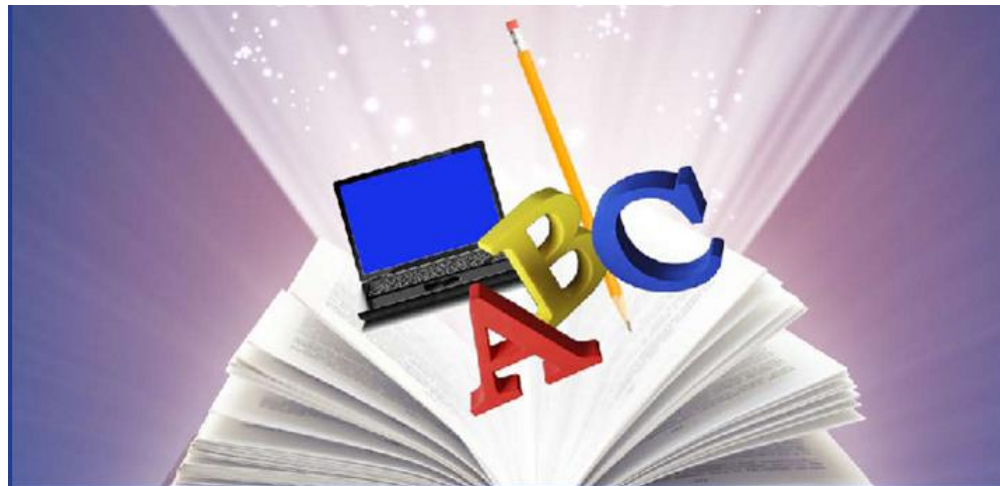


Spring 2013 Student Performance Analysis

5th Grade Reading Standards of Learning Test



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

Using Word Analysis Strategies

SOL 5.4 - The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.**
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.**
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.**
- d) Identify author's use of figurative language.**
- e) Use dictionary, glossary, thesaurus, and other word reference materials.**
- f) Study word meanings across content areas.**

Suggested Practice for SOL 5.4a

Students need additional practice using context to clarify meaning of unfamiliar words and phrases.

After convincing her mom to purchase the dry, crumbling potted fern at the greenhouse, Miya worked tirelessly to revive the plant. She placed it on a table next to the window in her room, fed it fertilizer, and watered it often. Finally, the fern began to look healthier, and Miya felt proud of her efforts.

The word revive means to –

restore health or vigor

return to an earlier place

cover or shelter

give shine to the surface

More Suggested Practice for SOL 5.4a

Students need additional practice using context to clarify meaning of unfamiliar words and phrases.

Kenya tucked the letter from her brother Josh into a large folder, where she kept all of their correspondence. She took out the birthday card and the two postcards he had sent while he was at college. Kenya enjoyed having all of the mail from her big brother in one place so that she could keep it safe.

Which words or phrases best help the reader determine the meaning of correspondence in this paragraph?

tucked
college

letter
enjoyed

where she kept
all of the mail

two postcards
in one place

Suggested Practice for SOL 5.4c

Students need additional practice using knowledge of roots, affixes, synonyms, and antonyms.

Suggestions:

- Select the word with a root that means “_____.”
- Which two words are antonyms for _____ ?
- 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 _____ ?

Suggested Practice for SOL 5.4d

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

Which sentences use figurative language?

- The softball flew higher and higher until finally it began to fall down toward Taylor's open glove.
- In a dish on the table, the candy was a glittering pile of jewels.
- The rain laughed against the window, reminding Cecil that his trip to the zoo was cancelled.
- Ray thought he heard a loud, scary noise in the garage.
- Most of the chalk drawings on the sidewalk were a bright blue.

More Suggested Practice for SOL 5.4d

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

Which phrase in this sentence is an example of figurative language?

The rain laughed against the window, reminding Cecil that his trip to the zoo was cancelled.

Which two words in this sentence are used figuratively?

In a dish on the table, the candy was a **glittering** pile of **jewels**.

