

Reading TEST SMASH

4th Grade

SYSTEMATIC DAILY
Reading Test Prep
to BUILD Confidence
and Stamina



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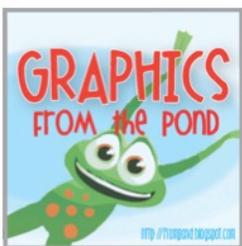
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TO THE TEACHER

Thank you for purchasing this resource. It was created with fourth grade classes in mind. I needed a way to prep my students for the Texas STAAR test with just a few weeks remaining.

This high impact resource covers each of the readiness standards for fourth grade reading in the state of Texas along with important and widely tested supporting standards. The standards covered in this resources also overlap nicely with standards from Common Core. The standards covered can be found on pages 7-9.

This resource is set up by genre. Each day a passage from a selected genre is displayed along with questions that go along with the passage.

HOW TO USE THIS RESOURCE

This resource can be used in a variety of ways to help students build their confidence and practice important skills ahead of a reading standardized test.

There are two main formats in which you can present this resource to students:

Option 1: Project the passage and questions. Students can answer the questions in their notebooks or on the recording sheet.

Option 2: Copy a page for each student so that they are able to mark up the passage in order to answer the questions.

In addition to how you present this resource to your students there are also several ways in which you can use it within your ELA block.

As a Warm-Up

This resource is the perfect way to start your ELA block. Upon entering your classroom students can immediately get to work on reading the passage and answering the questions either independently, in partners, or as a team. After giving enough time to complete, read through the passage and answer the questions together modeling the annotation and test taking strategies you would like your students to use.

As a Cooperative Learning Activity

These passages and questions are perfect for completing through cooperative learning strategies such as Sage & Scribe or Find Someone Who. After students have completed their questions, read through the passage and answer the questions together modeling the annotation and test taking strategies you would like your students to use.

- Sage & Scribe
 - Students are partnered and read the passage together alternating paragraphs or verses. Partner A (the scribe) is seated with a writing utensil and partner B (the sage) stands behind them. Partner B reads the question and tells the scribe what to write explaining their thinking and backing it with text evidence. Partner A writes, coaches their partner, and praises them. After each question partners trade positions and roles.
- Find Someone Who
 - Each student has a copy of the passage and questions. Independently students read the passage. When everyone has read the passage students stand up, put their hands in the air, and pair up with a partner. They greet their partner, trade recording sheets, and choose a question to answer then trade papers again. After thanking their partners students repeat the process with a new partner until all their questions are answered. I challenge my students to work with as many partners as possible and answer as many different questions as possible.

HOW TO USE THIS RESOURCE

As a Home-School Connection

Are parents asking you what you are doing to prepare their students for the test or what they can do to help their students. Use these passages and questions to occasionally send home so that students can read and complete the passages with their families. After giving to students to complete at home take some time in class to read through the passage and answer the questions together modeling the annotation and test taking strategies you would like your students to use.

Small Group Re-teaching

These passages and questions are perfect for completing in a small group setting with you guiding your students through the process of annotating data, reading the questions, and finding text evidence to support their responses.

Whole Group Lesson

Prior to the big test students need to become familiar with testing passages as a genre and completing these passages and questions is a great way to get them used to thinking critically. Use this resource as a way to model how students can successfully annotate the passage and answer the questions based on text evidence. **I would recommend using this strategy for the first day or two of practice to get students used to the process.**

TRACKING THE DATA

On page 30 I have included a checklist of standards for each student to check off or color in the standards they answered correctly each day. The standards that are not covered each day are greyed out.

Using THE DATA

I have found that having students track their own data is not only helpful, but empowering. By having the responsibility of holding their own data students are able to take ownership of their learning, set goals for growth, and celebrate their successes. This keeps student engagement high throughout the process of prepping for the test. This data can also be used to build your small groups for re-teaching by standard.

Standards by Genre

All Genres

Context Clues

TEKS

4.3B

Common Core

RF.4.4, RI.4.4

Making Connections

4.6E & 4.7A

RL.4.7

Inferences

4.6F

RL.4.1, RI.4.1

Details and Key Ideas

4.6G

RI.4.2

Retell, Paraphrase, or Summarize

4.7D

RL.4.3, RI.4.3

Fiction

TEKS

Common Core

Plot Elements

4.8C

Characters

4.8B

RL.4.3

Point of View

4.10E

RL.4.6

Informational

TEKS

Common Core

Structures of Text

4.9D(ii)

RI.4.7

Organizational Patterns of Text

4.9D(iii)

RI.4.5

Imagery & Figurative Language

4.10D

Poetry

TEKS

Common Core

Figurative Language

4.9B

Sound Devices

4.10D

Structure of Poetry

4.10B

RL.4.5

I Can Statements

I can statements are a great way for students to take ownership of their learning.

