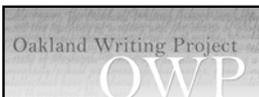


**The First Ten Days (Revised)  
Seven Lessons for Test Preparation**

**Grades 4-5**

**A Genre Study for ELA MEAP Reading**





**CAUTION:**  
 Test Preparation ENDS  
 10 Days PRIOR to the MEAP Test.

## Seven Lessons for Test Preparation Overview

LESSON	<b>Reading Genre Study</b> 45-60 minutes
<b>1</b>	<b>Test Knowledge</b> <ul style="list-style-type: none"> <li>• Genre Exploration</li> <li>• Test Exploration</li> <li>• Dense Text – Managing Long Text</li> </ul>
<b>2</b>	<b>Test Knowledge</b> <ul style="list-style-type: none"> <li>• MEAPish – The Language of the Test Questions</li> </ul>
<b>3</b>	<b>Test Strategies</b> <ul style="list-style-type: none"> <li>• Anchor Selection in My Head</li> <li>• Purpose for Reading on a Test – Getting Answers Right</li> </ul>
<b>4</b>	<b>Test Strategies</b> <ul style="list-style-type: none"> <li>• Multiple Choice Question Answering Strategies</li> <li>• Scantron Sheets</li> </ul>
<b>5</b>	<b>Test Knowledge and Strategies</b> <ul style="list-style-type: none"> <li>• Reading for the 5 W’s</li> <li>• Applying Question Management Strategies</li> <li>• Cross Text Questions</li> </ul>
<b>6</b>	<b>Test Knowledge</b> <ul style="list-style-type: none"> <li>• Constructed Response Questions</li> </ul>
<b>7</b> (optional)	<b>Test Setting</b> <ul style="list-style-type: none"> <li>• Building Independent Test Takers</li> <li>• Applying Question Management Strategies</li> </ul>

**Note: Select those minilessons that will be most beneficial to your students.**

## READING GENRE STUDY

### Reading Genre Study: Teacher Background

#### Test Genre Overview

This unit of study was designed as a test genre study, not a test practice. The difference being a test practice is limited in scope; it only provides students with what it feels like to take a test. It provides no instruction on how to take a test.

A test genre study is taught like any genre unit. Teachers immerse students in the genre and teach the specific characteristics of that genre. When students understand a genre and its characteristics, they are more comfortable with reading and comprehending selections of that genre. To enable students to be more comfortable and successful on the MEAP test, teachers will not only teach the characteristics of the test, but how to work with them.

For some students, the strategies taught will be unfamiliar. We hope for most they are a review. We introduced a new strategy almost every day in the unit, while not spending much time reviewing strategies. **Since this ten days unit was reduced to seven lessons and the MEAP test will be given a week later in October, there is time to review the strategies that students find most challenging, provide students with an opportunity to experience the test setting, and most importantly to provide time for students to read and write for long periods of time after receiving expert instruction from their teachers.**

Since the 2006 MEAP test is the last fully released test, we decided to use it as the text for this revised unit.

#### Key Strategies

While only one of the **comprehension strategies**, asking questions, is specifically mentioned in the unit, we equally value the others (connecting with what they already know, creating sensory images, inferring, determining importance, synthesizing, and using fix-up strategies). We assume they are modeled by teachers and utilized by students on a daily basis, as there is no time in this unit to teach them all.

The simple strategy of **rereading** can facilitate students to infer as they read. A first reading is focused on main idea. During the second read, the cognitive load is shifted from reading for the gist to paying attention to the details and how the whole selection fits together to deliver the author's message. Students spend less energy on the whole of the selection and begin to attend to the parts that build the whole text. Providing students reasons to reread will strengthen this understanding; they read at a deeper, inferential level. They can also pay attention to an author's style during the second read and wonder about the author's purpose for a certain writing move.

As the number of **multiple choice questions** increase on the MEAP test, understanding how test questions and answers are written is a key component to successful test taking. Teachers should teach these strategies before they expose students to multiple choice questions on the reading or writing test preparation sections.

## READING GENRE STUDY

### Building Fluency and Stamina

To become proficient readers and to be successful on the MEAP test, students need to build fluency and stamina in reading. With its explicit instruction and large chunks of time to read, the structure of the **reader's workshop** can develop fluency and stamina. It is important to give students an opportunity to utilize what has been taught and time to process the strategies they use. Stamina and fluency give students the endurance they need to read and work independently for long periods of time.

We hope this revised unit will provide you with suggestions that are useful and will better prepare your students to take the Language Arts MEAP test.

Judy Kelly, Linda Denstaedt, and Laura Schiller

Thanks to the teachers in the following schools for their thoughtful input. I couldn't have revised the reading units without them. JK

### Airport Community Schools

- Eyer Elementary School
- Niedermeier Elementary School
- Ritter Elementary School
- Sterling Elementary School

### Monroe Public Schools

- Raisinville Elementary School



**CAUTION:**  
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# Reading Genre Study

## READING GENRE STUDY

### LESSON 1

### TEST KNOWLEDGE

#### MINILESSON FOCUS

##### **Know:**

1. All text has supports and challenges.
2. Test makers sometimes crowd many words on a page.

##### **Able to Do:**

1. Adjust reading to handle reader unfriendly text.
2. Manage long text.

**CONNECTION:** *Over the next few days, you are going to study what test takers know and do so all of you can feel good about taking the MEAP test. One way to be prepared for the test is to understand how the test is constructed so it is familiar to you.*

**TEACHING POINT 1:** *Texts have different challenges. Some texts are familiar to you and are easy to read. Some texts are not familiar to you and are harder to read. Sometimes the organization of the text makes it easy or hard to read. Good readers adjust their reading because of the challenges. Let's look at these texts and see what makes them easy or hard to read and how we would adjust our reading.*

- Distribute a variety of genres: maps, phone books, cookbooks, poems, picture books, and magazines to pairs of students.

