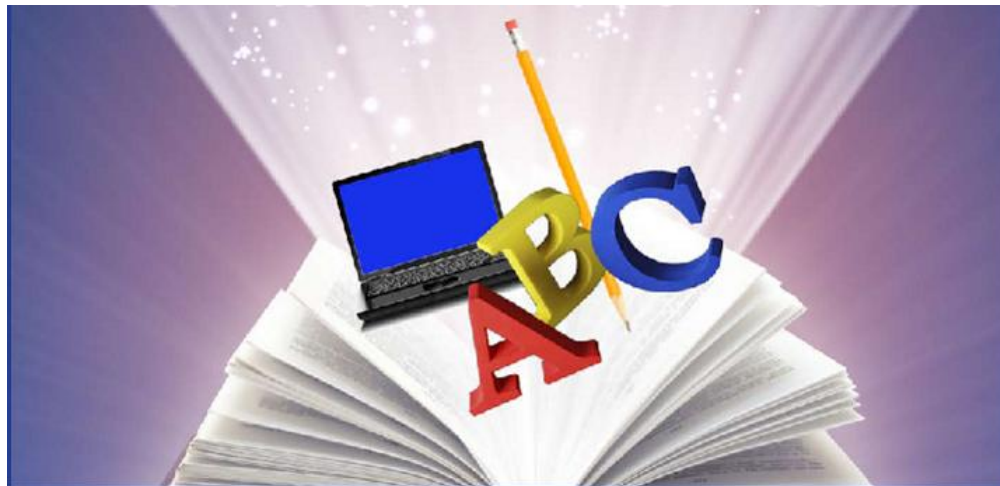


# Spring 2014 Student Performance Analysis

## 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade Reading Standards of Learning Tests



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

# **Spring 2014 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Reading test data show students may benefit from additional practice with the following:**

## **Texts:**

- more rigorous fiction
- more rigorous nonfiction texts
- paired passages

## **Skills:**

- using roots, affixes, word origins, and context clues;
- analyzing figurative language (including symbols and imagery);
- drawing conclusions and making inferences;
- analyzing elements of plot, including character development;
- summarizing;
- identifying and interpreting text features; and
- identifying and analyzing cause and effect.

# Example Fiction Selection

from The Secret Garden by Frances Hodgson Burnett

The sun shone down for nearly a week on the secret garden. The Secret Garden was what Mary called it when she was thinking of it. She liked the name, and she liked still more the feeling that when its beautiful old walls shut her in no one knew where she was. It seemed almost like being shut out of the world in some fairy place. The few books she had read and liked had been fairy-story books, and she had read of secret gardens in some of the stories. Sometimes people went to sleep in them for a hundred years, which she had thought must be rather stupid. She had no intention of going to sleep, and, in fact, she was becoming wider awake every day which passed at Misselthwaite. She was beginning to like to be out of doors; she no longer hated the wind, but enjoyed it. She could run faster, and longer, and she could skip up to a hundred.

## Example Fiction Selection, continued

The [flower] bulbs in the secret garden must have been much astonished. Such nice clear places were made round them that they had all the breathing space they wanted, and really, if Mistress Mary had known it, they began to cheer up under the dark earth and work tremendously. The sun could get at them and warm them, and when the rain came down it could reach them at once, so they began to feel very much alive.

Mary was an odd, determined little person, and now she had something interesting to be determined about, she was very much absorbed, indeed. She worked and dug and pulled up weeds steadily, only becoming more pleased with her work every hour instead of tiring of it. It seemed to her like a fascinating sort of play. She found many more of the sprouting pale green points than she had ever hoped to find. They seemed to be starting up everywhere and each day she was sure she found tiny new ones, some so tiny that they barely peeped above the earth.



# Example Nonfiction Web Page

← → ↻

Virginia.gov Agencies | Governor Search Virginia.gov

I LOVE Virginia State Parks

Facebook Twitter Pinterest Instagram Google+ DCR

Search This Site GO

Find a park What to do Where to stay

Home > Geo-caching and GPS activities

## Geocaching and GPS activities


If you love geo-caching and visiting Virginia State Parks, you'll love **the geocaching adventures program**. And you get special prizes just for taking part.

Geocaching in a Virginia State Park is a great way to combine technology with good old-fashioned outdoor fun. The basic concept is that someone places a *cache* in the woods, usually a small container with a log book, and people use modern GPS receivers to find it. It has been [described](#) as, "Using a multi-billion dollar satellite system to find Tupperware® boxes in the woods." Once a cache is found, the seeker goes to [www.geocaching.com](http://www.geocaching.com) to log the visit, upload a photo and read what others said about the cache. This is also where participants find lists of caches and coordinates needed for the GPS unit (see *How to Find Caches in Parks* below).