Demonstrating Comprehension of Fictional Texts

SOL 5.5 - The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- b) Describe character development.**
- c) Describe the development of plot and explain the resolution of conflict(s).**
- e) Describe how an author's choice of vocabulary contributes to the author's style.**
- f) Identify and ask questions that clarify various points of view.**
- g) Identify main idea.**
- h) Summarize supporting details from text.**
- i) Draw conclusions and make inferences from text.**
- j) Identify cause and effect relationships.**
- k) Make, confirm, and revise predictions.**

Suggested Practice for SOL 5.5c

Students need additional practice describing the development of plot and explaining the resolution of conflict(s).

As Victoria walked toward the lunchroom, she realized she'd forgotten something important – her book report. She could picture it sitting on the kitchen table, where she had left it to remind herself. She had even written herself a note and stuck it to the bathroom mirror. No luck. She had forgotten the most important assignment of the whole year.

“Mr. Tyler, may I go to the office to call my mom?” Victoria asked her teacher.

“Why do you need to call your mom?” Mr. Tyler asked, but Victoria did not want to admit that she had left an assignment at home again. “Why don't you eat lunch first, then go to the office on your way back to class,” Mr. Tyler said.

After lunch, Victoria stopped by the front office, and Mrs. White let her use the phone. It rang many times before she hung up and looked at the clock. It was 12:05. Victoria's mom left the house every day at 12:00 to go for a walk and would not return home for some time.

Suggested Practice for SOL 5.5c

Students need additional practice describing the development of plot and explaining the resolution of conflict(s).

What is the main conflict in these paragraphs?

Victoria has forgotten her assignments before.

Victoria's teacher will not let her use the phone until after lunch.

Victoria has left her book report at home.

Victoria's mother cannot bring her book report to school.

More Suggested Practice for SOL 5.5c

Students need additional practice describing the development of plot and explaining the resolution of conflict(s).

As Victoria walked toward the lunchroom, she realized she'd forgotten something important – her book report. She could picture it sitting on the kitchen table, where she had left it to remind herself. She had even written herself a note and stuck it to the bathroom mirror. No luck. She had forgotten the most important assignment of the whole year.

The author includes this paragraph to establish the –

conflict

resolution

setting

main idea

Suggested Practice for SOL 5.5h

Students need additional practice summarizing supporting details from text.

