

TEST SMASH

5th Grade
Edition

Systematic Daily
Reading Test Prep
to Build Confidence
and Stamina



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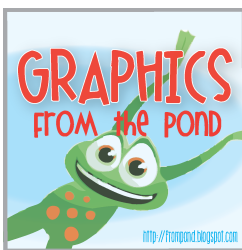
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TO THE TEACHER

Thank you for purchasing this resource. It was created with fifth 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 fifth grade reading in the state of Texas along with important and widely tested supporting standards. The standards covered in this resource also overlap nicely with standards from Common Core. The standards covered can be found on pages 7 & 8.

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.

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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 your 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 60 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

5.3B

Common Core

RL.5.4

Making Connections

5.6E & 5.7A

Inferences

5.6F

RI.5.1

Determining Key Ideas

5.6G

Retelling, Paraphrasing, &
Summarizing

5.7D

Plot & Organizational Patterns

5.8C & 5.9D(iii)

Fiction

TEKS

Common Core

Theme

5.8A

RL.5.2

Characters-Relationships &
Conflicts

5.8B

RL.5.3

Sensory Details, Imagery, &
Figurative Language

5.10D

Informational

TEKS

Common Core

Characteristics & Structures of
Informational Text

5.9D

Central Idea with Supporting
Evidence

5.9D(i)

RI.5.2

Print or Graphic Features

5.10C

RL.5.7

Poetry

TEKS

Common Core

Sound Devices-Alliteration,
Internal Rhyme, Onomatopoeia,
Rhyme Scheme

5.9B

RL.5.5

Text Structure

5.10B

Sensory Details, Imagery, &
Figurative Language

5.10D

RL.5.4

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 4

A Broken Curse

After seventy-one years of play the Chicago Cubs finally made it back to the World Series in 2016.

The Curse of the Billy Goat
In 1945 the owner of the Billy Goat Tavern, William Sianis, was asked to leave the Cubs' ballpark, Wrigley Field, during the fourth game of the World Series. The reason he was asked to leave? He had brought his pet goat to the ballpark and people were complaining about the smell. On his way out of the park Sianis called out, "Them Cubs, they ain't gonna win no more." The Cubs went on to lose the 1945 World Series and did not win for another seventy-one years.

Road to the World Series
For years Cubs' fans blamed the curse for the team's inability to win the World Series. The curse had become well-known throughout Major League Baseball and many jokes were made about it. Some people even used it as an expression, "When the Cubs win the Pennant," meaning never going to happen.

In 2016 things started to come together for the Cubs. They won the National League Central division with more than one hundred wins. They went on to beat both the Giants and the Dodgers in the playoffs and went into the World Series on a winning streak.

The Cubs entered the 2016 World Series against the Cleveland Indians. The Indians were confident that they would win, with the help of the Curse of the Billy Goat of course.

The Curse is Broken
The 2016 World Series went all the way to game 7. The Cubs and the Indians played a close game, but in the end the Cubs came out on top. The Curse of the Billy Goat had been broken! The Cubs were lauded all over the country, but most of all in their home town of Chicago.



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Test+ Smash DAY 4

Structures of Informational Text What informational text features such as an insert, timeline, or sidebar would help you to better understand the text? Why?	Context Clues Which words could you use to determine the meaning of lauded?
Central Idea & Supporting Evidence What is the central idea of the text? What is a sentence from the passage that supports your central idea?	
Making Inferences From the information included in paragraph 3, what can the reader conclude about Cubs fans?	Making Connections What is a connection you can make to the passage?
Retelling, Paraphrasing, & Summarizing How could you best summarize the last paragraph?	
Plot & Organizational Patterns What cause and effect relationship is shown in the last paragraph?	Print or Graphic Features Why did the author include the photograph of the goat?

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Test+ Smash DAY 4

Structures of Informational Text	Context Clues
Central Idea & Supporting Evidence	
Making Inferences	Making Connections
Retelling, Paraphrasing, & Summarizing	
Plot & Organizational Patterns	Print or Graphic Features

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

Test+ Smash DAY 4

Structures of Informational Text Answers will vary, but should include evidence of how the device would help the reader.	Context Clues broken on top
Central Idea & Supporting Evidence The Cubs won the World Series in 2016 after a long losing streak. (Answers will vary) The Cubs and the Indians played a close game, but in the end the Cubs came out on top.	
Making Inferences They are superstitious.	Making Connections Answers will vary, but may include a connection to playing a sport or their favorite sports team.
Retelling, Paraphrasing, & Summarizing The Cubs won the 2016 World Series and were celebrated all over the country, especially in Chicago.	
Plot & Organizational Patterns The Cubs won the World Series and then were celebrated.	Print or Graphic Features To help the reader visualize a Billy goat.

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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	
All Genres										
										Context Clues
										Making Connections
										Making Inferences
										Plot & Organizational Patterns
										Retelling, Paraphrasing, & Summarizing
Fiction										
										Theme
										Sensory Details
										Character Relationships
Informational Text										
										Structures of Informational Text
										Central Idea & Supporting Evidence
										Print or Graphic Features
Poetry										
										Sound Devices
										Text Structure
										Sensory Details

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