What would you like to do?  
**Search by amenity**



## Example Nonfiction Web Page, continued

← → ↻  www.dcr.virginia.gov/state-parks/geocaching.shtml



Geo-caching can be an activity that you use to add fun to a camping trip, or it can be the main reason to visit a park. Most state parks have at least one geo-cache. The caches range from simple *quick grabs* easily reached from a park trail to more challenging *multi-caches* that require one to solve a puzzle or collect information at one site before you can move on to the next. Some are *Virtual Caches*, *Earth Caches* or *Waymarks*, which are locations without an actual cache box. Participants usually have to log a visit to this type of cache by answering a question only he or she would know as a result of the visit, or by sending in a photo taken at the site. Waymarking has its website at [www.waymarking.com](http://www.waymarking.com).

Letterboxes are an earlier type of *treasure hunting* that uses detailed directions and navigation clues to find the stash. A letterbox usually contains an ink stamp that the finder uses to record the visit, and the finder likewise leaves his or her personal stamp in the

logbook. Visit [www.letterboxing.org](http://www.letterboxing.org) for more information.

Learn about rewards you can get by geo-caching in Virginia State Parks.

[Before placing a geo-cache or letterbox in a state park, see:](#)

- [Geo-caching Guidelines \(PDF\)](#)
- [Geo-caching Placement Application \(PDF\)](#)

## Example Nonfiction Web Page, continued

← → ↻  www.dcr.virginia.gov/state-parks/geocaching.shtml

### State Park GPS Activities

In addition to public caches, many parks have developed special games, nature trails and activities that utilize GPS technology. And Virginia State Parks also sponsors a **statewide geo-caching adventure** that offers prizes. GPS technologies. Some activities are set up on a permanent basis so families and individuals can drop by to play while others are set up for scheduled groups. Contact individual parks for more information.



### GPS Rentals

Don't have your own GPS receiver? It's not a problem if you want to go geo-caching in a state park. Each park has rental units available (except when they are being used by scheduled groups), and staff can help you program coordinates for caches within the park.

### How to Find Caches in Parks

The best way to find caches before your visit to a park is to go to **this website** and search for caches by coordinates. Here's a list of

### Safety and Stewardship for Geo-cachers

- **Use existing trails** to travel to GPS waypoints whenever possible.
- **Do not damage plants,** trees, animal nests, etc. Practice *Leave No Trace™*.
- Comply with all signs and barriers.
- Do not disturb soil or landscape. Geo-caches are never buried.
- If the area looks unsafe, don't go that way.
- Pay attention to surroundings. Look back as you go in so that you'll recognize the way out.
- Cache In – Trash Out: Never litter, and pick up for those who may have dropped something.
- **Notify park staff** if you see anything that needs attention.

Nearly all parks charge a parking fee. Failure to pay the fee, even if you only leave the car for a short while, will result in a fine. We have honor parking when the contact station is not staffed. Be sure to follow directions. Discount annual passes are sold at the through our Customer Service Center at 1-800-933-7275.

# Example Paired Passage

## A Mysterious Masterpiece

More than thirty years ago, descendants of President Abraham Lincoln made a generous donation to Illinois' historical library. The gift, a portrait of Mary Todd Lincoln, boasted the signature of a famous painter, Francis Bicknell Carpenter. Because the artist was so renown, and the subject of the art was once the First Lady of the United States, the painting could be considered a true treasure.

In the background of the portrait, there is nothing to distract from the image of the woman. Mrs. Lincoln looks picturesque, but solemn, and her dark hair is parted down the middle. She wears a simple black dress, trimmed with white lace and adorned with a large brooch, which contains a picture of the former president himself. She also wears a simple bracelet on each wrist. It might have been obvious to any viewer that this painting was indeed important.

Since fine art can be fragile, this painting recently needed to be restored. The portrait was taken off the wall, and special artists began the delicate, tedious work. These specialists repaired the painting and stepped back to view the subject: A woman sits, wearing an ornate bracelet on each wrist and a simple black dress trimmed with white lace and adorned with a large cross. Her hair is parted down the middle, and her face is solemn—but her face no longer resembles that of Mrs. Lincoln.



## **“A Mysterious Masterpiece” (continued)**

These specialists meant to revive the beauty of the painting, but what they did was uncover a mystery. Who was the anonymous woman in the portrait? Why had someone painted over her so she looked like Mrs. Lincoln instead? Where did the fraud begin, and why, and how?

Perhaps no one can fully answer these questions, but one art restorer, the man who discovered the hoax, suggests that an amateur painter in the 1920s is to blame. He believes that this painter purposely took the original portrait and changed several details, then he created the fictional story that Mrs. Lincoln posed for the artist Francis Bicknell Carpenter. Finally, the painter sold the new image to the Lincolns' granddaughter for thousands of dollars.

Regardless of the details of this scandal, the work of art may remain an important part of history after all. An unknown woman was able to play the role of a president's wife for decades, and because of this her image may now endure.

# Example Paired Passage

## The Canvas

The light is just right, filtering through the tall window and into the little upstairs studio, where the easel, the canvas, the pigments sit; where the artist begins. From years of hard work, his hands are as textured  
5 as the blank canvas, but he holds the charcoal softly. As if training a young colt, he trains the lines until his faint scratching becomes the sketch.