from *The Busy Blue Jay*, a narrative nonfiction essay by Olive Thorne Miller*

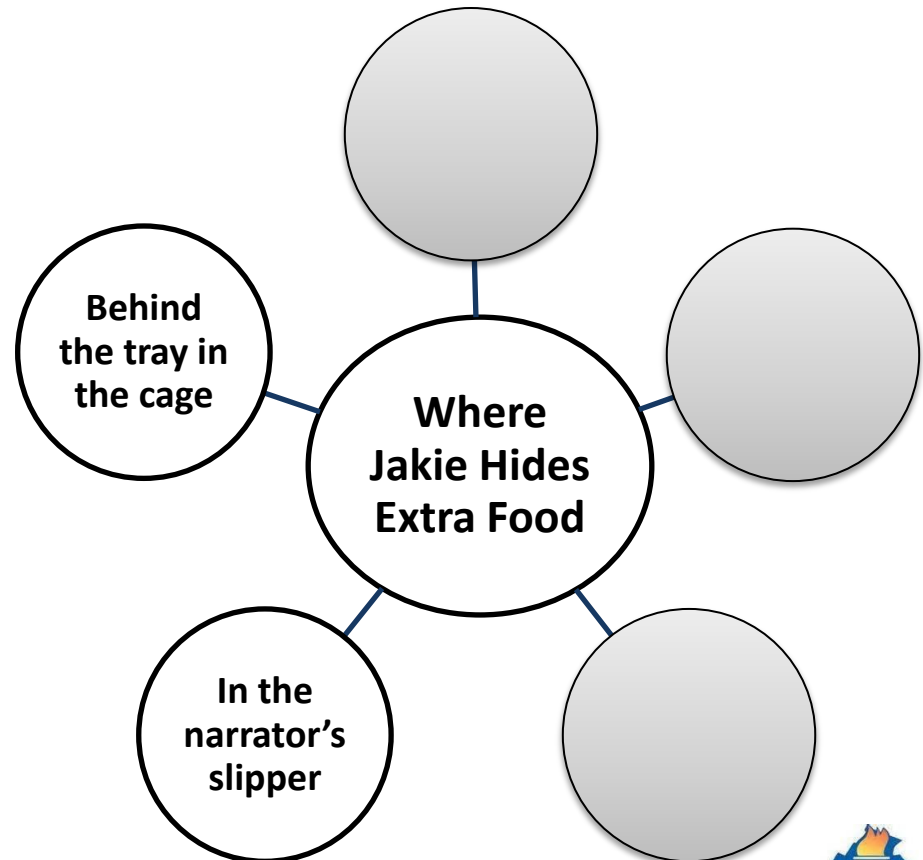
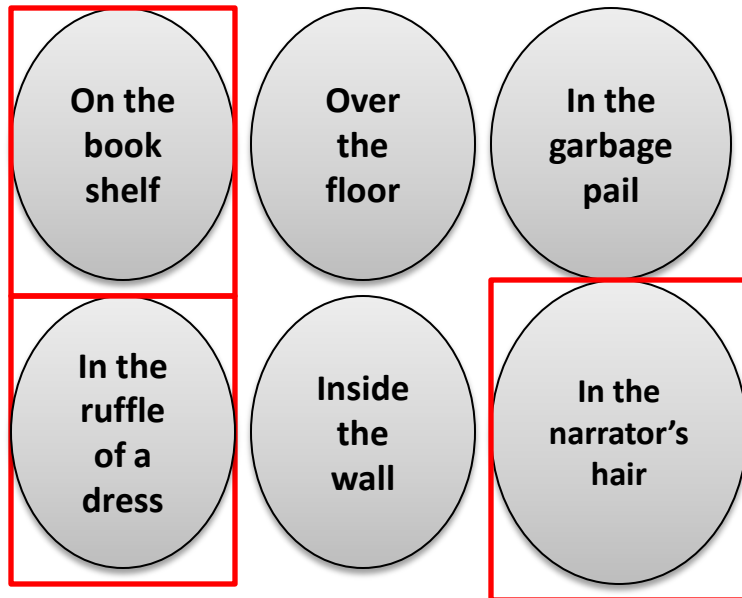
Many things which Jakie did were very funny. For instance, he made it his business to clear up the room. When he had more food than he could eat at the moment, he did not leave it around, but put it away carefully,—not in the garbage pail, for that was not in the room, but in some safe nook where it did not offend the eye. Sometimes it was behind the tray in his cage, or among the books on the shelf. The places he liked best were about me,—in the fold of a ruffle or the loop of a bow on my dress, and sometimes in the side of my slipper. The very choicest place of all was in my loosely bound hair. That of course I could not allow, and I had to keep a very close watch of him for fear I might have a bit of bread or meat thrust among my locks. In his clearing up he always went carefully over the floor, picking up pins or any little thing he could find, and I often dropped...buttons, and other small things to give him something to do. These he would pick up and put nicely away.

*Public Domain

Suggested Practice for SOL 5.5h

Students need additional practice summarizing supporting details from text.

Complete this web.



More Suggested Practice for SOL 5.5h

Students need additional practice summarizing supporting details from text.

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 ____ – ____.**

Suggested Practice for SOL 5.5i

Students need additional practice drawing conclusions and making inferences from text.

from *A Little Princess* by Frances Hodgson Burnett*

“Here we are, Sara,” said Captain Crewe, making his voice sound as cheerful as possible. Then he lifted her out of the cab and they mounted the steps and rang the bell. Sara often thought afterward that the house was somehow exactly like Miss Minchin. It was respectable and well furnished, but everything in it was ugly; and the very armchairs seemed to have hard bones in them. In the hall everything was hard and polished—even the red cheeks of the moon face on the tall clock in the corner had a severe varnished look. The drawing room into which they were ushered was covered by a carpet with a square pattern upon it, the chairs were square, and a heavy marble timepiece stood upon the heavy marble mantel.

