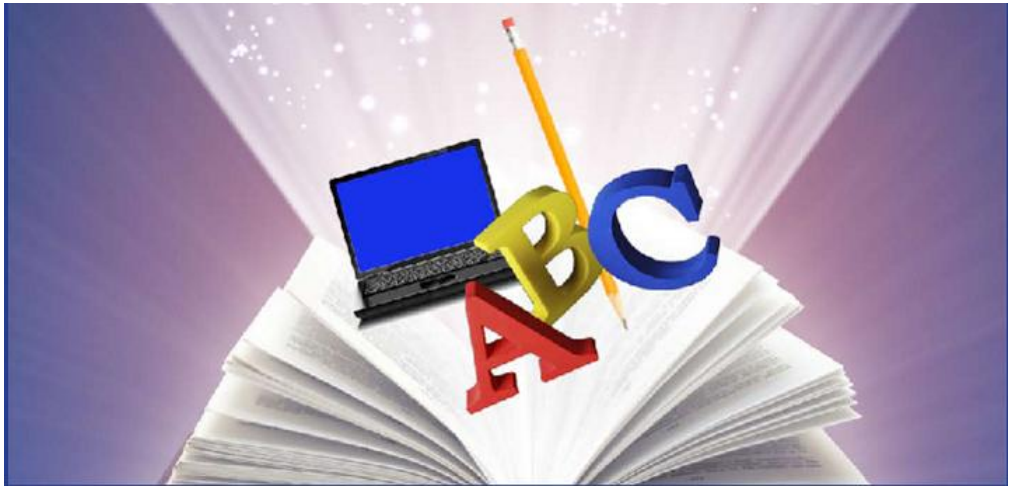
Spring 2014 Student Performance Analysis

3rd, 4th, and 5th Grade Reading Standards of Learning Tests



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

The 2013-2014 3rd, 4th, and 5th grade Reading test data show students may benefit from additional practice with the following:

Texts:

- more rigorous fiction
- more rigorous nonfiction texts

Skills:

- using affixes, context clues, and dictionary guide words,
- drawing conclusions and making inferences,
- using plot elements (including character, setting, and conflict),
- analyzing cause and effect relationships, and
- identifying main idea and details

Example Poetry Selection

1 "Ready, set, go!" Lisa yells. I hide my eyes behind my hands
2 and lean against a tree. For thirty long seconds I have to stand,
3 patiently counting. I resist the urge to peek
4 and see where everyone is running. The game is Hide-n-Seek.

5 One…two…three, four, five—I start to rush,
6 thinking of where I'll look first. The rose bush?
7 Is Lewis in a pile of leaves? Next to Dad's parked car?
8 Behind the swing set in the backyard?

9 Counting, counting quietly, until I near the end. Finally my voice
10 grows louder so the hiders know they have a choice:
11 Find the best spot now or else be out!
12 "Twenty-eight. Twenty-nine. THIRTY!" I shout.

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Example Poetry Selection, continued

Searching, searching. High and low. With silent steps I seek around.
My friends are expert hiders—they just cannot be found!
Crinkle, crinkle, rustle. Crunch, crackle, scratch.
I see the leaf pile moving and know I'm going to catch

someone hiding very soon. I tip-toe up and reach down
to touch a shoulder. Teresa has been found!
"Teresa, you're out," I laugh, and she does too.
"Come on, keep looking," she says, "and now I'll help you."

Example Nonfiction Article

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.

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Example Nonfiction Instructions– Make Your Own Paper!

Click the above hyperlink to go to the source's website.

What happens to used paper? Most paper is thrown away in landfills or is burned. If we recycle paper, we save landfill space and use these valuable wood fibers again. Don't throw away that old newspaper, office paper or unwanted wrapping paper, turn it into a piece of art by making new paper with it.

Making your own paper from old paper is similar to what happens in a paper recycling mill. At a mill, the pulp is put into a machine with a long moving screen. The water drips through the screen. Then the screen moves through part of the machine that presses and dries the pulp. Now you have paper.

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Example Nonfiction Instructions – “Make Your Own Paper!” (continued)

The paper you will be making will be much thicker and rougher than the recycled paper made at a mill. Paper mills have several machines to make the paper smooth and flat. We can't do this at home. Here is what you will need:

- **blender or egg beater**
- **mixing bowl**
- **flat dish or pan (9"x13" or a little larger than the screen)**
- **round jar or rolling pin**
- **newsprint, scrap paper or wrapping paper**
- **piece of non-rusting screen (about 12" x 8" or the size of paper you want to make)**
- **4 pieces of cloth or felt to use as blotting paper (same size as screen)**
- **10 pieces of newspaper for blotting**
- **2 cups of hot water**
- **2 teaspoons of instant starch (optional)**

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What to Do:

1. Tear the newspaper, scrap paper, or wrapping paper into very small bits. Add 2 cups of hot water to ½ cup of shredded paper.
2. [With help from an adult,]Beat the paper and water in the blender, or with the egg beater, to make pulp. Mix in the starch (optional). Completed pulp should be the consistency of split pea soup.
3. Pour the pulp into the flat pan.
4. Slide the screen into the bottom of the pan and move it around until it is evenly covered with pulp.
5. Lift the screen out of the pan carefully. Hold it level and let it drain for a minute.
6. Put the screen, pulp-side up, on a blotter that is placed on top of newspaper. Put another blotter over the pulp, and more newspaper over that.