The sun is lower now, and he lowers his charcoal, places it into its little dish where it will wait and watch.  
10 He chooses the hues he will use to bring a vividness to this feathered outline. The brushes sit at sharp angles as he lights the lamps and continues. With linseed oil, he thins the paint.

## **“The Canvas” (continued)**

**He is the conductor in this orchestra of color.**

**He is the ringmaster in this taming of tint.**

**15 The background appears, slowly blooming into view.**

**At first, it’s all out of focus, but with deft flicks from his brush he depicts the image. Building and building, he covers the canvas over and over, adding fine details.**

**It has been hours. Or days. Or weeks.**

**20 He steps back to study his work, thick with texture and paint. He thinks that by peeling back each layer, eventually he could return the canvas to stark and blank, where it could once again become anything—anything at all—but he is glad**  
**25 it has become exactly this.**

# Use Word Analysis Strategies – Word Origins, Roots, Affixes, and Context Clues

Students may need additional practice:

- applying knowledge of word origins,
- using word roots and affixes,
- using context to determine the meaning of an unfamiliar word, and
- identifying the context that helps define an unknown word.

**SOL 6.4a and 7.4a) Identify word origins and derivations.**

**SOL 8.4d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.**

**SOL 6.4b and 7.4b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.**

**SOL 8.4c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.**

**SOL 6.4c and 7.4e) Use context and sentence structure to determine meanings and differentiate between multiple meanings of words.**

**SOL 8.4b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.**



# Word Origins and Root Words

Students may need additional practice analyzing root words and word origins.

Click on the hyperlinks to return to the nonfiction article or poem.

Which four words from [\*A Mysterious Masterpiece\*](#) and [\*The Canvas\*](#) come from the Latin root *pingo*, which means “to paint or portray”?

portrait

repaired

depicts

pigments

fictional

sketch

image

picturesque

peeling



# Word Origins and Root Words

Students may need additional practice identifying and analyzing prefixes and suffixes, as well as root words and word origins.

Read this sentence from the example [Web page](#).

Click on the hyperlink to return to the full text.

It has been described as, “Using a multi-billion dollar satellite system to find Tupperware® boxes in the woods.”

The word described comes from the root *describere* that means *write*. Which words come from the same root as described?

design

detail

inscribe

prescribe

scribble



# Root Words and Affixes

Students may need additional practice applying the meaning of a prefix or suffix.

Click on the hyperlink to return to the full text.

Use the example [Web page](#) to answer the question.

The root word **geo-** in geocaching means *earth*. Which word means “the study of earth”?

geocentric

geology

geometry

geophysics

geothermal

# Context Clues

Students may need additional practice identifying context to define an unknown word.

Read this sentence from [the article](#).

Click on the hyperlink to return to the full text.

Perhaps no one can fully answer these questions, but one art restorer, the man who discovered the hoax, suggests that an amateur painter in the 1920s is to blame.

Which two words from the article best help the reader understand the meaning of hoax?

amateur  
scandal

unknown  
endure

fraud  
image

# More Suggested Practice for Affixes and Context Clues

## Suggestions:

- Select the word(s) with a (prefix/suffix) that means “\_\_\_\_\_.”
- 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 \_\_\_\_\_ ?
- In paragraph \_\_, what does the word \_\_\_\_\_ mean?
- The word \_\_\_\_\_ most likely means—

# Demonstrate Comprehension – Identify and Analyze Figurative Language

Students may need additional practice:

- identifying figurative language,
- explaining the meaning or purpose of figurative language,
- analyzing the impact of word choice and imagery, and
- explaining the use of symbols (8<sup>th</sup> grade)

**SOL 6.4d and 7.4c) Identify and analyze figurative language.**

**SOL 6.5j and 8.4a) Identify and analyze the author's use of figurative language.**

**SOL 6.5c) Describe how word choice and imagery contribute to the meaning of a text.**

**SOL 7.5d) Describe the impact of word choice, imagery, and literary devices including figurative language.**

**SOL 8.5a) Explain the use of symbols and figurative language.**





# Suggested Practice for Figurative Language

Students may need additional practice identifying and analyzing figurative language.

Use the example [fiction](#) selection to answer the following question.  
Click on the hyperlink to return to the full text.

In paragraph 1 of the story, the phrase “she was becoming wider awake every day” suggests that Mary is—

no longer tired and bored

no longer interested in reading books

beginning to learn about different games

beginning to notice more of her surroundings

# Suggested Practice for Figurative Language

Students may need additional practice analyzing an author's use of figurative language.

Read [these sentences](#) from *The Secret Garden*.

The [flower] bulbs in the secret garden must have been much astonished. Such nice clear places were made round them that they had all the breathing space they wanted, and really, if Mistress Mary had known it, they began to cheer up under the dark earth and work tremendously.

The purpose of this personification is to show that—

Mary does not notice the flowers because she is busy playing  
the flowers are responding positively to Mary's attention

Mary no longer needs to clear the earth around the flowers  
the flowers are growing because the garden remains a secret

# Suggested Practice for Figurative Language

Students may need additional practice identifying and analyzing figurative language.

