

NAPLAN — Year 5 Literacy

Set 3 — Sample Reading test answers

About the sample Reading tests

The materials have been designed so that they can be used as individual units or as a mini-test paper incorporating a number of reading units.

Teachers in all subject areas should take note of the type of reading skill signalled in these tests and incorporate explicit teaching and assessment of reading skills in their own subject area lessons.

These sample Reading test units could be used to show strategies such as

- Question Answer Relationships (QARs), including a stage in which students write their own questions based on the stimulus texts
- text location strategies such as “key word in the margin”
- inferential questions, both those that are text-based and those that are context-based
- responding to evaluation questions
- persistence and stamina.

Answers

Energy from Food	1 C; 2 A; 3 B; 4 C; 5 D; 6 C; 7 A; 8 C; 9 D
The Bully Asleep	10 A; 11 C; 12 B; 13 D; 14 C; 15 A; 16 D; 17*; 18 B
Sharks Need Protecting Too	19 C; 20 C; 21 A; 22 D; 23 A; 24*; 25 C; 26 A; 27 B; 28*

*Model responses for write-in (short response) questions

Question 17:

The endings of the second line and last line of every verse of this poem rhyme with each other. In verse 5, which words make the rhyme?

Full credit: *hid it* and *did it*.

Partial credit: *it* and *it*.

Question 24:

Write the numbers 1 to 5 in the boxes to put the statements in the order they would occur.

3. Fishermen cut off fins.
2. Fishermen catch a shark.
1. Sharks swim freely in the sea.
5. Sea creatures feed on injured animals.
4. Sharks sink to the bottom of the ocean.

Question 28*:

The text attempts to persuade readers to a point of view.

Give some examples of how the language in the text has been used to persuade the reader.

Correct:

Students would need to identify 2 or more examples with some explanation of how they are used. These may include:

- words that make you feel sad or angry like *malicious practices, inhumane acts*.
- sharks are described as defenceless and dying to make us change our ideas about sharks
- the author compares a common view, sharks are mean killers, with a view of them as a victim when they have their fins

chopped off

- shark finning is described using horrifying words like “chopping off the shark’s fins while they are still alive” to make us feel that this is a horrible thing to do
- Words like *die, doomed, suffocating, eaten alive* make you feel sorry for sharks
- the author describes in a logical order what happens to a shark when it is caught for its fins. This gives the reader information to help them understand something they may know nothing about: what actually happens when a shark has its fins cut off.

Incorrect:

ideas are not related to persuasive techniques, list of techniques without explanation of their purpose or use, ideas not related to the author’s argument or ideas that give information rather than explaining persuasive techniques. These may include:

- feelings words
- feared killer, sharks, danger
- sharks are mean killers
- sharks are cut up for their fins
- sharks are dying because fishermen cut off their fins.

References

Raphael, TE, Highfield, K & Au, KH 2006, *QAR Now: Question and answer relationships*, Scholastic, New York.

Beck, IL, McKeown MG & Kucan, L 2006, *Improving comprehension with questioning the author: A fresh and expanded view of a powerful approach*, Scholastic, New York.

Harvey, S & Goudvis, A 2000, *Strategies that work: Teaching comprehension to enhance understanding*, Stenhouse, Portland.

Alvermann, DE & Phelps, SF 1998, *Content reading and literacy*, 2nd ed, Allyn and Bacon, Boston.

Resources

Resources on the QSA website that may be useful include:

- *Poster: In the book or in your head* — www.qsa.qld.edu.au/1443.html
- *Teacher’s notes: Locating information* — www.qsa.qld.edu.au/1443.html
- *Poster: Thinking about a story* — www.qsa.qld.edu.au/1443.html
- *Teaching reading and viewing: Guide for Years 4–7* — www.qsa.qld.edu.au/yr5-english-resources.html
- *Teaching reading and viewing: Comprehension strategies* — www.qsa.qld.edu.au/yr5-english-resources.html
- *Framework for Reading items* — www.qsa.qld.edu.au/1443.html.

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