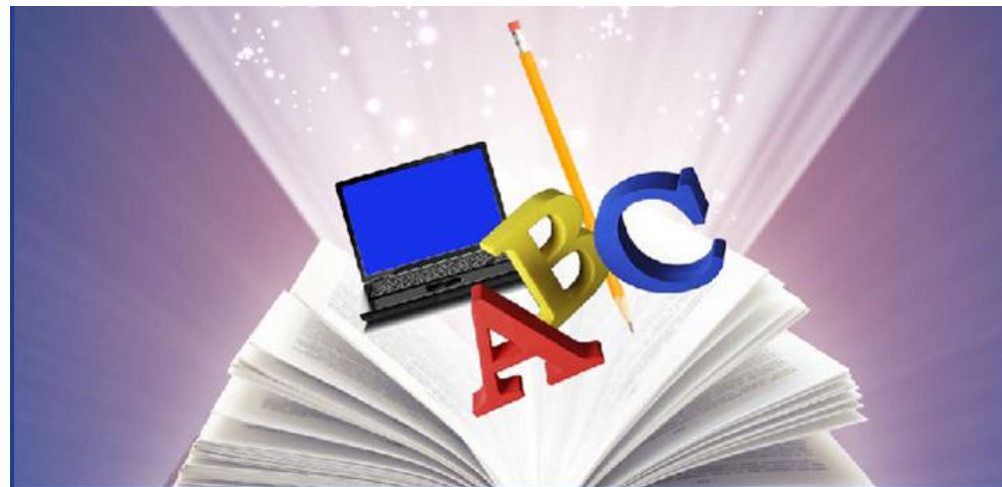


Spring 2013 Student Performance Analysis

Grade 6 Reading Standards of Learning Test



Presentation may be paused and resumed
using the arrow keys or the mouse.

Using Word Analysis Strategies and Word Reference Materials

SOL 6.4 - The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.**
- b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.**
- c) Use context and sentence structure to determine meanings and differentiate between multiple meanings of words.**
- d) Identify and analyze figurative language.**
- e) Use word-reference materials.**

Suggested Practice for SOL 6.4b

Students need additional practice selecting multiple synonyms or antonyms.

Darrian decided to cultivate his musical ability by practicing his trumpet each night and trying to play more difficult songs.

Which two words are synonyms of cultivate as it is used in this sentence?

ponder

submit

contact

improve

document

refine

Suggested Practice for SOL 6.4b

Students need additional practice using affixes to expand vocabulary.

Suggestions:

- What does the suffix (-x) mean in the word _____ ?
- In which word does the prefix (x-) have the same meaning as it does in the word _____ ?
- Select the words that use the prefix (x-) in the same way that it is used in the word _____ .

Suggested Practice for SOL 6.4c

Students need additional practice using context clues to determine meanings of words.

Louise seemed immersed in the lesson, taking notes while her teacher explained the topic and asking questions when she wanted more information.

In this sentence, which words or phrases help define the word immersed?

seemed

the lesson

taking notes

explained the topic

asking questions

information



More Suggested Practice for SOL 6.4c

Students need additional practice using context clues to differentiate between multiple meanings of a word.

Suggestions:

- Which meaning of _____ is used in paragraph ____?
- Select the sentence that uses the word _____ in the same way as it is used in paragraph ____.
- In the “_____” section, the word _____ means –

Demonstrating Comprehension of Fictional Texts

SOL 6.5 - The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- a) **Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.**
- b) **Make, confirm, and revise predictions.**
- c) **Describe how word choice and imagery contribute to the meaning of a text.**
- d) **Describe cause and effect relationships and their impact on plot.**
- f) **Use information in the text to draw conclusions and make inferences.**
- g) **Explain how character and plot development are used in a selection to support a central conflict or story line.**
- h) **Identify the main idea.**
- i) **Identify and summarize supporting details.**
- j) **Identify and analyze author's use of figurative language.**
- k) **Identify transitional words and phrases that signal an author's organizational pattern.**

Suggested Practice for SOL 6.5a

Students need additional practice identifying the main conflict in a selection.

Aaron looked at the homework pass in his hand, then at Bailey quickly walking away. Bailey stopped a few times to get a better grip on the lunchbox and instrument case she carried and to adjust her backpack, which she must not have noticed was open. Aaron thought Bailey would not notice the missing homework pass until she was already on the bus. As Aaron moved the crumpled paper he held in his fist toward his pocket, he sighed like a deflating balloon. He looked at Bailey again. She had dropped her lunchbox and was collecting the empty containers that had rolled out. Aaron felt his grip on the homework pass loosen as he began walking toward her.

Suggested Practice for SOL 6.5a

Students need additional practice identifying the main conflict in a selection.

What is the main conflict in this paragraph?

Aaron has to decide whether to return the homework pass or keep it for himself.

Bailey loses her homework pass because she is distracted walking to the bus.

Aaron has to return the homework pass, although Bailey was not careful with it.

Bailey loses her homework pass, and then she drops her lunchbox.