Click on the hyperlink to return to the full text.

Read lines 13 and 14 from the [poem](#).

He is the conductor in this orchestra of color.  
He is the ringmaster in this taming of tint.

The poet includes this description to emphasize that the painter—

prefers to have several jobs and activities

pretends that he is working instead of painting

uses many different colors to make one painting

knows that he may use the colors for other activities



# Suggested Practice for Figurative Language

Students may need additional practice identifying and analyzing figurative language.

**Read lines 13 and 14 from the poem.**

**He is the conductor in this orchestra  
He is the ringmaster in this tar**

Even though a conductor and a ringmaster have different jobs than the painter, the student should notice the ends of the lines as well. The writer is making a connection; she is not suggesting that the painter wants to have a different job. This is not the correct answer.

**The poet includes this description to emphasize that the painter—**

**prefers to have several jobs and activities**

pretends that he is working instead of painting

uses many different colors to make one painting

knows that he may use the colors for other activities



# Suggested Practice for Figurative Language

Students may need additional practice identifying and analyzing figurative language.

Read lines 13 and 14 from the poem.

He is the conductor in this orchestra  
He is the ringmaster in this tar-

A student may recognize that a conductor and a ringmaster both perform work, but the painter is also working as he paints. The phrases “orchestra of color” and “taming of tint” should remind a student that the painter is still focusing on his artwork. This is not the correct answer.

The poet includes this description to emphasize that the painter—

prefers to have several jobs and activities

**pretends that he is working instead of painting**

uses many different colors to make one painting

knows that he may use the colors for other activities





# Suggested Practice for Figurative Language

Students may need additional practice identifying and analyzing figurative language.

Read lines 13 and 14 from the poem.

He is the conductor in this orchestra  
He is the ringmaster in this carnival

This is the correct answer. A conductor must help all of the different musicians work together to create one song, just as a ringmaster must help all of the circus performers work together to create one show. Similarly, the painter must use different colors together to create his painting.

The poet includes this description to emphasize that the painter—

prefers to have several jobs and activities  
pretends that he is working instead of painting

**uses many different colors to make one painting**

knows that he may use the colors for other activities



# Suggested Practice for Figurative Language

Students may need additional practice identifying and analyzing figurative language.

Read lines 13 and 14 from the poem.

He is the conductor in this orchestra  
He is the ringmaster in this taming of tigers.

Even though different activities are listed in these lines, paint would be out of place in an orchestra or at a circus. Here, the painter is not thinking about using paint in another way. This is not the correct answer.

The poet includes this description to emphasize that the painter—

prefers to have several jobs and activities  
pretends that he is working instead of painting  
uses many different colors to make one painting

**knows that he may use the colors for other activities**



# Suggested Practice for Figurative Language

Students may need additional practice identifying and analyzing an author's word choice as it is used to create an image.

Use the example [poem](#) to answer the following question.  
Click on the hyperlink to return to the full text.

The poet repeats words and phrases throughout the poem most likely to emphasize—

the small details the painter includes in the artwork

the painter's attitude toward his artwork

the many layers the painter applies to the painting

the painter's need to first sketch the painting

# More Suggested Practice for Figurative Language

## Suggestions:

- The purpose of the figurative language is to suggest—
- Which sentence contains a simile?
- In this paragraph, the phrase \_\_\_\_ suggests that—
- The author's word choice in section \_\_\_\_ is best described as—
- The word choice in this sentence leads the reader to believe—
- In these lines, \_\_\_\_ is a symbol of—

# Drawing Conclusions and Making Inferences

Students may need additional practice:

- drawing conclusions about a text,
- making inferences about a text, and
- locating information to support conclusions and inferences.

**Fiction Texts:**

**SOL 6.5f and 7.5g) Use information in the text to draw conclusions and make inferences.**

**SOL 8.5b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**

**Nonfiction Texts:**

**SOL 6.6e and 7.6d) Draw conclusions and make inferences based on explicit and implied information.**

**SOL 8.6b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.**





# Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Based on the “[Safety and Stewardship for Geo-cachers](#)” section of the website, which of these may the reader conclude about geocaching?

It is more important to notify the park staff about trash than to pick it up while geocaching.

It is more important to protect the natural landscape than to search for a geocache.

It is more important to follow signs than to pay attention to the paths while geocaching.

It is more important to use existing trails than to use a GPS to find a geocache.



# Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Read this sentence from [A Mysterious Masterpiece](#).

An unknown woman was able to play the role of a president's wife for decades, and because of this her image may now endure.

In this sentence, the author suggests that—

the woman's role as Mrs. Lincoln is more important than the fraud  
the woman is more similar to Mrs. Lincoln than people realize  
the woman's unknown identity will eventually be discovered  
the woman will be remembered because of the fraud



# Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

With which statement would both the author of the [article](#) and the author of the [poem](#) agree?

Artwork is best when there is secrecy about it.

Painting portraits requires the most amount of time.

Artists should work alone and use many colors.

Layering paint is the best way to create a new image.

# Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Which statement is true about the paired selection?

