

4. Repeat Lesson #2, but this time use the fiction-released item, The Quick Sand That Ate My Shoes as a model and Rooster's Place in the Sun as student practice.

Teacher models confirming potential answers. Emphasizing test takers do not reread the entire selection, but go back for specifics using notes from lessons 3 and 4 to reread certain sections.

**Students practice looking at the questions and determining which section of the text they will reread to find the potential answers.

Note: answers are not recorded. Students are practicing the process of the reading work required of test takers.

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<p>Standards Addressed</p>	<p>All 5th Grade GLEs followed by W in bold. See <i>K-10 Grade Level Expectations: A New Level of Specificity.</i></p>	<p>All 5th Grade GLEs followed by W in bold. See <i>K-10 Grade Level Expectations: A New Level of Specificity.</i></p>	<p>All 5th Grade GLEs followed by W in bold. See <i>K-10 Grade Level Expectations: A New Level of Specificity.</i></p>	<p>All 5th Grade GLEs followed by W in bold. See <i>K-10 Grade Level Expectations: A New Level of Specificity.</i></p>
<p>Other Expectations Addressed</p>	<p>Display charts from previous units of study such as inferring, summarizing, etc. to refer to during this unit and to build students' confidence that they have already learned so much of what they need to know.</p> <p>Building stamina for test taking</p> <p>Testing behaviors Positive self-talk Feelings about testing</p>			<p>Teacher teams may choose to get together to assemble and create test prep materials.</p> <p>Stamina for testing</p> <p>Strategies for staying calm when faced with difficulty</p>

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Text Suggestions

<p>Children's Literature <i>Resources to use in your actual teaching.</i></p>	<p>Independent Reading <i>Texts readers should have in their independent reading bins when engaged in this study.</i></p>	<p>Professional Reading <i>Professional resources you may find supportive as you roll out this study.</i></p>
<p>Visit the OSPI website for WASL Released Items and Sample Test Booklet at www.k12.wa.us</p> <p>It is suggested teachers use <i>Quick Sand</i> from OSPI Grade 5 Sample Test Booklet to model every lesson in this unit.</p> <p>Teachers may consider using 6th grade released items to use as a read aloud or shared reading example.</p>	<p>Students will continue to read in just right books outside of the Independent Reader's Workshop time.</p> <p>It is suggested teachers use OSPI Grade 5 Sample Test Booklet texts: <i>Hippos Rule</i> and <i>Rooster's Place in the Sun</i> for student application of lessons 1-11.</p> <p>Teachers may wish to use OSPI 2007 WASL released items, and grade 3 and grade 4 released items for student practice after lesson 11.</p>	<p><i>Spotlight on Comprehension</i>, Hoyt</p> <p><i>A Teacher's Guide to Standardized Reading Tests</i>, Calkins</p> <p><i>Test Talk</i>, Greene and Melton</p>

Monitoring Student Learning

Indicators of Understanding	When conferring, you might say / ask:
<p>1. Readers preview directions and test questions before reading a selection.</p> <p>2. Readers mark the text by jotting key words and notes in the margins and underlining/circling text while reading the selection, before answering questions.</p> <p>3. Readers summarize and formulate answers using text evidence.</p> <p>4. Readers reread specific sections in relation to questions.</p>	<p>1. What do the directions and questions ask you to do?</p> <p>2. Please show me your notes. What key words did you choose and why? How did these notes help you as a reader and test taker?</p> <p>3. How would you summarize this? What text evidence do you have for that question? Did you include the correct number of details as stated in the prompt?</p> <p>4. For this question, what section of text did you go back to reread? Why? What did you find?</p>

Suggestions for Intensive Small Group / One-on-One Work

When data shows students are...	You might try...
<p>1. reading selection without referring to the directions or test questions.</p> <p>2. jotting or marking incorrectly (marking huge amounts of text or not marking at all).</p> <p>3. using their schema rather than text evidence.</p> <p>4. rereading the entire selection or not rereading at all</p>	<p>1. reviewing the importance of previewing directions and questions. Model how to preview (underline key words in the question, jot in margin, ask "what is this question asking us to find? Hmm... main idea- let's underline that and then jot it on the text" etc.) Then have students practice previewing with you in the small group (see lessons 1-4).</p> <p>2. using the example for number one, adjusting it based on student needs for different types of questions. Give students a limit of words they can underline (ie: when jotting or underlining keep it to 3-5 words maximum)</p> <p>3. reteaching lesson ten and having students physically point to the text evidence for their answer. You may want to use <i>Read Naturally</i> selections as practice.</p> <p>4. reviewing the importance of purposeful rereading. Using jotted notes from previous lessons as a road map, model a strategic rereading. Then ask students to do the same with your guidance.</p>

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Student:

Indicators of Understanding	When conferring, you might say / ask:	Comments:
<p>1. Readers preview directions and test questions before reading a selection.</p> <p>2. Readers mark the text by jotting key words and notes in the margins and underlining/circling text while reading the selection, before answering questions.</p> <p>3. Readers summarize and formulate answers using text evidence.</p> <p>4. Readers reread specific sections in relation to questions.</p>	<p>1. What do the directions and questions ask you to do?</p> <p>2. Show me your notes. What key words did you choose and why? How did these notes help you as a reader and test taker?</p> <p>3. Show me your summary, please. What text evidence do you have for that question? Did you include the correct number of details as stated in the prompt?</p> <p>4. For this question, what section of text did you go back to reread? Why? What did you find?</p>	