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Suggested Practice for SOL 5.5i

Students need additional practice drawing conclusions and making inferences from text.

Why does Captain Crewe make “his voice seem as cheerful as possible”? Possible Answers: He is only pretending to feel cheerful in front of Sara. He has a bad feeling. He has to be brave. Etc.

What words or phrases help the reader infer that the setting is not a place for children? Possible Answers: the very armchairs seemed to have hard bones in them, everything was hard and polished, the red cheeks of the moon face on the tall clock in the corner had a severe varnished look, a heavy marble timepiece stood upon the heavy marble mantel

What can the reader infer about Miss Minchin from the description of the setting? Possible Answers: She is serious. She is not kind. Etc.

What words best describes how Sara feels about Miss Minchin? Possible Answers: fear, concern, scorn, disdain, disapproval, etc.



More Suggested Practice for SOL 5.5i

Students need additional practice drawing conclusions and making inferences from text.

Suggestions:

- Based on this information, what can the reader conclude about _____ ?
- What can the reader assume 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 –

Suggested Practice for SOL 5.5j

Students need additional practice identifying cause and effect relationships.

Suggestions:

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

More Suggested Practice for SOL 5.5j

Students need additional practice identifying cause and effect relationships.

from *The Busy Blue Jay* by Olive Thorne Miller*

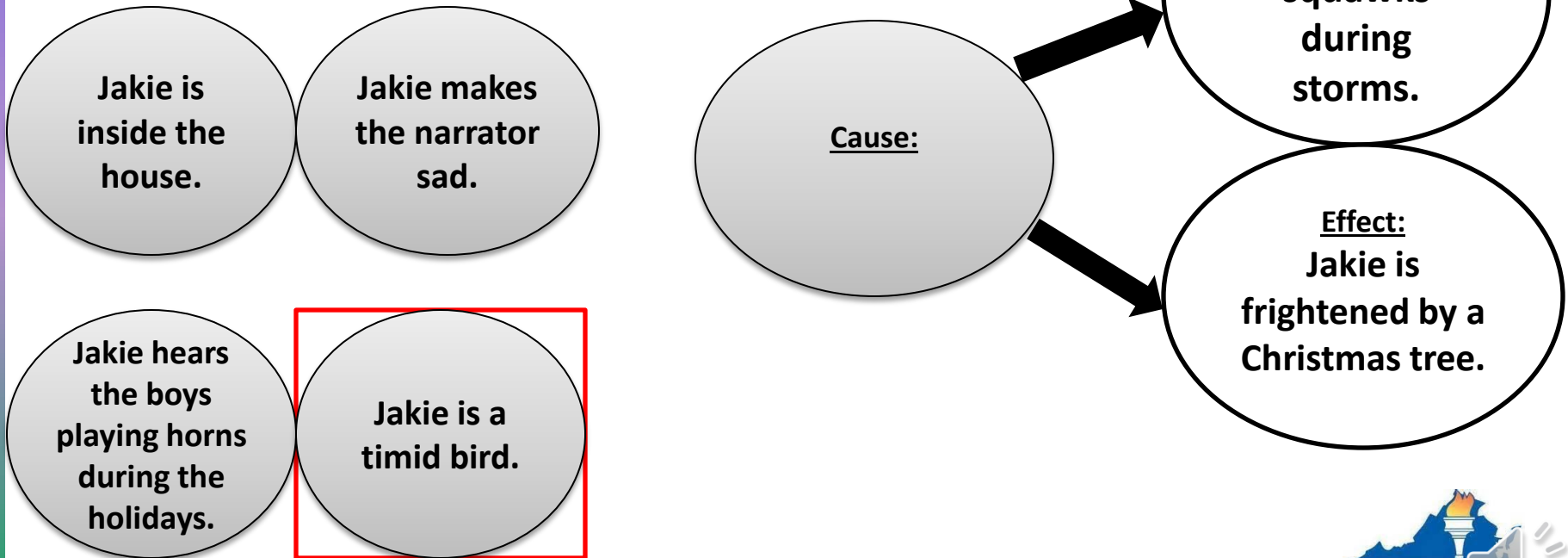
He was a timid little fellow. Wind or storm outside the windows made him wild. He would fly around the room, squawking at the top of his voice; and the horrible tin horns the boys liked to blow at Thanksgiving and Christmas drove him frantic. Once I brought a Christmas tree into the room to please the birds, and all were delighted with it except my poor little blue jay, who was much afraid of it. Think of the sadness of a bird being afraid of a tree!