The article focuses on the effect of removing paint while the poem focuses on the effect of adding paint.

The article explains the importance of displaying a painting while the poem explains the importance of working alone.

The article shows the effect of telling a lie while the poem shows the effect of making a discovery.

The article explains the problem of covering an original work while the poem explains the problem with using too many colors.

# More Suggested Practice for Drawing Conclusions and Making Inferences

## Suggestions:

- Based on this information, what can the reader conclude about \_\_\_\_\_ ?
- Which two conclusions can the reader make about \_\_\_\_?
- After reading paragraph \_\_\_\_, the reader can best infer that –
- What does the author suggest by including this paragraph?
- The author includes these sentences mainly to help the reader understand that –

# Plot Elements

Students may need additional practice:

- determining character traits or changes in a character's attitude and
- analyzing the effect of literary elements on the plot or conflict.

**Fiction Texts:**

**SOL 6.5a) Identify elements of narrative structure, including setting, character, plot, conflict, and theme.**

**SOL 6.5g) Explain how character and plot development are used in a selection to support a central conflict or story line.**

**SOL 7.5a) Describe the elements of narrative structure, including setting, character, plot structure, theme, and conflict.**

**SOL 8.5c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.**

# Suggested Practice for Plot Elements

Students may need additional practice analyzing language that reveals character traits.

Use the example [fiction](#) selection to answer the following question.

Click on the hyperlink to return to the full text.

**Which phrase from the story best reveals Mary's sense of independence?**

...she liked still more the feeling that when its beautiful old walls shut her in no one knew where she was.

...and now she had something interesting to be determined about, she was very much absorbed...

...only becoming more pleased with her work every hour instead of tiring of it.

She found many more of the sprouting pale green points than she had ever hoped...

# Suggested Practice for Plot Elements

Students may need additional practice analyzing language that reveals character traits.

Which stanza of the [poem](#) best supports the idea that the speaker is patient?

1

2

3

4



# Suggested Practice for Plot Elements

Students may need additional practice identifying the effect that setting has on a story.

Read this line from the [poem](#).

It has been hours. Or days. Or weeks.

What does this information about the setting explain about the painter?

He is more concerned with the process than the time.

He has been working on the painting for longer than he thought.

He has not noticed the sun rising again.

He is not sure when he will finish the painting.

# More Suggested Practice for Plot Elements— Including Character, Setting, and Conflict

## Suggestions:

- Which detail about the setting is most important to the story?
- The author includes information about the character in paragraphs \_\_ and \_\_ so the reader understands—
- Why does the author include paragraph \_\_ ?
- Which paragraph best shows the main conflict of the story?
- The main character's conflict is mostly with —
- The character's actions suggest that she is—
- What most influenced the character's feelings?
- How does the character feel at the beginning of the story?

# Cause and Effect

Students may need additional practice:

- distinguishing between cause and effect,
- analyzing cause and effect relationships,
- choosing more than one cause for a given effect, and
- choosing more than one effect for a given cause.

**Fiction Texts:**

**SOL 6.5d) Describe cause and effect relationships and their impact on plot.**

**SOL 7.5k and 8.5k) Identify cause and effect relationships.**

**Nonfiction Texts:**

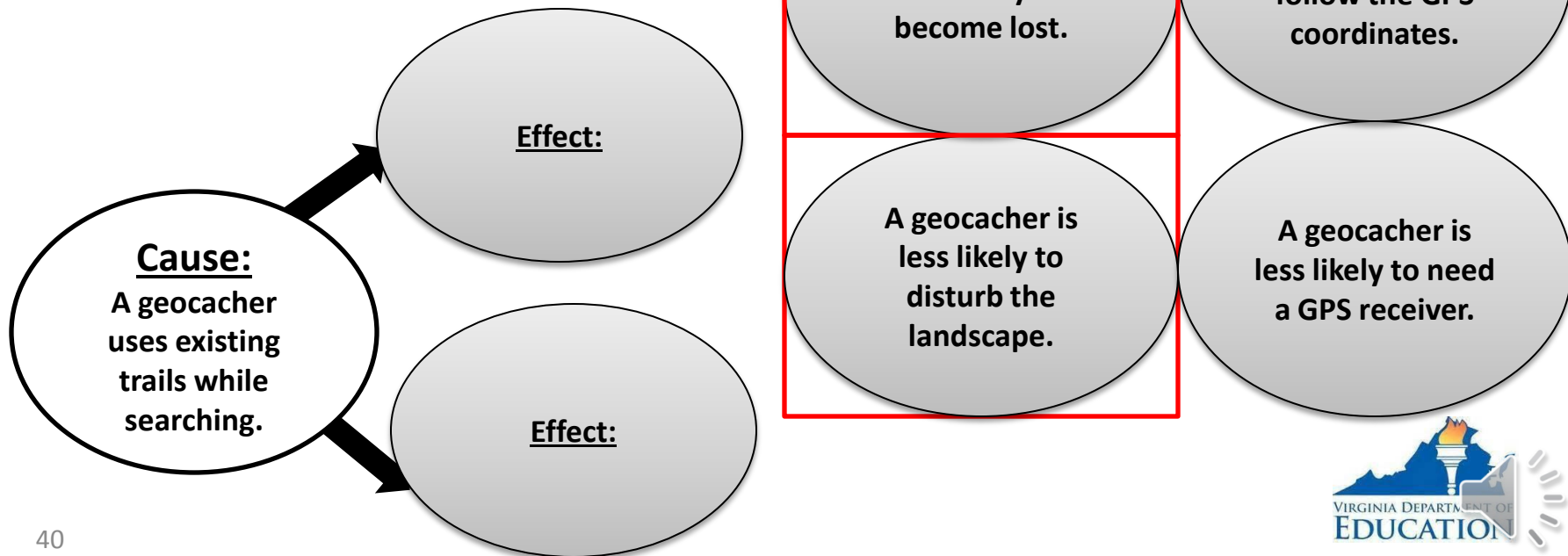
**SOL 6.6k, 7.6j, and 8.6j) Identify cause and effect relationships.**