**ACTIVE ENGAGEMENT:** *Now I want you to look at these different examples of text and discuss what makes these easy and hard to read.*

- Students will analyze various texts for how easy or difficult they look by how they are organized.
- What makes the text easy to read?
- What makes the text hard to read?
- If it is hard to read, how do you adjust or what do you do about it?

**SHARE:** *Readers, now you know that all text has features that make it easy to read and features that make it hard to read. You also know you will make adjustments in how you read to overcome the hard parts.*

- Discuss responses as a class.
- Chart what they say using the headings Easy, Hard, and Adjustments.
- Watch for patterns of responses.
- **Be sure to process how they can cope with what makes it hard.**

**TEACHING POINT 2:** *Students who take tests regularly get used to how tests look and are better able to focus on the meaning. Sometimes how the test looks makes it seem harder than it is.*

- Position the students to analyze the test, not to take the test.

**ACTIVE ENGAGEMENT:** *Now I want you to turn and share with your partners and discuss:*

- What makes the test easy to read?
- What makes the test hard to read?

## READING GENRE STUDY

- How do you adjust or what do you do about it?
- Distribute copies of the 2006 released MEAP test to groups of students for discussion for about 10 minutes.

**SHARE:** *So now you know that the test has features that make it easy to read and features that make it hard to read. You also know you will make adjustments in how you read to overcome the hard parts.*

- Discuss with the class.
- Chart what they say using the headings Easy, Hard, and Adjustments.
- Watch for patterns of responses.
- **Be sure to process how they can cope with what makes it hard.**

**TEACHING POINT 3:** *How do you know if you can read something or not? (You had to try to read it.) Remember, readers, don't tell yourself you can't read something because it looks hard. Many words on a page do not mean the text is hard to read. Try to read all texts.*

- Make overheads of the pages 8-9 depicting various versions of dense text or type up a copy of a familiar picture book (without the title) so it looks dense and scary (little white space, small font).

### ACTIVE ENGAGEMENT:

- Ask the students if these look hard to read. Most will say it is hard to read because there are lots of words on a page, little white space, it is in black and white, small font, and no pictures.
- Make an overhead of the first page of *A Chair for My Mother* by Vera B. Williams on page 10.
- Ask if it looks hard to read. Most will say it looks easy to read because there are few words on a page, lots of white space, and a picture.
- Show the students that the exact same words are on all of the versions.

**SHARE:** *Remember, readers, don't tell yourself you can't read something because it looks hard. Many words on a page do not mean the text is hard to read. Try to read all texts.*



### Create the following charts:

#### What We Know About Tests

- Test makers sometimes crowd many words on a page.

#### Test-Reading Strategies

- Try to read **ALL** texts.

## READING GENRE STUDY

My mother works as a waitress in the Blue Tile Diner. After school sometimes I go to meet her there. Then her boss, Josephine, gives me a job too.

I wash the salts and peppers and fill the ketchups. One time I peeled all the onions for the onion soup. When I finish, Josephine says, “Good work, honey,” and pays me. And every time, I put half of my money into the jar.

It takes a long time to fill a jar this big. Every day when my mother comes home from work, I take down the jar. My mama empties all her change from tips out of her purse for me to count. Then we push all of the coins into the jar.

Sometimes my mama is laughing when she comes home from work. Sometimes she’s so tired she falls asleep while I count the money out into piles. Some days she has lots of tips. Some days she has only a little. Then she looks worried. But each evening every single shiny coin goes into the jar.

We sit in the kitchen to count the tips. Usually Grandma sits with us too. While we count, she likes to hum. Often she has money in her old leather wallet for us. Whenever she gets a good bargain on tomatoes or bananas or something she buys, she puts by the savings and they go into the jar.

When we can’t get a single other coin into the jar, we are going to take all of the money and go and buy a chair.

Yes, a chair. A wonderful, beautiful, fat, soft armchair. We will get one covered in velvet with roses all over it. We are going to get the best chair in the whole world.

That is because our old chairs burned up. There was big fire in our other house. All our chairs burned. So did our sofa and so did everything else. That wasn’t such a long time ago.

My mother and I were coming home from buying new shoes. I had new sandals. She had new pumps. We were walking to our house from the bus. We were looking at everyone’s tulips. She was saying she liked red tulips and I was saying I liked yellow ones. Then we came to our block.

Right outside our house stood two big fire engines. I could see lots of smoke. Tall orange flames came out of the roof. All the neighbors stood in a bunch across the street. Mama grabbed my hand and we ran. My uncle Sandy saw us and ran to us. Mama yelled, “Where’s Mother?” I yelled, “Where’s my grandma?” My Aunt Ida waved and shouted, “She’s here. She’s O.K. Don’t worry.”

Grandma was all right. Our cat was safe too, though it took a while to find her. But everything else in our whole house was spoiled.

What was left of the house was turned to charcoal and ashes.

We went to stay with my mother’s sister Aunt Ida and Uncle Sandy. Then we were able to move into the apartment downstairs. We painted the walls yellow. The floors were all shiny. But the rooms were very empty.

The first day we moved in, the neighbors brought us pizza and cake and ice cream. They brought a lot of other things too.

The family across the street brought a table and three kitchen chairs. The very old man next door gave us a bed from when his children were little.