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More Suggested Practice for SOL 5.5j

Students need additional practice identifying cause and effect relationships following transition words signaling the pattern.

Complete this cause-and-effect chart.



Demonstrating Comprehension of Nonfiction Texts

SOL 5.6 - The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.**
- c) Skim material to develop a general overview of content and to locate specific information.**
- d) Identify the main idea of nonfiction texts.**
- e) Summarize supporting details in nonfiction texts.**
- f) Identify structural patterns found in nonfiction.**
- g) Locate information to support opinions, predictions, and conclusions.**
- h) Identify cause and effect relationships following transition words signaling the pattern.**
- i) Differentiate between fact and opinion.**
- j) Identify, compare, and contrast relationships.**

Suggested Practice for SOL 5.6d

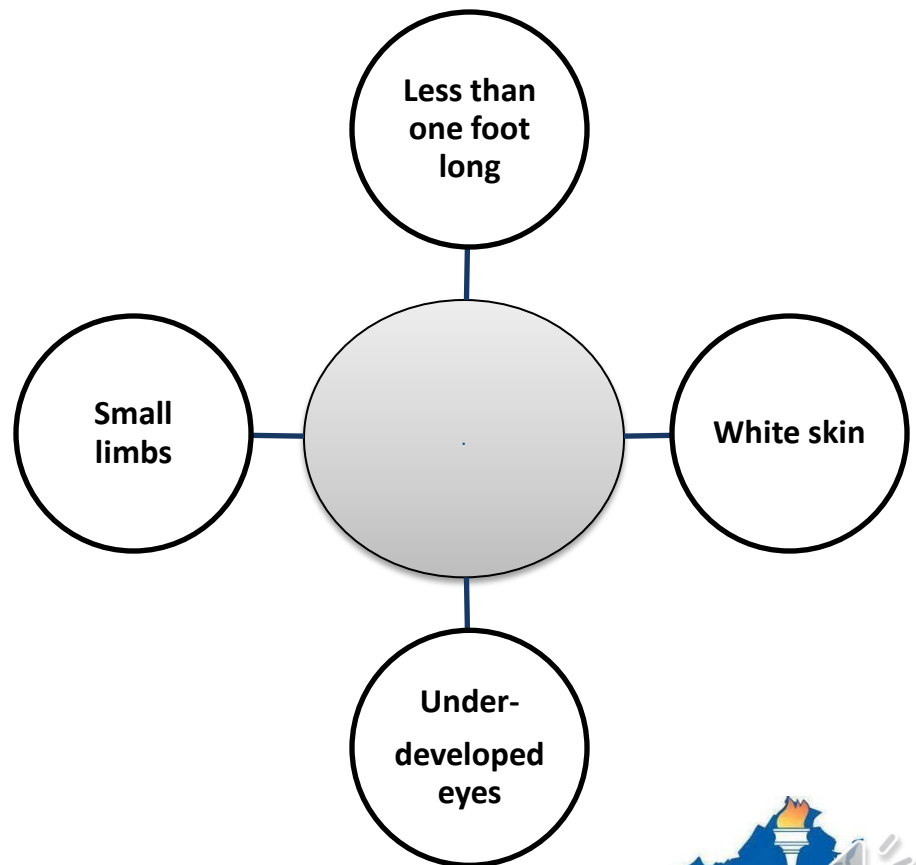
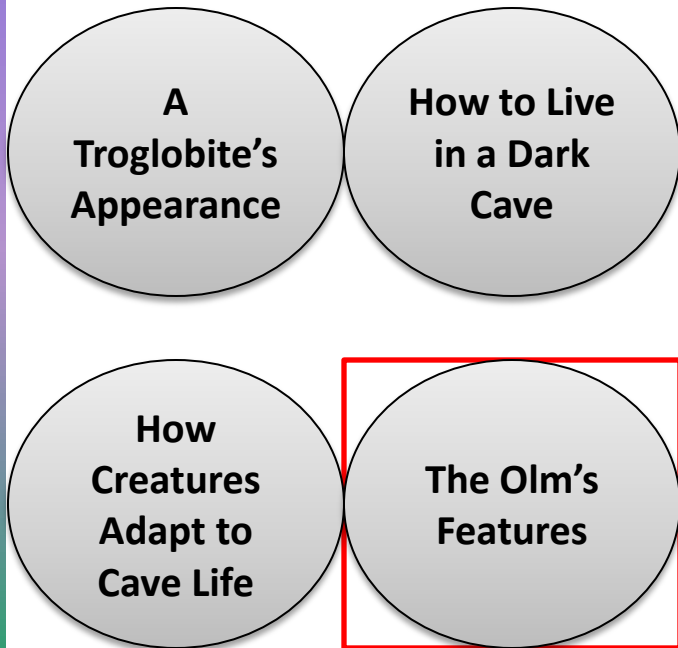
Students need additional practice identifying the main idea of nonfiction.