# Suggested Practice for Cause and Effect

Students need additional practice identifying more than one effect for a given cause and vice versa.

Click the hyperlink to return to the [Web page](#).

Complete this  
cause-and-effect chart.

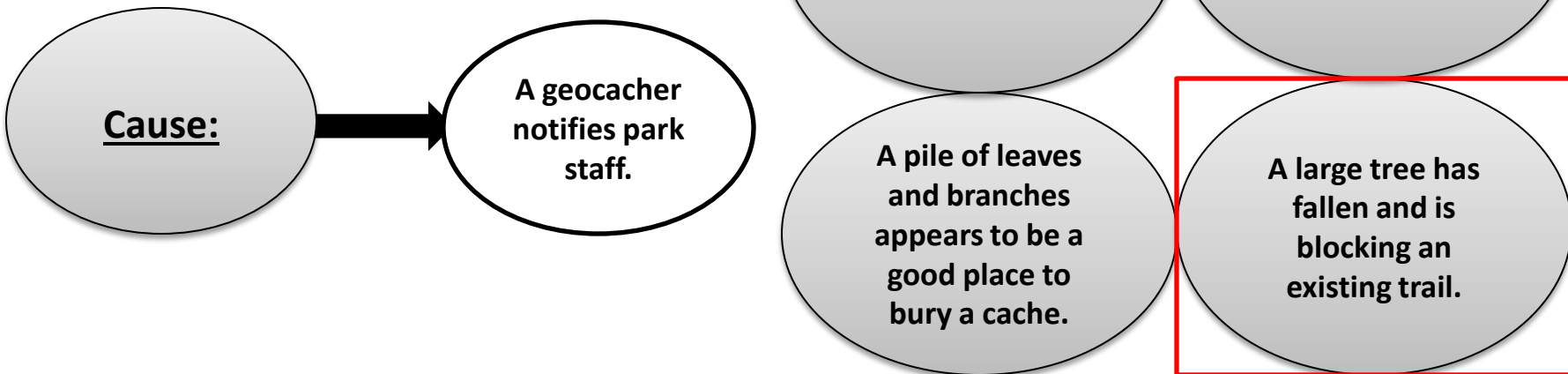


# Suggested Practice for Cause and Effect

Students need additional practice identifying the cause of a given effect.

Click the hyperlink to return to the [Web page](#).

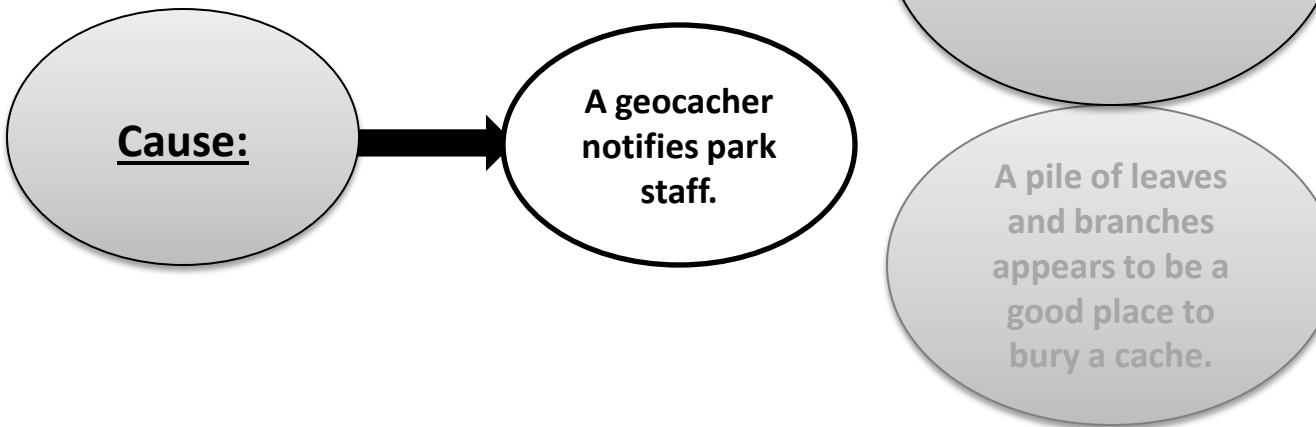
Complete this  
cause-and-effect chart.