Suggested Practice for SOL 6.5c

Students need additional practice describing how word choice and imagery contribute to the meaning of a text.

Aaron looked at the homework pass in his hand, then at Bailey quickly walking away. Bailey stopped a few times to get a better grip on the lunchbox and instrument case she carried and to adjust her backpack, which was hanging open. Aaron thought Bailey would not notice the missing homework pass until she was already on the bus. **As Aaron moved the crumpled paper he held in his fist toward his pocket, he sighed like a deflating balloon.** He looked at Bailey again. She had dropped her lunchbox and was collecting the empty containers that had rolled out. Aaron felt his grip on the homework pass loosen as he began walking toward her.

Which sentence best shows that Aaron is hesitant to return Bailey's homework pass?

More Suggested Practice for SOL 6.5c

Students need additional practice describing how word choice and imagery contribute to the meaning of a text.

Additional suggestions:

How does the author show that Aaron finally decides to return Bailey's homework pass?

Possible answers: he sighs, he loosens his grip on the paper, he begins walking toward her

Which sentences show that Bailey is distracted?

Bailey stopped a few times to get a better grip on the lunchbox and instrument case she carried and to adjust her backpack, which was hanging open.

She had dropped her lunchbox and was collecting the empty containers that had rolled out.

More Suggested Practice for SOL 6.5c

Students need additional practice describing how word choice and imagery contribute to the meaning of a text.

Additional suggestions:

- The author includes this sentence to show –
- Select the phrases the poet uses to create a sense of _____ .
- Which word in paragraph ____ suggests that _____ feels _____ ?
- Why does the main character say “_____” ?

Suggested Practice for SOL 6.5j

Students need additional practice identifying and analyzing the author's use of figurative language.

from *The Bridge* by Henry Wadsworth Longfellow*

And like those waters rushing
Among the wooden piers,
A flood of thoughts came o'er me
That filled my eyes with tears.

*Public Domain

In the simile in this stanza, which two items are being compared?

rushing waters, a flood of thoughts

More Suggested Practice for SOL 6.5j

Students need additional practice identifying and analyzing the author's use of figurative language.

from *The Bridge* by Henry Wadsworth Longfellow*

And like those waters rushing
Among the wooden piers,
A flood of thoughts came o'er me
That filled my eyes with tears.

*Public Domain

In this stanza, how are the waters and thoughts alike?

Sample answers: they can't be controlled, they move quickly, they are powerful

More Suggested Practice for SOL 6.5j

Students need additional practice identifying and analyzing the author's use of figurative language.

Additional suggestions:

- The purpose of this metaphor is to emphasize _____.
- Which word in this sentence is used figuratively?
- Why does the author use hyperbole in paragraph ____?
- The speaker says the _____ is like a _____ because –

Demonstrating Comprehension of Nonfiction Texts

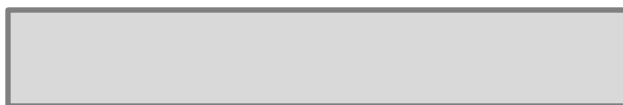
SOL 6.6 - The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
- c) Identify questions to be answered.
- d) Make, confirm, or revise predictions.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Differentiate between fact and opinion.
- g) Identify main idea.
- h) Summarize supporting details.
- i) Compare and contrast information about one topic, which may be contained in different selections.
- j) Identify the author's organizational pattern.
- k) Identify cause and effect relationships.

Suggested Practice for SOL 6.6a

Students need additional practice using text structures to categorize information and aid in comprehension.

from *Collecting Rocks* by Rachel M. Barker



Rocks are continually changing. Wind and water wear them down and carry bits of rock away; the tiny particles accumulate in a lake or ocean and harden into rock again. The oldest rock that has ever been found is more than 3.9 billion years old. The Earth itself is at least 4.5 billion years old, but rocks from the beginning of Earth's history have changed so much from their original form that they have become new kinds of rock. By studying how rocks form and change, scientists have built a solid understanding of the Earth we live on and its long history.

Suggested Practice for SOL 6.6a

Students need additional practice using text structures to categorize information and aid in comprehension.



Rocks are continually changing. Wind and water wear them down and carry bits of rock away; the tiny particles accumulate in a lake or ocean and harden into rock again. The oldest rock that has ever been found is more than 3.9 billion years old...

Which is the best heading for this paragraph?

Rocks Tell the Story of the Earth

Types of Rocks that Change

Tiny Particles Make the Earth

Identifying a Rock's Age

Why Scientists Study Earth's Rocks

More Suggested Practice for 6.6a

Students need additional practice using text structures to categorize information and aid in comprehension.

Suggestions:

- If the author wanted to add information about _____, to which section should it be added?
- Select the information that would best fit in the section titled “_____.”
- Which paragraph would best be supported by this diagram?
- The author uses boldface and italics type in this selection in order to –

Suggested Practice for SOL 6.6e

Students need additional practice drawing conclusions and making inferences based on explicit and implied information.

from *Collecting Rocks* by Rachel M. Barker*

Starting a Collection

...The collection can be as large or as small as its owner wishes...A rock collection might begin with stones picked up from the ground near your home. These stones may have limited variety and can be replaced later by better specimens.

