

BEING A READER™

SECOND EDITION

Grade 5 Comprehension Checks Guidance and Answer Key

Guidance

The *Being a Reader* Comprehension Checks provide educators with a quick way to evaluate students' comprehension throughout the school year. Each comprehension check includes five multiple-choice questions aligned to specific comprehension skills.

- For narrative texts (fiction and narrative nonfiction), the questions evaluate students' understanding of:
 1. Character
 2. Setting
 3. Theme
 4. Inference
 5. Sequence
- For informative texts (expository and persuasive nonfiction), the questions evaluate students' understanding of:
 1. Topic
 2. Main idea
 3. Important ideas (important facts or details)
 4. Text structure
 5. Vocabulary

Administering the Comprehension Checks

Plan ahead to determine when and how you will administer the comprehension checks.

- Review the "Comprehension Checks Across the Grade" table on page 3.
- Determine which comprehension checks you plan to administer and note the best timing within each unit.
- Locate the Grade 5 Comprehension Checks in the Student-Facing Resources tab of the Grade 5 *Being a Reader* resources on the Learning Portal.
- Download the comprehension checks for the unit you are teaching.
- Print a class set of the comprehension checks you plan to administer for your students.
- After scoring the comprehension checks, document the students' scores on the "*Being a Reader* Grade 5 Comprehension Check Class Record Sheet."

Using the Class Record Sheet

The [“Being a Reader Grade 5 Comprehension Check Class Record Sheet”](#) is a Google sheet with formulas that automatically calculate the score for each comprehension check and a cumulative unit score. To use the class record sheet:

- Make a copy of the Google sheet.
- Enter your students’ names in row 2.
- For each student, enter a value for each question (1=correct response; 0=incorrect response).
- The cumulative unit score is an average of all of the comprehension checks available for the unit. If you do not administer all of the comprehension checks for a unit, you will need to adjust the formula.

Analyzing the Data

The last column of the class record sheet calculates how many students answered each question correctly.

- If you notice a particular question to which less than half of the class responded correctly, consider spending more instructional time on that particular skill with the next text. For example, if more than half the class missed question 1, you might spend more time discussing character with the next narrative text or identifying topic with the next nonfiction text.
- If you notice individual students consistently responding to particular question types incorrectly, plan to focus on those skills when conferencing with students during Individualized Daily Reading (IDR).

Refer to the “Reading Conference Activities Reference Guide” in the IDR Resources tab in the Learning Portal for activities that will support students with these target skills.

Grading Support

The comprehension checks can be used as additional data points to inform grades for reporting purposes; they are not intended to take the place of the Student Progress Assessment (starting with Unit 2). We recommend that you use the comprehension checks alongside other program assessments, including conferences, class and group assessments, and the Student Progress Assessment.

Including the Comprehension Checks in the Student Progress Assessment

To include the comprehension checks as an additional data point for the Student Progress Assessment:

1. In Section 1: Reading of the Student Progress Assessment, add a “Part C: Comprehension” score.
2. For each comprehension check administered in the unit, use the following scale for scoring student responses:
 - 3 = Meets expectations for target (4–5 correct responses)
 - 2 = Partially meets expectations for target (2–3 correct responses)
 - 1 = Does not meet expectations for target (0–1 correct responses)
3. Calculate the Part C subtotal. The image below provides an example of this.

Section 1: Reading

Part C: Comprehension Checks

COMPREHENSION CHECK NUMBER	MEETS EXPECTATIONS	PARTIALLY MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
4	3		
5	3		
6		2	
7		2	
Subtotals	6	4	

Part C score (sum of subtotals/number of items scored) $10/4=2.5$

4. Add the Part C score to the Reading section of “Section 3: Summary” and calculate the overall reading score:

Section 3: Summary

Reading

Part A score: 3

Part B score: 3

Part C score: 2.5

Overall Reading score: $2.8 \text{ (Part A score + Part B score + Part C score)} / 3$

Comprehension Checks Across the Grade

The table below lists the comprehension checks available throughout Grade 5 and tells when to administer each one.

Comprehension Check Number	Text Title	Administer After Teaching
1	“10 Ways Reading Improves Your Mind and Body”	Unit 1, Week 1, Day 4
2	<i>The Cat Man of Aleppo</i>	Unit 1, Week 3, Day 2
3	<i>Off to Class</i>	Unit 1, Week 3, Day 4
4	<i>Be the Change</i>	Unit 1, Week 4, Day 4
5	<i>Tani’s Search for the Heart</i>	Unit 2, Week 1, Day 3
6	“Amazing Auntie Anne”	Unit 2 Week 2, Day 4
7	<i>Wangari Maathai: The Woman Who Planted Millions of Trees</i>	Unit 2, Week 3, Day 5
8	“The Greenbelt Movement”	Unit 2, Week 4, Day 2
9	<i>The Night Diary: July 14, 1947–August 3, 1947</i>	Unit 3, Week 1, Day 4
10	<i>The Night Diary: August 4, 1947–August 20, 1947</i>	Unit 3, Week 2, Day 4
11	<i>The Night Diary: August 21, 1947–November 10, 1947</i>	Unit 3, Week 5, Day 2
12	<i>Sharuko: Peruvian Archaeologist Julio C. Tello</i>	Unit 4, Week 1, Day 4
13	<i>Life in the Ocean: The Story of Oceanographer Sylvia Earle</i>	Unit 4, Week 2, Day 2
14	“Matthew Henson: American Polar Explorer”	Unit 4, Week 3, Day 1
15	<i>The Woolly Monkey Mysteries: The Quest to Save a Rain Forest Species</i>	Unit 5, Week 1, Day 3
16	“Asian and African Elephants”	Unit 5, Week 2, Day 4
17	<i>Bringing Back the Giant Panda</i>	Unit 5, Week 3, Day 3
18	“The Gorilla Doctors”	Unit 5, Week 4, Day 2
19	“Retire the Penny”	Unit 6, Week 1, Day 3
20	“Cell Phones in Bay City Schools”	Unit 6, Week 2, Day 2
21	“A Hard Look at Plastic Straw Bans”	Unit 6, Week 3, Day 5
22	<i>Cucarachas</i>	Unit 7, Week 2, Day 1
23	“Dialogue”	Unit 7, Week 4, Day 3