Did you know that scientists have a special name for creatures that live deep in caves? Named “troglobites,” these creatures are very unique and very rare. One example of a troglobite is the olm. The olm is also classified as an amphibian. The olm resembles a dragon from storybooks, but it is small--less than one foot long--and completely white. The olm has a long, slender head and small limbs. It eats other cave-dwelling creatures such as tiny snails, which it swallows whole! There is something else that makes the olm an interesting creature. Because the olm lives deep in dark caves, it does not necessarily need eyes to see. Even though the olm’s eyes are underdeveloped, its other senses are very strong; therefore, the unique olm uses its senses of hearing and smell to “see” the world around it.

Suggested Practice for SOL 5.6d

Students need additional practice identifying the main idea of nonfiction.

Complete this web.



More Suggested Practice for 5.6d

Students need additional practice identifying the main idea of nonfiction.

Which is the best title for these notes?



- Less than one foot long
- Small limbs
- Underdeveloped eyes
- White skin

A Troglobite's Appearance

How to Live in a Dark Cave

How Creatures Adapt to Cave Life

The Olm's Features

Suggested Practice for 5.6e

Students need additional practice summarizing supporting details in nonfiction text.

Complete these notes.

The olm's Features

- Less than one foot long
- _____
- Underdeveloped eyes
- _____

• Small limbs

• White skin