**Public Domain*

Based on this paragraph, what may the reader infer about a rock collection?

Sample answers: it can be built to fit the owner's preference, it does not cost money to begin, it may change as the owner finds new rocks

More Suggested Practice for SOL 6.6e

from *Collecting Rocks* by Rachel M. Barker*

Types of Rocks

Geologists classify rocks in three groups, according to the major Earth processes that formed them. The three rock groups are igneous, sedimentary, and metamorphic rocks. Anyone who wishes to collect rocks should become familiar with the characteristics of these three rock groups. Knowing how a geologist classifies rocks is important if you want to transform a random group of rock specimens into a true collection.

**Public Domain*

How can a collector become familiar with the characteristics of igneous, sedimentary, and metamorphic rocks?

Using this paragraph, what may a reader infer about the author's position on rock collections?



More Suggested Practice for SOL 6.6e

Students need additional practice drawing conclusions and making inferences based on explicit and implied information.

Suggestions:

- How would this event have been different if _____ ?
- The reader may best conclude that –
- This webpage would most benefit someone who –
- What does the author most likely believe about this topic/subject?

Suggested Practice for SOL 6.6f

Students need additional practice differentiating between fact and opinion.

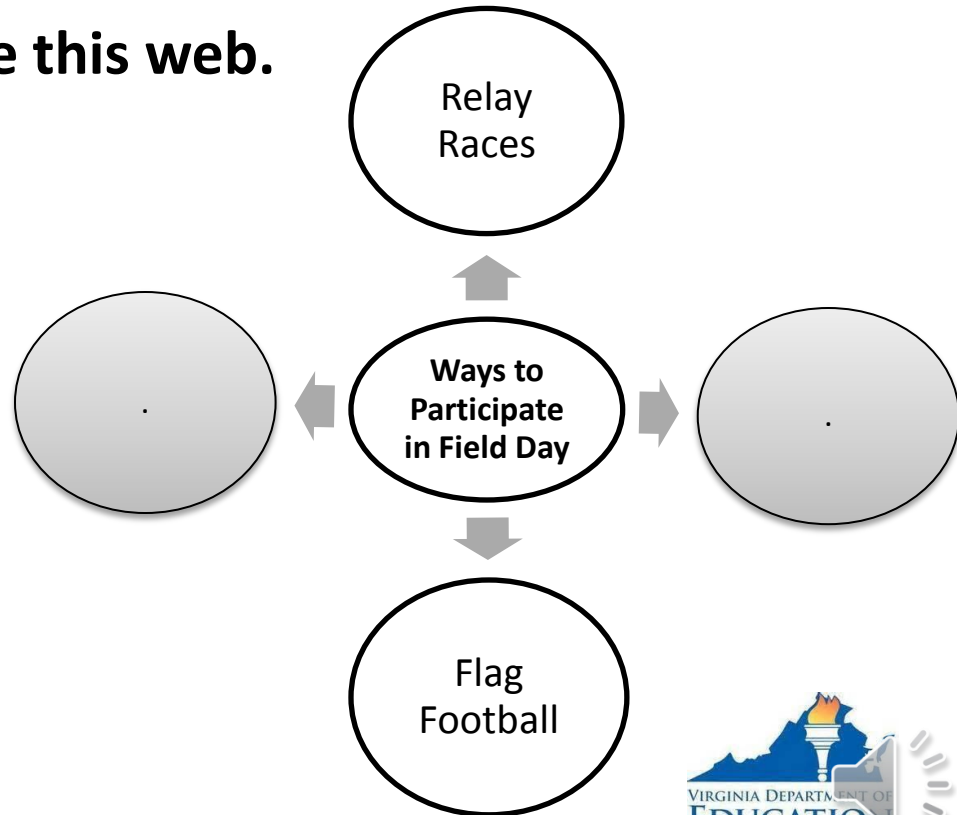
Which statement based on the recipe presents a fact about the dessert? **The recipe calls for less cinnamon than sugar, and salt is used the least.**

Which sentence from the flier is an opinion? **The 87% student participation in our Read-a-thon last year was not impressive enough.**

Suggested Practice for SOL 6.6h

Students need additional practice summarizing supporting details in a selection.

Complete this web.



More Suggested Practice for SOL 6.6h

Students need additional practice summarizing supporting details in a selection.

Suggestions:

Which sentence best summarizes the information in paragraphs ____ and ____?

Select the statements most important to include in a summary.

What is the best summary of the bulleted list?

Practice Items

This concludes the student performance analysis for the 6th grade reading tests administered during the spring 2013 test administration.

There are practice items available on the Virginia Department of Education Web site which will also help students practice the skills associated with the *2010 English Standards of Learning*. The practice items are located at:

http://www.doe.virginia.gov/testing/sol/practice_items/index.shtml#reading

Contact Information

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