Ideas for using I Can Statements:

- Create a display within your classroom using the statements as posters to remind students of what they can do.
- Create mini-posters for student notebooks by copying multiple I Can Statement posters onto a page.
- Use I Can Statements in your small group area to help prompt students as to how to answer a question.
- Use I Can Statements to sort questions from a released test by standard.
 - To complete a sort print and cut apart the questions from a released test. Have students use the I Can Statements to determine which standard the question is asking about. Encourage students to share why they chose a particular statement for each question. This helps students to become more familiar with the format of a standardized test.
- Use the final I Can Statement, "I can SMASH the test," to write a note to each student on test day to encourage them.

Test+ Smash DAY 1

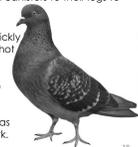
Cher Ami the Pigeon

During World War I on October 3, 1918 almost two hundred men were trapped on the side of a hill without any food or water. Their own army did not know they were there and had begun firing on them and they became surrounded by enemy troops. Several men tried to carry messages to their army, but all were caught. Major Whittlesy had the idea to send a message by pigeon instead. The first two pigeons did not make it, but the third did.

Cher Ami
Cher Ami was a homing pigeon. This means she was trained to fly back to a certain location when released. She was donated to the United States Army from Great Britain and trained by American pigeoners to work in France during World War I. Cher Ami was a Blue Check Pigeon, and while she is a hen, the National Museum of American History and other places still list her as male. She can still be seen at the Smithsonian Institution in Washington, D.C.

Homing Pigeons
Homing pigeons are known for their ability to fly long distances to find their way home. They have been known to fly more than 1,000 miles back to their home. They fly about fifty miles per hour over long distances, but have reached speeds of up to ninety miles per hour. Homing pigeons are fascinating birds. This makes homing pigeons a good way to send messages. During WWI homing pigeons were used by troops to send messages across enemy lines by attaching small canisters to their legs to hold slips of paper.

Cher Ami Saves the Day
Cher Ami was sent off with her message and quickly came under fire from German forces. She was shot down, but was able to fly again. She flew the twenty-five miles back to the American Army. Once there the men on the hillside were able to be saved. Cher Ami had been badly injured and needed surgery to save her life. Cher Ami is now known as a hero of WWI and was awarded the Croix de Guerre Medal for her work.



Test+ Smash DAY 1

Details and Key Ideas Which detail from the text suggests that the men on the hillside were thankful for Cher Ami?	Context Clues Which words could you use to determine the meaning of came under fire?
Imagery & Figurative Language What words does the author use in paragraph one to paint a picture of the troops?	
Making Connections What connections can you make to the passage?	Making Inferences Why is Cher Ami known as a hero of WWI?
Retelling, Paraphrasing, & Summarizing How could you summarize this text?	
Organizational Patterns of Text How does the author organize the information in paragraph 1?	Structures of Informational Text Which section of the text tells the reader how fast homing pigeons can fly?

Name _____ Date _____

Test+ Smash DAY 1

Details and Key Ideas	Context Clues
Imagery & Figurative Language	
Making Connections	Making Inferences
Retelling, Paraphrasing, & Summarizing	
Organizational Patterns of Text	Structures of Informational Text

10 days of passages, questions, response sheets, and answer keys.

Test+ Smash DAY 1 ANSWER KEY

Details and Key Ideas Once there the men on the hillside were able to be saved. or Cher Ami is now known as a hero of WWI and was awarded the Croix de Guerre Medal for her work.	Context Clues shot at
Imagery & Figurative Language trapped, surrounded, firing on them, caught	
Making Connections Answers will vary, but may include a connection to a time an animal helped them or a war story they have read.	Making Inferences For carrying a message that saved the lives of American soldiers.
Retelling, Paraphrasing, & Summarizing Almost two hundred men were trapped on a hillside until a homing pigeon named Cher Ami carried a message to their army that was able to save them.	
Organizational Patterns of Text Chronologically	Structures of Informational Text Section 3 "Homing Pigeons"

Name _____ # _____ Date _____

Test SMASH Personal Data Sheet

D	D	D	D	D	D	D	D	D	D		Standards	
a	a	a	a	a	a	a	a	a	a			
y	y	y	y	y	y	y	y	y	y			
1	2	3	4	5	6	7	8	9	0	1		
All Genres												
												Context Clues
												Making Connections
												Making Inferences
												Details and Key Ideas
												Retelling, Paraphrasing, & Summarizing
Fiction												
											Plot Elements	
											Characters	
											Point of View	
Informational Text												
											Structures of Informational Text	
											Organizational Patterns of Text	
											Imagery & Figurative Language	
Poetry												
											Figurative Language	
											Sound Devices	
											Structures of Poetry	

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Data sheet for students to track their own successes and set goals.