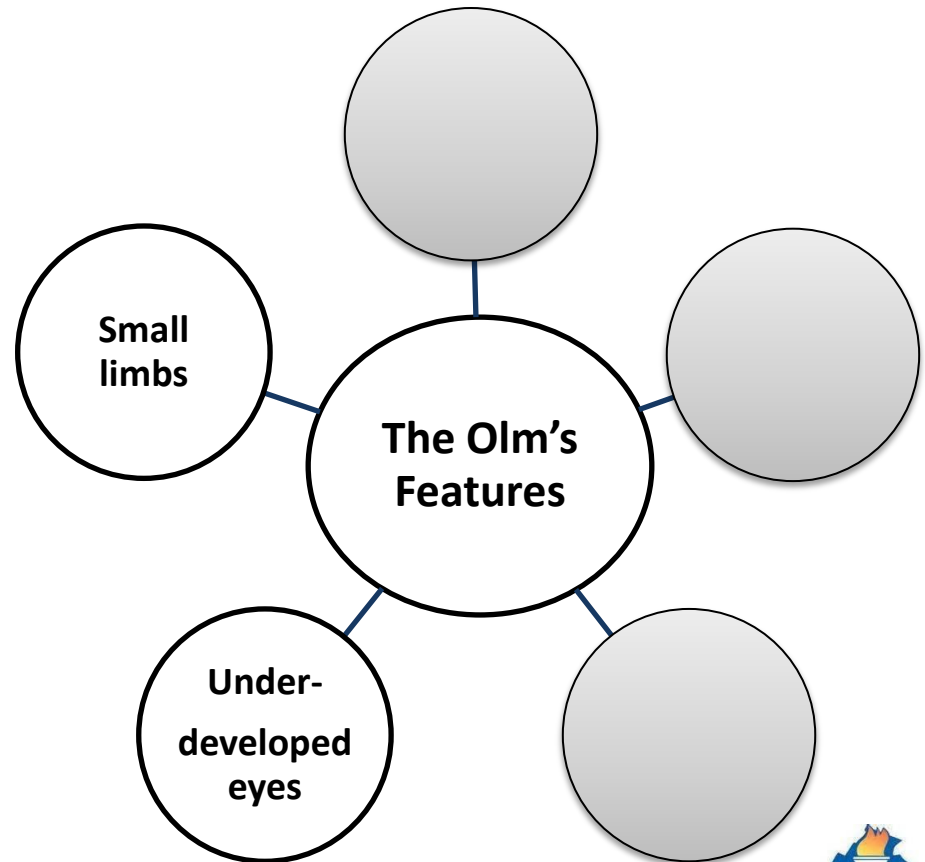
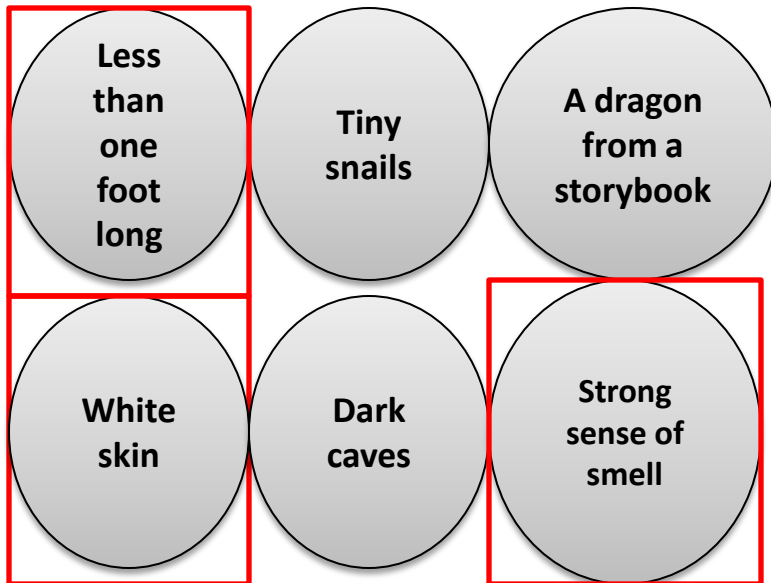
• Dark caves

• Tiny snails

More Suggested Practice for SOL 5.6e

Students need additional practice summarizing supporting details in nonfiction text.

Complete this web.



More Suggested Practice for SOL 5.6e

Students need additional practice summarizing supporting details in nonfiction text.

Suggestions:

- Which sentence is the best summary of paragraph ____?
- Which sentence best summarizes the information in paragraphs ____ and ____?
- 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 essay because –

Suggested Practice for SOL 5.6f

Students need additional practice identifying structural patterns found in nonfiction.

Did you know that scientists have a special name for creatures that live deep in caves? Known as “troglobites,” these creatures are very unique and very rare. One example of a troglobite is the olm. The olm is also classified as an amphibian. **The olm resembles a dragon from storybooks, but it is small--less than one foot long--and completely white.** The olm has a long, slender head and small limbs. It eats other cave-dwelling creatures such as tiny snails, which it swallows whole! There is something else that makes the olm an interesting creature. Because the olm lives deep in dark caves, it does not need eyes to see. Even though the olm’s eyes are underdeveloped, its other senses are very strong; therefore, the unique olm uses its sense of hearing and smell to “see” the world around it.

