

NAPLAN — Year 7 Literacy

Set 2 — Sample Reading test answers

About the sample Reading tests

These units provide experience of the reading test format. Teachers could also use these materials either for assessment or for teaching, for example, to teach:

- strategies such as Question Answer Relationships (QARs)
- text location strategies such as key word in the margin
- inferential questions, both those that are text-based and those that are context-based
- how to respond to evaluation questions
- persistence and stamina.

For assessment the stimulus materials could be used for a running record (logging errors in reading aloud) or students could write their own questions showing each of the Question Answer Relationships.

Answers

When stars go Kaboom	1 C; 2 A; 3 B; 4*; 5 C; 6*; 7 B; 8*
The min-min lights	9 D; 10 A; 11 D; 12 C; 13 B; 14 B; 15 B; 16 D; 17 A
The Governess	18 A; 19 B; 20 A; 21 A; 22 C; 23 C; 24 A; 25 B; 26 A; 27 D; 28*; 29 A; 30*

*Model responses for write-in items

Item 4: 4, 2, 3, 1, 5

Item 6: *She wanted other scientists to see the supernova. This is why her alert was followed by more telescopes being pointed at the star, which means more scientists were watching it.*

She wanted other scientists to see and record what was happening. This means that they would all collect information about the formation of a supernova so that all scientists would know more in the future.

Item 8: *The word super nova means a new star that does more than a typical star. You can tell this from the prefix ‘super’ which means ‘more than normal’.*

Item 28: *The dents near her nose are the lines that form when we smile or snarl. Slightcarp is snarling as she speaks because she is angry. The writer actually says that she speaks “fiercely”, like a fierce animal.*

Item 30: *In the introduction she is called “a distant cousin” of the family “employed” as a “governess”. She teaches the children, so she is like a servant to a rich family, even though she is related.*

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/yr7-english-resources.html
- *Teaching reading and viewing: Comprehension strategies* — www.qsa.qld.edu.au/yr7-english-resources.html
- *Framework for Reading items* — www.qsa.qld.edu.au/1443.html.

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