

NAPLAN — Year 7 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

Awesome Automotives	1 C; 2 D; 3 B; 4 D; 5 C; 6 D; 7 D; 8 A; 9 B; 10 D; 11 A; 12 A; 13 C
Secret of the Sirens	14 C; 15 D; 16 A; 17 B; 18 C; 19*; 20 A; 21 C; 22 D; 23*; 24 B; 25*
Change the Future	26 D; 27 C; 28 B; 29 A; 30 B; 31 C; 32 C; 33 B; 34 B; 35 A; 36 D; 37*; 38 D

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

Question 19

Examples of answers:

The author has included these lines to emphasise the dangerous and gloomy undercurrent of the text. By presenting Dr Brock as calm and by using words such as beautiful, breezy and light, the reader is put at ease. These lines are then followed by a section of text that interrupts this sense of calm through the use of words such as nerves, danger and deaths.

Question 23: 4, 2, 1, 3

Question 25

Examples of answers:

1. *The story is told from Col's point of view. It explains Col's actions, thoughts and feelings such as turning off the engine, trying to enjoy the summer evening and his heart galloping. It also uses the pronouns he and his in reference to Col.*

2. *The story is told from an omniscient (all-knowing) narrator's point of view. The narrator clearly has knowledge of the events of the story and of the unspoken thoughts and motives of each character. The narrator has intimate knowledge of both Col and Dr Brock's thoughts and actions. Col's actions, thoughts and feelings such as turning off the engine, trying to enjoy the summer evening and his heart galloping are described. Also, the pronouns he, his and himself are used to refer to Col and Dr Brock. Further, it describes Dr Brock's actions such as balancing his flask, pouring some tea and suspecting people had lost their lives.*

Question 37

Examples of answers:

It is important that students recognise that the question demands a comment on both images.

The image on the website has been used by the writer to guide the reader's interpretations of the situation and to convince them that orangutan protection is a worthy cause to support. The writer wants readers to see a gentle, sad and

lonely orangutan, with human qualities, that needs the reader's help to survive. The alternative image does not suit the writer's purpose because it presents orangutans as scary and vicious animals that may pose a threat to human safety. This view of orangutans would not encourage readers to support the writer's cause.

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.

Acknowledgments

From *Secret of the Sirens* by Julia Golding (OUP, 2006), excerpted text © Julia Golding 2006, illustrations © David Wyatt, used by permission of Oxford University Press.