My other grandpa brought us his beautiful rug. My mother’s other sister, Sally, had made us red and white curtains. Mama’s boss, Josephine, brought pots and pans, silverware and dishes. My cousin brought me her own stuffed bear.

from *A Chair For My Mother* by Vera B. Williams

## READING GENRE STUDY

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# What We Know About Tests

- Test makers sometimes crowd many words on a page.

# Test-Reading Strategies

- Try to read **ALL** texts.

## READING GENRE STUDY

### LESSON 2

### TEST KNOWLEDGE

#### MINILESSON FOCUS

##### **Know:**

1. Multiple choice test questions are sometimes written in very formal English.
2. Sometimes test questions ask for incorrect information.

##### **Able to Do:**

1. Read thinking about the questions that might be asked.
2. Write questions using formal English.
3. Read and understand test questions.

**CONNECTION:** *Readers, not only do tests look different than other texts, but they also sound different, especially the way the questions are worded. We know students who take tests regularly get used to how tests look and sound and are better able to focus on the meaning.*

- In pairs, have students read the script on page 15 to demonstrate the stilted language.
- Discuss why this sounds strange to them. The words are familiar, but used in a different way.

**TEACHING POINT 1:** *Test takers expect to find questions they must answer following reading selections. They know that text might be crowded on a page to save space and money. They also know the test questions are written in a very formal language that sounds different from the way we usually speak or what we usually read in a book. Test takers understand that test questions are written in a very formal language that sounds different from the way we usually speak or what we usually read in a book. Even though the language sounds funny, good test takers understand what the question is asking of them. They might say this question is really asking me \_\_\_\_\_. Even though the language sounds funny, good test takers understand what the question is asking of them. Since there are more multiple choice questions on the MEAP test, it is important than ever for you to understand how to answer these questions.*

- Take a question from the released test, write it on an overhead, and model how you would translate it into different words that might make the question easier to understand.
- **The point of this lesson is to familiarize students with formal test language so they find it accessible while taking the test. Teach this lesson any way possible to get your students engaged with the language of the questions.**

#### **ACTIVE ENGAGEMENT:**

- As a class, have students review the test questions looking for word usage and phrases that don't sound like language normally used.
- Record these phrases and discuss their meanings.

**SHARE:** *Students, now you know that even though the language of the test questions is unfamiliar to you, you can still figure out what the test is asking you to do.*

- Process how silly this language sounds, analyzing if the phrases used truly represented what they were trying to say.

**TEACHING POINT 2:** *On the test, questions always follow the selections. Test takers think about what questions might be asked of them as they read. Test makers write questions using*

## READING GENRE STUDY

*very formal English. The questions may sound strange to you. Imagine me saying to you, “According to this selection, all of the following is true EXCEPT...?” Today you are going to practice writing and asking questions using question stems that sound like the MEAP test. When you are done reading, you will write a question to ask your classmates about the selection. As you read, think about the question you will write.*

- **Read aloud the beginning of the first paired reading selection.**

**Fourth Grade:** “Presto Change-O! A Butterfly Appears”

**Fifth Grade:** “Rosa Parks”

- Model writing a NOT question, using question stem number 9 or 13 on page 16.
- Tell students this type of question requires them to find the incorrect answer.
- As you write, identify the formal language.

**Sample Question:**

Which of the following did NOT happen?

- You will need three facts from the selection and one incorrect answer choice.

**ACTIVE ENGAGEMENT:** *Finish reading the selection. You and your partner will write two questions using these question stems.*

- Working in partnerships, the students will create two different questions, using the question stems on page 16.
- One question should be a **NOT** or **EXCEPT** question.
- **If this is too difficult for students to do in pairs, write two questions as a class.**

**SHARE:** *Students, now you know from now on you will think about what questions might be asked of you at the end of the selection as you read.*

- Share the questions students wrote.
- Discuss the **NOT** and **EXCEPT** questions and possible answers.



### Add to the following charts:

#### What We Know About Tests

- Tests sometimes crowd many words on a page.
- Questions always follow the selections.
- Multiple choice test questions are sometimes written in very formal English.
- Sometimes test questions ask for incorrect information.

#### Test-Reading Strategies

- Try to read **ALL** texts.
- Wonder what questions will be asked as you read.
- Read the questions carefully and ask yourself what this question is asking me is \_\_\_\_.

## READING GENRE STUDY

### MEAPish Script

**Setting** – Two friends talking in the school cafeteria

**Reader 1** Which of the following best describes today’s lunch – gross or nasty?

**Reader 2** I don’t know but it is really bad today. What do you think we will *most likely* do this afternoon?

**Reader 1** I don’t know, but there *probably* won’t be a lot of class work since we have art class.

**Reader 2** I can’t imagine Mr. Smith not teaching science.

**Reader 1** According to my mother, he really is a nice guy. How do you think Mr. Smith shows science is important to him?

**Reader 2** Well, he gives us homework every night. He *never* misses teaching a science class. I guess he thinks science is important to all of us.

**Reader 1** What was the central idea of yesterday’s science lesson? Oops. There goes the lunch bell. I don’t want to be late for class.

**Reader 2** Yes, let’s do anything EXCEPT make Mr. Smith mad. Hurry up! You know how Mr. Smith shows how he hates if we are late for class. He’ll make us stay after school and clean up the science equipment.