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What to Do (continued):

7. **Roll a jar or rolling pin over the "sandwich" of blotter paper to squeeze out the rest of the water.**
8. **Take off the top newspaper. Flip the blotter and the screen very carefully. Do not move the pulp. It will take at least 12 to 24 hours to dry depending on how thick and wet the paper is. Wow!! There is your own hand-made paper! (If you have leftover pulp, don't pour it down the drain--you might clog things up. Put it in the trash.)**
9. **Try this again and use some decorative elements such as colored thread, glitter, dried flowers and leaves to add some flair. Now you can make cards or note paper out of your newly created paper.**

--with permission from: EEK!—Environmental Education for Kids, WI Dept. of Natural Resources

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Word Analysis – Affixes and Context Clues

Students may need additional practice:

- **using knowledge of roots and affixes,**
- **using context to clarify meaning of unfamiliar words, and**
- **using context and sentence structure to determine meanings and differentiate among multiple meanings of words.**

SOL 3.4b, 4.4b, and 5.4c) Use knowledge of roots, affixes, synonyms, and antonyms (and homophones).

SOL 3.4c) Apply meaning clues, language structure, and phonetic strategies.

SOL 4.4a and 5.4a) Use context to clarify meanings of unfamiliar words (and phrases).

SOL 5.4b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

Affixes

Students may need additional practice identifying prefixes, root words, and suffixes.

Click on the hyperlink to return to the full text.

Which word from the article is correctly divided into its prefix, root word, and suffix?

scien/tist/s

class/if/ied

under/develop/ed

there/for/e

Affixes

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

Click on the hyperlink to return to the full text.

Which words from the instructions have the suffix -er meaning "more"?

paper	blender
thicker	water
rougher	flower

Context Clues

Students may need additional practice using context clues to identifying the meaning of unfamiliar words and phrases.

Read these lines from the poetry selection.

Click on the hyperlink to return to the full text.

1 **"Ready, set, go!" Lisa yells. I hide my eyes behind my hands**
2 **and lean against a tree. For thirty long seconds I have to stand,**

What does the word lean mean in line 2?

to bend away	**to climb up**
to rest on	**to push forward**
to sit down	**to walk around**

Context Clues

Students may need additional practice using context clues to identifying the meaning of unfamiliar words and phrases.

Read these sentences from the nonfiction article.

Click on the hyperlink to return to the full text.

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.

(continued, next slide)

Context Clues

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.

As it is used in this selection, the word <u>classified</u> most likely means to—

- **arrange in groups**
- **tell apart easily**
- **keep secret**
- **enjoy family members**

(continued, next slide)

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Context Clues

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.

As it is used in this selection, the word <u>classified</u> most likely means to—

arrange in groups

tell apart easily

keep secret

enjoy family members

This is the best choice. A student should see that **scientists have a special name** for certain creatures, and these names are for groups that share similar characteristics. The use of **also** before the word classified should clue students that this additional information corresponds with what they have read in a previous sentence.

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Context Clues

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.

As it is used in this selection, the word <u>classified</u> most likely means to—

arrange in groups

tell apart easily

keep secret

enjoy family members

This is not the best choice, but it is a strong distractor. A student may be drawn to this option because being able to **classify** an animal depends on being able to tell it apart from another. The student should carefully consider the context for this word. A scientist can **arrange animals into groups** after looking at characteristics that **tell them apart**. Even though these skills work together sometimes, they are not the same.

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Context Clues

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.

As it is used in this selection, the word <u>classified</u> most likely means to—

arrange in groups
tell apart easily
keep secret
enjoy family members

A student has to remember to look at the context of the word to ensure he or she chooses the best choice. Even though something that is **classified** may need to be kept secret, the context of the selection does not support this choice.

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Context Clues

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.

As it is used in this selection, the word <u>classified</u> most likely means to—

arrange in groups
tell apart easily
keep secret
enjoy family members

Students may be drawn to this choice if they personally identify with enjoying family members. Even though olms might live together with their families, there is not enough support in the text for this option. This is not the correct choice.

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—**

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Dictionary Guide Words

Third and fourth grade students may need additional practice:

- **identifying words to appear on a page with a given set of guide words,**
- **identifying guide words to appear on a page with another given word, and**
- **placing words in alphabetical order.**

SOL 3.4g and 4.4c) Use word reference resources including the glossary, dictionary, and thesaurus.