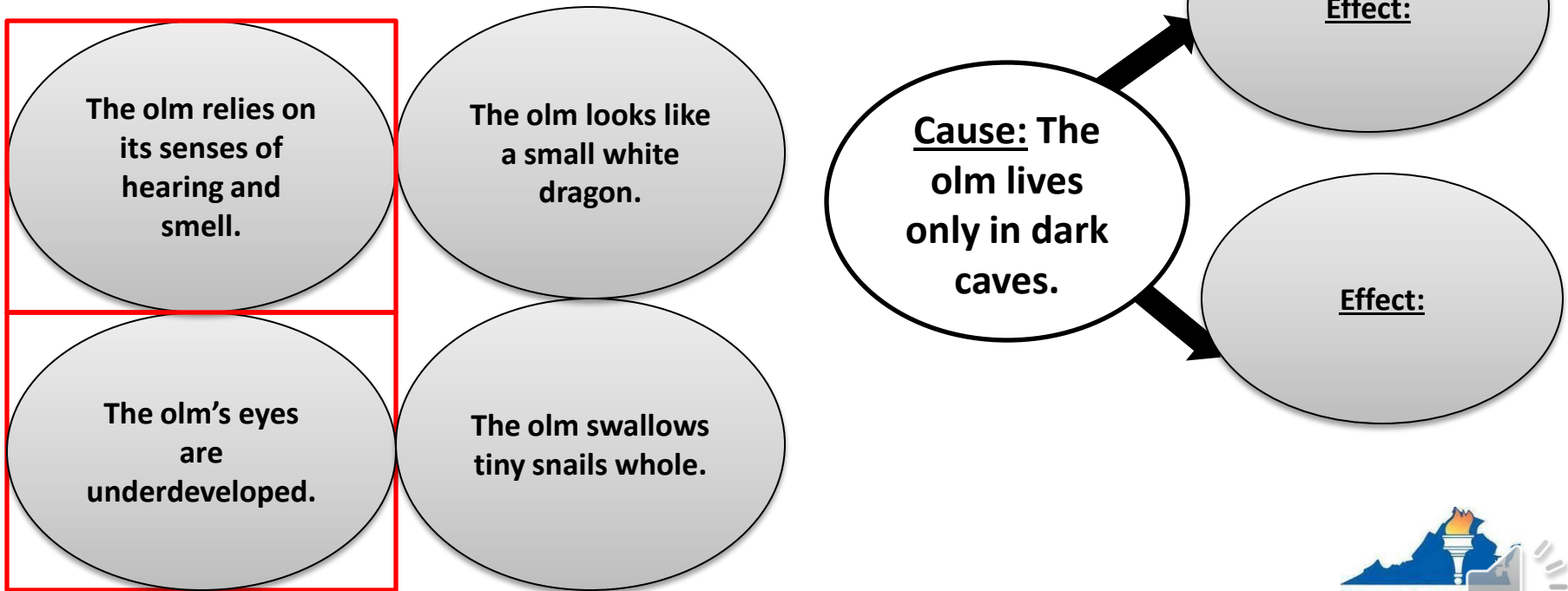
Which organizational pattern is used in the highlighted sentence?

comparison/contrast

Suggested Practice for SOL 5.6h

Students need additional practice identifying cause and effect relationships following transition words signaling the pattern.

Complete this cause-and-effect chart.



More Suggested Practice for SOL 5.6h

Students need additional practice identifying cause and effect relationships following transition words signaling the pattern.

Suggestions:

- What caused _____ to _____ ?
- Which event happened because _____ ?
- Why does _____ ?

Practice Items

This concludes the student performance analysis for the 5th 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

For questions regarding assessment, please contact
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
804-371-7585