## READING GENRE STUDY

### Question Stems

1. What does the word \_\_\_\_\_ mean in this selection?
2. An important lesson of this story is
3. The author used the words \_\_\_\_\_ to show
4. According to this selection,
5. What caused \_\_\_\_ to \_\_\_\_?
6. What is the best summary for this selection?
7. The main idea of this selection is...
8. This selection is mostly about
9. Which of the following did NOT happen?
10. In the beginning of the selection,
11. On page \_\_, (vocabulary word) means...
12. One difference between (something) and something) is that...
13. According to this selection, all of the following is true EXCEPT...
14. What is one central idea of this selection?
15. The selection mostly explains...
16. What would be the best place to find out more about...
17. From their behavior in the story, you can tell (characters) are...
18. What lesson might you learn from this story?
19. Why does the author use conversation in this story?
20. In this selection, the characters show that...

## **What We Know About Tests**

- Tests sometimes crowd many words on a page.
- Questions always follow the selections.
- Multiple choice test questions are sometimes written in very formal English.
- Sometimes test questions ask for incorrect information.

# Test-Reading Strategies

- Try to read **ALL** texts.
- Wonder what questions will be asked as you read.
- Read the questions carefully and ask yourself what this question is asking me is \_\_\_.

## READING GENRE STUDY

### LESSON 3

### TEST STRATEGIES

#### MINILESSON FOCUS

##### **Know:**

1. The purpose for reading on a test is to remember as much as possible to get the questions right.
2. The purpose of rereading is to clear up confusions and to notice the details during the second read.

##### **Able to Do:**

1. Reread and notice details.
2. Answer test questions correctly.

**CONNECTION:** *Yesterday you learned to wonder about the questions on the test as you read. Today you will learn why test takers reread selections on a test.*

**TEACHING POINT:** *Test takers read a selection at least twice to get the idea of what the whole selection is about and to remember important details. When you reread you already know what the main idea is so you are able to turn your attention to the details. When you reread, you can remember more and that is important when it is time to answer the questions.*

- Model by rereading aloud the section of the text you read yesterday. If there is not enough information in this short section, you may have to demonstrate this idea by reading a longer, more complete text.
- Share your thinking about how the parts are connected.
- Share the inferences you are making.
- Share the details you noticed today.
- **Highlight what you think is important during your second read.**
- Share how you are not making predictions about the selection, since you have already read the entire piece. Your attention has shifted away from gist to details and deeper meaning.

**ACTIVE ENGAGEMENT:** *Today you will reread the selection and see how many more key details you notice. Reread the first half of the text, then turn and talk to your partner. What details did you notice today? Now, it is time for you to answer the questions that are about this selection. Rereading should help you remember.*

- Give the students highlighters to highlight what they think is important during the second reading.
- After the students have finished this discussion, **have them answer the questions following the first selection.**

## READING GENRE STUDY

**SHARE:** *So from now on, readers, you will be sure to reread to understand the selection and notice all the important details.*

- Have partners share with the class what they noticed while rereading and answering the questions.
- Were there any questions they did not understand? Why not?
- What phrases confused them?
- As a class discuss how rereading helped them answer questions correctly.



**Add to the chart:**

### **Test-Reading Strategies**

- Try to read **ALL** texts.
- Wonder what questions will be asked as you read.
- Read the questions carefully and ask yourself what this question is asking me is\_\_\_.
- Stay focused as you read.
- Reread selection.

# Test-Reading Strategies

- Try to read **ALL** texts.
- Wonder what questions will be asked as you read.
- Read the questions carefully and ask yourself what this question is asking me is \_\_\_.
- Stay focused as you read.
- Reread selection.

## READING GENRE STUDY

### LESSON 4

### TEST STRATEGIES

#### MINILESSON FOCUS

##### Know:

1. Test makers use specific strategies to create answer choices.
2. Question Answer Relationships help test takers to consider both information in the text and information from background knowledge.
3. Test takers are careful to mark their answers in the corresponding answer space.

##### Able to Do:

1. Eliminate incorrect answer choices.
2. Know where to find the answers.
3. Answer questions correctly.
4. Mark the answer in the appropriate space on the answer sheet.

#### Process of Elimination – The almost right answer

**TEACHING POINT 1:** *Test takers know how to eliminate answer choices. Eliminating answer choices is called the Process of Elimination. Only one answer can be right so you may have to reread to check your answer. There are various techniques test makers use to create answer choices. One is to write an “almost right” answer choice. This answer choice may switch around the names of the characters or in math it may have the decimal in the incorrect place or flip the fraction. Be careful to watch for these answer choices so you can eliminate them.*

- Model how to correctly answer the **first question from the first selection** using Process of Elimination (POE).
- Demonstrate how you eliminate answers that are distracters using rereading as one of your strategies. Usually one or two answers can be eliminated quickly. Pay close attention to eliminating the “almost right answer,” if there is one.
- Emphasize your strategic thinking to answer the question.

*Students, the only way to be sure to answer this question correctly is to go back and reread the appropriate section of the text.*

#### Fourth Grade:

**The purpose of the chrysalis is for**

**A protection.**

**B food.**

**C egg laying.**

**D warmth.**

#### Fifth Grade:

**The author organized this selection by**

**A comparing the way two people handled a problem.**

**B using headings and subheadings.**

**C telling the events in the order they happened.**

**D giving several different opinions about an issue.**

**ACTIVE ENGAGEMENT:** *Students, now it is time for you to use your reasoning powers. Look at the next question you answered yesterday. Who can explain how s/he arrived at the correct answer?*

- Have a student share how s/he used the process of elimination to answer a question yesterday.

## READING GENRE STUDY

### Process of Elimination – Right Fact/Wrong Answer

**TEACHING POINT 2:** *Sometimes answer choices include facts that are right from the selection. This can mislead you to the wrong answer, especially if it is answer choice “A”, if you are not careful, because it “looks right.” When you see answers that are facts from the selection, you must reread to eliminate the wrong answers. Be sure your answer choice answers the question.*

**ACTIVE ENGAGEMENT:** *Students, look back at the questions from yesterday and review the answer choices, looking to see if the test writers took facts from other sections of the selection and used them as incorrect answers. Do not be tricked by misplaced facts.*

- Have students review the questions and answers from yesterday.
- See if students can identify how the test makers created the answer choices.