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Grade 5 Comprehension Checks

UNIT 2 CONTENTS

Comprehension Check Number	Text Title	Administer After Teaching
5	<i>Tani's Search for the Heart</i>	Unit 2, Week 1, Day 3
6	"Amazing Auntie Anne"	Unit 2 Week 2, Day 4
7	<i>Wangari Maathai: The Woman Who Planted Millions of Trees</i>	Unit 2, Week 3, Day 5
8	"The Greenbelt Movement"	Unit 2, Week 4, Day 2

Comprehension Check 5

Tani's Search for the Heart

Read each question. Circle the letter of the correct answer.

Question 1

What is this story about?

- A. A girl who loses her pet named “Heart” and searches her village to find it.
- B. A girl whose grandmother tells her she must go on a quest, or a journey, to complete an important task, to find “the heart.”
- C. A girl who accidentally breaks a statue called “the heart” and must find a way to fix it.
- D. A girl who becomes a doctor to learn more about the human heart.

Question 2

Which statement best describes the setting?

- A. A land rich in nature, with forests, mountains, and villages
- B. A big city filled with tall buildings and vehicles
- C. A quiet beach with palm trees and coconuts
- D. A castle where knights and dragons live

Question 3

What does the story teach about kindness and helping others?

- A. Helping others leads to many rewards.
- B. True kindness means doing what is expected of you.
- C. “The heart” can be found through acts of kindness and caring for others.
- D. “The heart” is a hidden treasure in the forest waiting to be found.

Question 4

Why does Tani make the choice to help others by the end of her journey?

- A. Tani hopes that by helping others, she might eventually be rewarded with a treasure or prize for her efforts.
- B. Tani feels that making friends and avoiding loneliness will help her get through the challenges of the journey.
- C. Tani is placed in situations where she has no choice but to help others, even if it's not what she planned.
- D. Tani believes that kindness and helping others will bring her closer to her goal.

Question 5

What is the last event in the story?

- A. Tani realizes that “the heart” is not a thing to find, but something she creates through kindness and helping others.
- B. Tani returns home and places “the heart” in a special box to keep it safe.
- C. Tani meets the Stubby Squid, who shows her how kindness makes the world better.
- D. Tani helps a pangolin caught in vines.

Comprehension Check 6

"Amazing Auntie Anne"

Read each question. Circle the letter of the correct answer. Refer to the poem "Amazing Auntie Anne" on Student Response Book page 12 to answer the questions.

Question 1

What does the speaker of the poem say about her Auntie Anne?

- A. She is mysterious and confusing, and the speaker isn't sure she wants to meet her.
- B. She is someone the speaker heard about in stories of love, admiration, and adventure.
- C. She is strict and serious, remembered mostly for the rules she followed at school.
- D. She is a quiet woman who lives a simple life.

Question 2

Where does most of the poem happen?

- A. In an office building
- B. At the Indian School
- C. In a movie theater
- D. At the speaker's home

Question 3

What is the main theme of the poem?

- A. Family reunions are exciting and fun.
- B. Shared stories are a wonderful way to learn about family.
- C. Good food is an important part of family gatherings.
- D. A wartime nurse is a challenging and important job.

Question 4

What can you infer about what Auntie Anne is like from the poem?

- A. Auntie Anne is shy and does not like attention.
- B. Auntie Anne has many interesting and exciting stories to share.
- C. Auntie Anne is a serious and straightforward person.
- D. Auntie Anne is bold and makes a big impression wherever she goes.

Question 5

What happens first in the poem?

- A. The speaker says they only know Auntie Anne through stories.
- B. Auntie Anne attends the Indian School.
- C. The speaker hears about Auntie Anne being a spy.
- D. Auntie Anne arrives at the speaker's home.

Answer Key

Unit 1

Comprehension Check 1: "10 Ways Reading Improves Your Mind and Body"

1. c 2. b 3. d 4. a 5. b

Comprehension Check 2: *The Cat Man of Aleppo*

1. c 2. a 3. b 4. d 5. a

Comprehension Check 3: *Off to Class*

1. b 2. c 3. d 4. d 5. a

Comprehension Check 4: *Be the Change*

1. b 2. a 3. c 4. b 5. d

Unit 2

Comprehension Check 5: *Tani's Search for the Heart*

1. b 2. a 3. c 4. d 5. a

Comprehension Check 6: "Amazing Auntie Anne"

1. b 2. d 3. b 4. b 5. a

Comprehension Check 7: *Wangari Maathai: The Woman Who Planted Millions of Trees*

1. c 2. a 3. d 4. b 5. b

Comprehension Check 8: "The Greenbelt Movement"

1. b 2. c 3. a 4. b 5. d