# Suggested Practice for Cause and Effect

Students need additional practice identifying the cause of a given effect.

Complete this cause-and-effect chart.

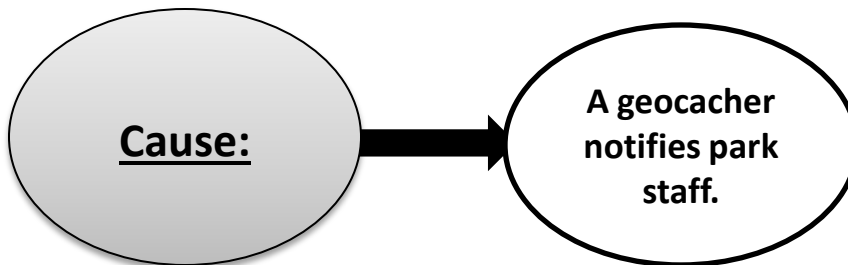


According to the website, geocachers are encouraged to clean up after themselves and others, if necessary. A geocacher could easily pick up a small piece of trash and should not notify park staff in this case. This is not the correct answer.

# Suggested Practice for Cause and Effect

Students need additional practice identifying the cause of a given effect.

**Complete this  
cause-and-effect chart.**



According to the website, signs are posted to give geocachers important information. Park staff are aware of these safety precautions posted on signs. This is not the correct answer.

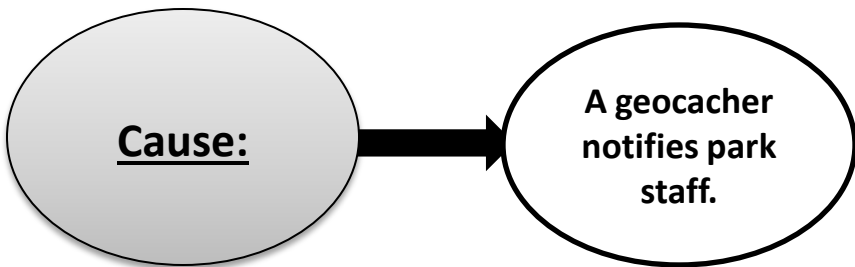
**A sign states that  
an area is not  
safe to enter.**

**A large tree has  
fallen and is  
blocking an  
existing trail.**

# Suggested Practice for Cause and Effect

Students need additional practice identifying the cause of a given effect.

Complete this cause-and-effect chart.



A small piece of paper has been left on the trail.

A pile of leaves and branches appears to be a good place to bury a cache.

According to the website, caches should never be buried, and geocachers should not disturb the park ground. A geocacher would follow the rules for geocaching and would not need to notify park staff.

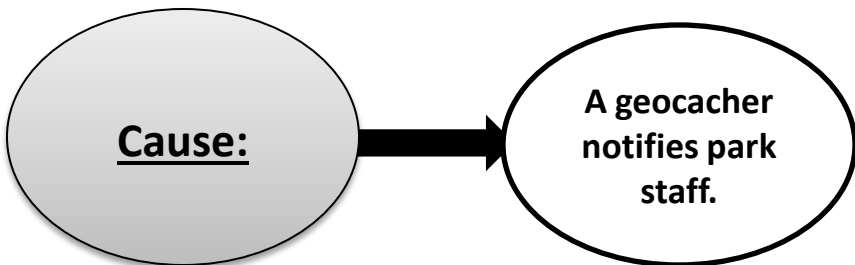
existing trail.



# Suggested Practice for Cause and Effect

Students need additional practice identifying the cause of a given effect.

**Complete this  
cause-and-effect chart.**



This is the correct answer. Geocachers are expected to follow existing trails so that they remain safe, and they should notify park staff if there is a problem that needs attention. A geocacher should notify park staff that a tree has fallen and created an unsafe path.

A sign states that an area is not safe to enter.

A large tree has fallen and is blocking an existing trail.

# Suggested Practice for Cause and Effect

Students need additional practice identifying cause and effect relationships.

In the article, “[A Mysterious Masterpiece](#),” the hoax was discovered because—

**the painting was restored to its original condition**

**the amateur painter did not sign the portrait correctly**

**the history of the painting could not be proven**

**the museum workers examined the painting more closely**

# Suggested Practice for Cause and Effect

Students need additional practice identifying cause and effect relationships.

If a geocacher wants to bring a shovel to the state park, which bullet points from the “[Safety and Stewardship for Geo-cachers](#)” section has this person most likely misunderstood?

Use existing trails to travel...

Do not damage plants, trees, animal nests...

Comply with all signs and barriers.

Do not disturb soil or landscape.

If the area looks unsafe, don't go that way.

Cache In – Trash Out...

# Suggested Practice for Cause and Effect

Students need additional practice identifying cause and effect relationships.