**Note:** Not all questions utilize these strategies, but they are present on the MEAP test and worth reviewing. These test-making techniques may be used on all MEAP test: reading, writing, math, science, and social studies. They are not limited to the reading test.

### Question-Answer Relationships

**Teacher Notes:** Use as much of this information as makes sense for your students.

Taffy Raphael developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. **It helps them realize the need to consider both information in the text and information from their own background knowledge. Without QAR instruction students often over rely on text information or background knowledge.**

This strategy:

- explicitly shows the relationship between questions and answers;
- categorizes different types and levels of questions;
- helps student to analyze, comprehend and respond to text concepts; and
- helps refute the common misconception held by students that the text has all the answers.

<http://www.readinglady.com/mosaic/tools/QARQuestionAnswerRelationshipTeachingChildrenWhereToSeekAnswerstoQuestions.pdf>

#### In the Text Questions

- **Right There** questions ask for information that is contained in one sentence. They sometimes ask: “According to the passage...” “How many...” “Who is...” “Where is...” “What is...” “What did ...” “Who did ...” “How many ...”
- **Think and Search** questions ask for information that is contained in several sentences or sections. They sometimes ask: “What caused...” “Compare/contrast...” “How do you ...?” “What happened to ...” “What happened before / after ...”

#### In My Head Questions

- **Author and Me** questions are inferential questions. They ask for information that requires readers to combine what they know with what the selection says. They sometimes ask: “Why does the author...” “The passage suggests...” “What is the mood...”
- **On My Own** questions ask for information readers already have and do not need any information from the text. They sometimes ask: “In your opinion...” “Based on your experience...” “Where could you find a selection like this?”

## READING GENRE STUDY

**TEACHING POINT 3:** *Test takers also know where to find an answer. They know it can be found either in their heads or in the text. Some questions refer specifically to the text. These questions are not asking about your prior knowledge. They want you to report back what the text said. These questions are “In the Text Questions.” To answer other questions, you must put together your prior knowledge with what the text says. These inferential questions are “In My Head Questions.”*

- Make an overhead of page 26 to use as a visual as you explain Question-Answer-Relationships (QAR). When discussing the information, emphasize whether the question is an “In the Text Question” or an “In My Head Question.”
- Model how you know to correctly answer a question from the first selection using QAR by showing how you know if the answer will come from the text or from your head.
- Emphasize your strategic thinking to answer the question.

**ACTIVE ENGAGEMENT:** *QAR can help you remember to use both information in the text and information from your own background knowledge when answering test questions.*

- Put several questions from the first reading selection on the overhead projector or document camera, have the students decide what kind of question it is, either an “In the Book” or an “In My Head” question.
- Discuss how this can help them answer the questions.

**SHARE:** *So from now you know how to eliminate wrong answers: be sure your answer choice answers the question, reread to find or double check the right answer, and use Questions and Answer Relationships to figure out where to find an answer.*

- Did the students find tricky answer choices you taught when they answered the questions yesterday? If not, what did they notice about the questions and answer choices?



### Create the following chart:

#### Question-Answering Strategies

- Use Process of Elimination.
- Reread to Find an Answer.
- Be sure your answer choice answers the question.
- Use Question and Answer Relationships to know where to find an answer.

## READING GENRE STUDY

### Hints for Managing the Scantron Sheets

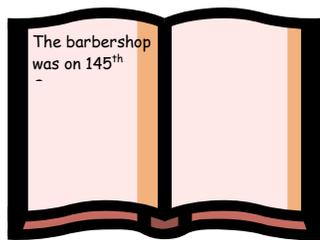
- Put answers in the test booklet and then transfer to answer sheet at the end of each page.
- Read and answer all the questions for one passage and then transfer to answer sheet.
- Check at the end of each page to be sure you are on the right question or check to see if you are still **aligned after every five questions**.
- Mark in the test booklet those you want to check again.

**Note: Some teachers found their students cannot handle marking all of the answers in the test booklet and then transferring them to the answer sheet. Students lost their place and shifted their answers. Have students try it in different ways and see what works for them. Encourage them to check their alignment at least every five questions.**

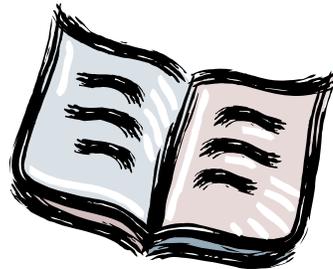
# Question Answer Relationships

## IN THE TEXT:

### Right There

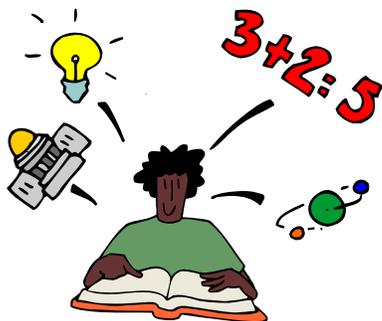


### Think and Search



## IN MY HEAD:

### Author and Me



### On My Own



## Question-Answering Strategies

- Use Process of Elimination
- Reread to Find an Answer
- Be sure your answer choice answers the question.
- Use Question and Answer Relationships to know where to find an answer.

## READING GENRE STUDY

### LESSON 5 TEST KNOWLEDGE AND STRATEGIES

#### MINILESSON FOCUS

##### **Know:**

1. Test takers use strategies to focus their reading so they can remember as much as possible.
2. Test takers read carefully to comprehend test questions and eliminate incorrect answers.
3. Sometimes test takers need to use information from more than one selection to answer a question.

##### **Able to Do:**

1. Focus attention while reading.
2. Can independently apply the test-taking strategies learned.

**CONNECTION:** *Over the last few days, you learned test-reading strategies and question-answering strategies. Today you will learn a new test-reading strategy called the 5 W's. You will also try out the test-answering strategies you have learned.*

**TEACHING POINT 1:** *The purpose for reading a test is to answer questions correctly. It is not a time to relax or read for pleasure and that means you read differently. Make an overhead of page 30 to use a visual. One way you can read carefully is to look for the 5 W's: who, what, where, when and why as you read. Looking for this information helps you understand the selection better and answer more questions correctly. The 5 W's help you identify key facts in the selection.*

- Model by reading a short selection and pointing out the 5 W's.

**ACTIVE ENGAGEMENT:** *Today you will read the second selection and think about the 5 W's. We will discuss the 5 W's before you answer the questions. Be sure to read the selection twice.*

- **Have students highlight the 5 W's as they read.**
- After the students have silently read the second selection, discuss the 5 W's.
- Process how looking for the 5 W's helped them to understand and remember what they read.

**Answering the questions:** *Remember as you answer the questions think about the strategies we learned yesterday.*

- Circulate taking notes about answers students are choosing.
- **Since the MEAP includes more multiple choice questions than ever, this is critical. Their difficulties will let you know what to re-teach.**
- Ask students why they chose an answer. Are they falling for the test makers' tricks?
- Listen for the strategies they have learned.

**SHARE:** *Now you know you can use different strategies when reading a test and choosing the correct answer for test questions.*

- Ask students why they chose a particular answer and not another. Process with the class.
- For which question did you use one of the 5 W's?
- Which question did you not use the 5 W's to answer it?

## READING GENRE STUDY

**TEACHING POINT 2:** *Cross text questions refer to both selections. These questions may compare or contrast characters or issues in the selections. They may have the word “both” in them. One question may refer to the theme. You will have to think about both texts to answer them correctly. A question may ask about the ending of both selections.*

- Model answering one of the cross text questions.
- Do a think aloud demonstrating how you have to think about both selections.
- Eliminate wrong answer choices.

**ACTIVE ENGAGEMENT:** *Students, remember to think about both selections as you answer these questions. You have learned several strategies to answer questions correctly.*

- Refer to the strategy chart again.
- Have students answer these questions as you circulate observing how they cope with them.

**SHARE:** *Students, now you know that the cross text questions on the test will be about both selections and you must think about both of them to answer these questions correctly.*

- Once again discuss the questions and how they chose their answers.



### Add to the following charts:

#### Question-Answering Strategies

- Use Process of Elimination.
- Reread to Find an Answer.
- Be sure your answer choice answers the question.
- Use Question and Answer Relationships to know where to find an answer.
- Think about both selections to answer a cross text question.

#### Test-Reading Strategies Chart

- Try to read **ALL** texts.
- Wonder what questions will be asked as you read.
- Read the questions carefully and ask yourself what this question is asking me is\_\_.
- Reread selection.
- Read for the 5 W's (who, what, where, when, and why).

# The 5 W's

Who?



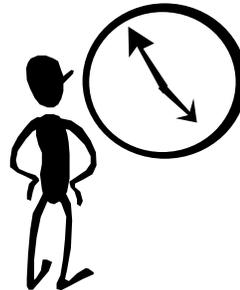
What?



Where?



When?



Why?



## Test-Reading Strategies

- Try to read **ALL** texts.
- Wonder what questions will be asked as you read.
- Read the questions carefully and ask yourself what this question is asking me is \_\_\_.
- Reread selection.
- Read for the 5 W's (who, what, where, when, and why).

# Question-Answering Strategies

- Use Process of Elimination.
- Reread to Find an Answer.
- Be sure your answer choice answers the question.
- Use Question and Answer Relationships to know where to find an answer.
- Think about both selections to answer a cross text question.

## READING GENRE STUDY

### LESSON 6

### TEST KNOWLEDGE

#### MINILESSON FOCUS:

##### Know:

1. Constructed Response Questions use words from expository text structures.
2. Test takers include examples or details in their answers for Constructed Response Questions.

##### Able to Do:

1. Respond correctly to a constructed response question.

**CONNECTION:** *You learned strategies to understand and answer multiple choice questions. Today you will learn how to answer a constructed response question. This type of question will now be included on the MEAP reading test. There will be one constructed response question following each Paired Reading selection. To answer these questions, you must write your answer in your own words; there are no answer choices.*

**TEACHING POINT:** *Students, constructed response questions may use the words from the expository text structures: description, cause and effect, compare and contrast, problem-solution, and sequential. Understanding the structure of the question can help you to know how to write your answer. An answer written for a cause and effect question will not be like a problem and solution answer.*

#### How to Answer a Constructed Response Question:

- Read the question and determine the **text structure** of the question.
  - The question may ask you to... **Describe** something or someone with examples
  - The question may ask you to... Give reason for, Explain what will happen if, Explain what **causes** this, Explain the **effect** of this..., How does this...
  - The question may ask you to... Tell or explain how things are the same or different, **compare and contrast** something
  - The question may ask you to... Explain what the **problem** is and how would you **solve** it or give you the problem and ask you for the solution
  - The question may ask you to... Tell **the order** in which something happens, Show a step-by-step process.
- When writing your response to a CRQ, do the following...
  - Look at the space or lines in the test packet. That helps you know how long your answer is expected to be. **The Michigan DOE has stated the constructed response questions will require a short-answer – one to three sentences - that will be scored with a three point rubric.**
  - Use specific details and examples in your answer
  - If the answer is longer than one or two words, embed the question in your answer.