Which word from paragraph 3 of “[A Mysterious Masterpiece](#)” shows a cause and effect relationship?

Since

recently

began

but

# More Suggested Practice for Cause and Effect

## Suggestions:

- What caused \_\_\_\_\_ to \_\_\_\_\_ ?
- Which event happened because \_\_\_\_\_ ?
- Why does \_\_\_\_\_ ?
- The character chooses to \_\_\_\_\_ because –
- What is the reason that \_\_\_\_\_ ?
- Why did \_\_\_\_\_ ?

# Text Features

Students may need additional practice:

- choosing an appropriate heading or subtitle for a section,
- identifying the purpose of a specific section of text,
- choosing information appropriate to include under a specific heading, and
- identifying the purpose and function of pictures, maps, and other graphics.

**Nonfiction Texts:**

**SOL 6.6a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.**

**SOL 7.6b) Use text structures to aid comprehension.**

**SOL 8.6d) Analyze the author's use of text structure and word choice.**

# Suggested Practice for Text Features

Students may need additional practice choosing the correct heading for a section within a selection.



Since fine art can be fragile, this painting recently needed to be restored. The portrait was taken off the wall, and special artists began the delicate, tedious work. These specialists repaired the painting and stepped back to view the subject: A woman sits, wearing an ornate bracelet on each wrist and a simple black dress trimmed with white lace and adorned with a large cross. Her hair is parted down the middle, and her face is solemn—but the face no longer resembles that of Mrs. Lincoln.

Select the best heading for this paragraph from the [article](#).

A Dangerous Discovery

Steps for Restoring Art

An Unfamiliar Face

Details of the Portrait

# Suggested Practice for Text Features

Students may need additional practice choosing information to include in a given section.

Which information would best be included in the “GPS Rentals” section?

The typical cost to rent a GPS receiver

Which coordinates should be programmed into a GPS receiver

The benefits of owning a GPS receiver rather than renting

The size and shape of a GPS receiver

Additional rules for renting a GPS receiver

What times groups are typically scheduled to use GPS receivers



# Suggested Practice for Text Features

Students may need additional practice analyzing why a particular section is included in a text.

Read this section from the [Web site](#).

*Before placing a geo-cache or letterbox in a state park, see:*

- Geo-caching Guidelines (PDF)
- Geo-caching Placement Application (PDF)

The links are included in order to inform the reader that—

there are additional rules to be followed when placing a geocache.

it can be difficult and dangerous to place a geocache.

it is more enjoyable to place a geocache than to search for one.

there are many people placing geocaches while others are searching.

# Summarizing

**Students may need additional practice:**

- choosing the correct summary for a selection
- choosing information to include in a summary
- choosing information that is not needed in a summary

**Fiction Texts:**

**SOL 6.5i) Identify and summarize supporting details.**

**SOL 7.5i and 8.5i) Summarize text relating supporting details.**

**Nonfiction Texts:**

**SOL 6.6h) Summarize supporting details.**

**SOL 7.6i and 8.6h) Summarize text identifying supporting details.**

# Suggested Practice for Summarizing

Students may need additional choosing information to include in a summary about a nonfiction text.

Which two sentences from “[A Mysterious Masterpiece](#)” contain the best information to include in a summary of the article?

More than thirty years ago, descendants of President Abraham Lincoln made a generous donation to Illinois’ historical library.

She wears a simple black dress, trimmed with white lace and adorned with a large brooch, which contains a picture of the former president himself.

Since fine art can be fragile, this painting recently needed to be restored.

These specialists meant to revive the beauty of the painting, but what they did was uncover a mystery.

Finally, the amateur painter sold the new image to the Lincolns’ granddaughter for thousands of dollars.

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# Suggested Practice for Summarizing

Which two phrases or sentences from the [Web page](#) contain information that is least important to include in a summary?

Most state parks have at least one geo-cache.

The caches range from simple quick grabs easily reached from a park trail to more challenging multi-caches...

Nearly all parks charge a parking fee.

Discount annual passes are sold at the park...

# More Suggested Practice for Summary

## Suggestions:

- What is the best summary of this paragraph?
- Which is the least important information to include in a summary of this paragraph?
- Which idea from paragraph \_\_\_\_ should be added to a summary of the story?
- Select the sentence that is the best summary of paragraphs \_\_\_\_ – \_\_\_\_.
- Select the details that are most important to include in a summary.
- What is the best summary of the bulleted list?
- Paragraph \_\_\_\_ is important to the story because –

## Practice Items

**This concludes the student performance analysis for the middle grade level reading tests administered during the spring 2014 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:**

**<https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/sol-practice-items-all-subjects>**

# Contact Information

For questions regarding assessment, please contact  
[Student\\_assessment@doe.virginia.gov](mailto:Student_assessment@doe.virginia.gov)

For questions regarding instruction or the English Standards of Learning, please contact  
Tracy Fair Robertson, English Coordinator  
[Tracy.Robertson@doe.virginia.gov](mailto:Tracy.Robertson@doe.virginia.gov)  
804-371-7585