From Kathleen Kryza

**ACTIVE ENGAGEMENT:** *Students, now you will try out what we talked about. You will write a response to this question.*

- With a partner, have students write a one to three sentence answer for the following question. Provide paper that has three to five lines for the students to use.

## READING GENRE STUDY

- If necessary, read Cinderella to the students before they answer the question below. There are several versions of Cinderella on this web site.  
<http://www.usm.edu/english/fairytales/cinderella/episode1.html>

In Cinderella, what was the Prince's **problem**? Explain what he did to **solve** his problem using two examples and/or details from the story.

### **Rubric**

3 – States the problem and provides two details/examples from the story.

2 – States the problem and provides one detail/example from the story.

1 – States the problem.

0 – Fails to address the prompt.

- To prepare for this lesson, write a constructed response question for the reading selections. Be sure to use words that will require students to write different types of answers.

- Create a three point rubric for each question.

- Have students write a response in one to three sentences and score their answers. Provide paper that has three to five lines for the students to use.

**SHARE:** *Remember, students, be sure to shape your response to answer the question asked.*

- Look at how the answers differ based upon how the question is asked.
- Did the students frame their answers to fit the question?



**Add to the chart:**

### **Question-Answering Strategies**

- Use Process of Elimination.
- Reread to Find an Answer.
- Be sure your answer choice answers the question.
- Use Question and Answer Relationships to know where to find an answer.
- Think about both selections to answer a cross text question.
- Use details or examples in your CRQ answer.

## Question-Answering Strategies

- Use Process of Elimination.
- Reread to Find an Answer.
- Be sure your answer choice answers the question.
- Use Question and Answer Relationships to know where to find an answer.
- Think about both selections to answer a cross text question.
- Use details or examples in your CRQ answer.

## READING GENRE STUDY

**IF TIME PERMITS, HAVE STUDENTS READ AND ANSWER THE QUESTIONS FOR THE INDEPENDENT READING SECTION OF THE 2006 MEAP READING TEST.**

### LESSON 7

### TEST SETTING

#### MINILESSON FOCUS

**Know:**

1. Test takers have the ability to stay focused and work independently to complete a test.

**Able to Do:**

1. Can independently apply the test-taking strategies learned.

**Note:** Today is the day the students must put into practice the test-reading AND questions-answering strategies you have taught them.

**CONNECTION:** *Students, you learned test taking strategies as we have worked through the practice test selections and questions together. Today you will use all of these strategies as you read and answer the questions for the independent reading section of the test.*

**ACTIVE ENGAGEMENT:** Students, remember as you read to use your test-reading strategies of rereading, wondering what questions will be asked, and remaining engaged for the entire reading so you can answer the questions correctly. *As you answer the questions use the strategies: process of elimination, rereading, watching for misleading facts from the selection, and QAR. Now is the time to apply all you have learned.*

- Have students read the Independent Reading selection and answer the questions.
- Refer to the Test-Reading and Question-Answering Charts you have made.
- Be sure to circulate the room as they are working.
- Watch to see if they are using the Test-Reading and Question-Answering strategies you taught them. If not, stop the class and/or individuals to remind them to do so.

**SHARE:** *Now you know there are different strategies that test takers use to read a rest and answer the questions correctly and that you can use these strategies, too.*

- Ask students why they chose a particular answer and not another. Process some of their strategies with the class.
- Why did you choose the answer you did?
- Where could you find the answer?
- Why did you not choose an answer?

**Review strategies as necessary.**



**CAUTION:**

Test Preparation ENDS  
10 Days PRIOR to the MEAP Test.

# Independent Reading

## Independent Reading: Teacher Background

This work on independent reading is meant to be done as parallel work with the MEAP genre study. The texts the students read will not be MEAP related. They should be at a student's independent level, making it easy to comprehend. Ensuring students are reading at their independent level will facilitate metacognition, while using the comprehension strategies. (Allington 2006)

Since this unit takes place at the beginning of the school year, the comprehension strategy work is being viewed as a review for students, a time to get them back in the swing of the type of conversations held in school about reading. These strategies are reminders that readers must be engaged with the text to comprehend.

### Rationale

Independent Reading enables students to practice the skills that have been taught. It also helps students to build stamina and fluency. And, stamina and fluency will help students be successful on the MEAP test.

In his book *What Really Matters for Struggling Readers* (2001), Richard Allington cites Stephen Krashen's research that found students who had time to read more in school performed as well or better on reading comprehension tests than students who did not have additional reading time. It did not matter what the additional reading time replaced; additional reading time improved comprehension. Lucy Calkins suggests students read 30 minutes each day in school; Allington suggests 90 minutes per day.

### Managing Independent Reading

Students need several books at their finger tips so they always have something appropriate to read. Book bags containing a variety of books at their level is one way to organize this and to keep students from wondering the room looking for something to read. Joke books, books of poetry, and magazines are fine additions to a book bag, as the text is usually shorter and the student can take a break from a longer text, but continue reading.

It is important to establish the appropriate procedures and behaviors for independent reading. **A critical aspect of managing independent reading is matching students with "just right" books.** One procedure for matching students with books is The Goldilocks Strategy developed by Marilyn Ohlhausen and Mary Jepsen.

## READING GENRE STUDY

### **The Goldilocks Strategy**

#### **Easy Books**

Ask myself these questions. If I am answering yes, this book is probably an easy book for me. I'll have fun reading it.

- Have I read it lots of times before?
- Do I understand the story?
- Do I know (can I understand) almost every word?
- Can I read it smoothly?

#### **Just Right Books**

Ask myself these questions. If I am answering yes, this book is probably a "just right" book for me. I'll give it a try.

- Is this book new to me?
- Do I understand what I have read so far?
- Are there just a few words per page I don't know?
- When I read, are some places smooth and some choppy?
- Can someone help me with this book? Who?

#### **Hard Books**

Ask myself these questions. If I am answering yes, this book is probably a hard book for me. I'll give it another try later (perhaps in a couple of months).

- Are there more than a few words on each page I don't know?
- Am I confused about what is happening in this book? Do I feel bored?
- When I read, does it feel pretty choppy?
- Is everyone busy and unable to help me?
- Is there a way to get this book closer to a "just right" book?

### **Conferring**

During sustained silent reading, the teacher modeled reading silently in front of the class. This is not true for independent reading. Once the procedures for independent reading have been established and the students all have appropriate books to read, the teacher is available to teach directly to each child's strengths and needs through small group instruction or one-to-one conferences. These conferences are the heart of independent reading.

## READING GENRE STUDY

# Independent Reading Plan

### USE A THREE PART FORMAT

#### 1. MINI-LESSON

- Teacher models the strategy through a think aloud.

#### 2. SILENT READING

- Students utilize the strategy learned.
- Teacher confers.

#### 3. RESPONSE/REFLECTION

- Students share how they used the strategy and how it helped them to better comprehend the text.
  - Whole class
  - Partners

## Unit of Study: Developing Internal Conversations

<b>DAY</b>	<b>Independent Reading 20-25 minutes</b>	<b>DAY</b>	<b>Independent Reading 20-25 minutes</b>
<b>1</b>	Strategies to choose a “just right” book	<b>6</b>	Internal Conversation: Determining Importance
<b>2</b>	Strategies to build fluency and stamina	<b>7</b>	Internal Conversation: Determining Importance
<b>3</b>	Strategies to read farther, longer	<b>8</b>	Internal Conversation: Synthesizing
<b>4</b>	Attending to the reader’s internal conversation with the text	<b>9</b>	Internal Conversation: Synthesizing
<b>5</b>	Internal Conversation: Making connections while reading	<b>10</b>	Strategies to monitor comprehension while reading

# Fluency

While fluency is one of the five components of reading, there is controversy over the amount of attention that should be given to it. Some experts think that a lack of fluency has a greater impact on younger readers' comprehension than those who are more experienced readers. Others believe it is necessary for all readers to be fluent to comprehend. Experts do agree that fluency does impact comprehension at some level.

Teachers should assess whether the lack of fluency is disrupting comprehension before spending a great deal of time working on it. The students who seem to slip by teachers are the ones who read fluently, but do not comprehend what is read.

Words such as “quick”, “with expression”, “good phrasing”, or “reads in a meaningful way” are usually used to describe what listeners notice about fluent reading. Fluency is enhanced through repeated readings of familiar text. It is also important that the activities that engage students in rereading familiar text are enjoyable.

### Managing Partnerships – Adapted from Lucy Calkins

Encouraging students to read with a partner can foster fluency. The following mini-lessons can be taught to enhance partner reading and fluency. Teachers may want to model each one of these so the partners are sure about the expectations for partner reading.

Mini-lessons

- 1. CHORAL READING:** students hold one copy of the book and read together
- 2. TAKE TURNS:** students take turns reading by alternating after each page or if there is limited text on the page, alternating after a few pages
- 3. ECHO READING:** one child reads a chunk or several pages of the text, and the second child rereads it to make it fluent
- 4. TAKING PARTS:** students take the roles of the characters—usually done for a second reading—especially effective with texts with lots of dialogue or plays
- 5. HELPING VOICE:** one child reads a book to his partner—the partner helps if he gets stuck—they talk about the places that they get stuck
- 6. TIMED READING BOOK TALKS:** read silently during timed-reading period then turn and talk to a partner about what you read

**NOTE:** *I have found it helpful to explain how the print cues are signaling me to read the text. For example, if there are italicized words, I must decide why they are italicized. That information informs my reading performance. If a clause is set off by commas, I use pauses and inflection to set the clause apart orally. All of these cues are used automatically by me as a fluent oral reader and I feel I must explain them to my students. I read the passage once all the way through to model how it sounds. I then talk through the passage explaining the cues. After that, I read the passage again and ask if the students want to hear any part again or if they want me to identify any of the words. I then have the students read it to me or with partners.*

Judy Kelly

## READING GENRE STUDY

### Resources for Additional Support

Allington, R. (2006). *What Really Matters for Struggling Readers* (2nd edition). Pearson Education. New York: NY.

Calkins, L. (1998). *A Teacher's Guide to Understanding Standardized Reading Tests: Knowledge is Power*. Heinemann. Portsmouth:ME.

Calkins, L. (2001). *The Art of Teaching Reading*. Pearson Education. New York: NY.

Hoyt, L. (2005). *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*. Heinemann. Portsmouth:ME.

Routman, R. (1991). *Invitations: Changing as Teachers and Learners K-12*. Heinemann. Portsmouth:ME.

# READING GENRE STUDY

## MEAP Preparation Calendar: September and October Calendar

1 LABOR DAY	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26 MEAP PREP ENDS
29	30	1	2	3
6	7	8	9	10
13	14	15 MEAP TESTING	16	17
20	21	22 MEAP TESTING	23	24
27	28	29 MEAP TESTING	30	31