Dictionary Guide Words

Third and fourth grade students may need additional practice identifying several words to appear with a given set of guide words.

Click on the hyperlink to return to the full text.

Which three words from the poem would appear on the same page as the guide words?

Guide words:

scale – sky

searching
seconds
seek
spot
stand
start

Drawing Conclusions and Making Inferences

Students may need additional practice:

- **drawing conclusions about a text,**
- **making inferences about a text,**
- **making inferences using textual information as support, and**
- **locating information to support opinions, predictions, and conclusions.**

Fiction Texts:

SOL 3.5g, 4.5h, and 5.5i) Draw conclusions (and make inferences) about text.

Nonfiction Texts:

SOL 3.6e) Draw conclusions about text.

SOL 4.6f) Draw conclusions and make simple inferences using textual information as support.

SOL 5.6g) Locate information to support opinions, predictions, and conclusions.

Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Based on the poem, what is the most likely reason that the speaker counts to thirty?

To distract the other children from the game
To distract herself from being bored
To allow herself enough time to think of places to search
To allow the other children enough time to find a hiding place

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Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Based on the poem, what is the most likely reason that the speaker counts to thirty?

To distract the other children from the game

To distract herself f

To allow herself en

To allow the other

This is not the correct choice. The speaker of the poem counts quietly at first, so she is not intending to distract the other children. Finally, she counts louder so that her friends know how much time they have left to find a hiding place.

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Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Based on the poem, what is the most likely reason that the speaker counts to thirty?

To distract the other children from the game

To distract herself from being bored

To allow herself enough time to think of places to search

To allow the other

There is no evidence in the poem that the speaker is bored. She is actively participating in a game. This is not the best choice.

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Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Based on the poem, what is the most likely reason that the speaker counts to thirty?

To distract the other children from the game
To distract herself from being bored
To allow herself enough time to think of places to search
To

This may be a more difficult choice for students to rule out. While the speaker is counting, she is also thinking of where she will search for her friends. However, a student should look at other information in the poem. The speaker **has to** count patiently, and then she counts louder so her friends know **time is running out**.

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Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Based on the poem, what is the most likely reason that the speaker counts to thirty?

To distract the other children from the game
To distract herself from being bored
To allow herself enough time to think of places to search
To allow the other children enough time to find a hiding place

This is the correct answer. Students should use evidence from the poem to draw the conclusion that counting to thirty is a rule of the game, and this rule benefits the children who are hiding.

Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Read this sentence from the article.

> **It eats other cave-dwelling creatures such as tiny snails, which it swallows whole!**

This sentence lets the reader know that –

the olm eats more often than other creatures
some snails are even too small for the olm to eat
the olm does not need to leave the cave for food
some snails become food only after they grow very large

Suggested Practice for Drawing Conclusions and Making Inferences

Students may need additional practice drawing conclusions and making inferences.

Based on the instructions, someone would add decorative elements when creating paper in order to –

- **make the homemade paper more unique**
- **identify homemade paper from newspaper**
- **display all of the possible homemade paper designs**
- **show others that homemade paper is wonderful**

More Suggested Practice for Drawing Conclusions and Making Inferences

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 –**

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Plot Elements—
Including Character, Setting, and Conflict

Fourth and fifth grade students may need additional practice:

- **describing why an author includes specific plot details,**
- **identifying important plot details, and**
- **explaining the relationship between plot details.**

SOL 4.5 b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.

SOL 5.5 b) Describe character development.

SOL 5.5 c) Describe the development of plot and explain the resolution of conflict(s).

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

Fourth and fifth grade students may need additional practice identifying character traits.

Read these lines from the poem.

> 2 …For thirty long seconds I have to stand,
> 3 patiently counting. I resist the urge to peek
> 4 and see where everyone is running…

The poet includes these lines to show –

- the other children are happy they do not have to count
- the speaker does not like to play the game
- the speaker is following the rules of the game
- the other children know exactly where to hide

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

Fourth and fifth grade students may need additional practice identifying setting.

Which lines from the poem give the most details about the setting?

Lines 1 through 3
Lines 6 through 8
Lines 10 through 12
Lines 14 through 16

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

Fourth and fifth grade students may need additional practice identifying conflict.

Which sentence from the poem best shows the speaker's conflict?

I hide my eyes behind my hands and lean against a tree.

Find the best spot now or else be out!

My friends are expert hiders—they just cannot be found!

I tip-toe up and reach down to touch a shoulder.

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

Suggestions:

- **Which detail about the setting is most important to the story?**
- **Why does the author include paragraph __ ?**
- **Which paragraph best shows the main conflict of the story?**
- **The main character's conflict is mostly with –**
- **How does the character most likely feel at the beginning of the story?**

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Cause and Effect

Fourth and fifth grade students may need additional practice:

- **distinguishing between cause and effect,**
- **identifying 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 4.5 j) and 5.5 j) Identify cause and effect relationships.

Nonfiction Texts:

SOL 4.6 g) Distinguish between cause and effect.

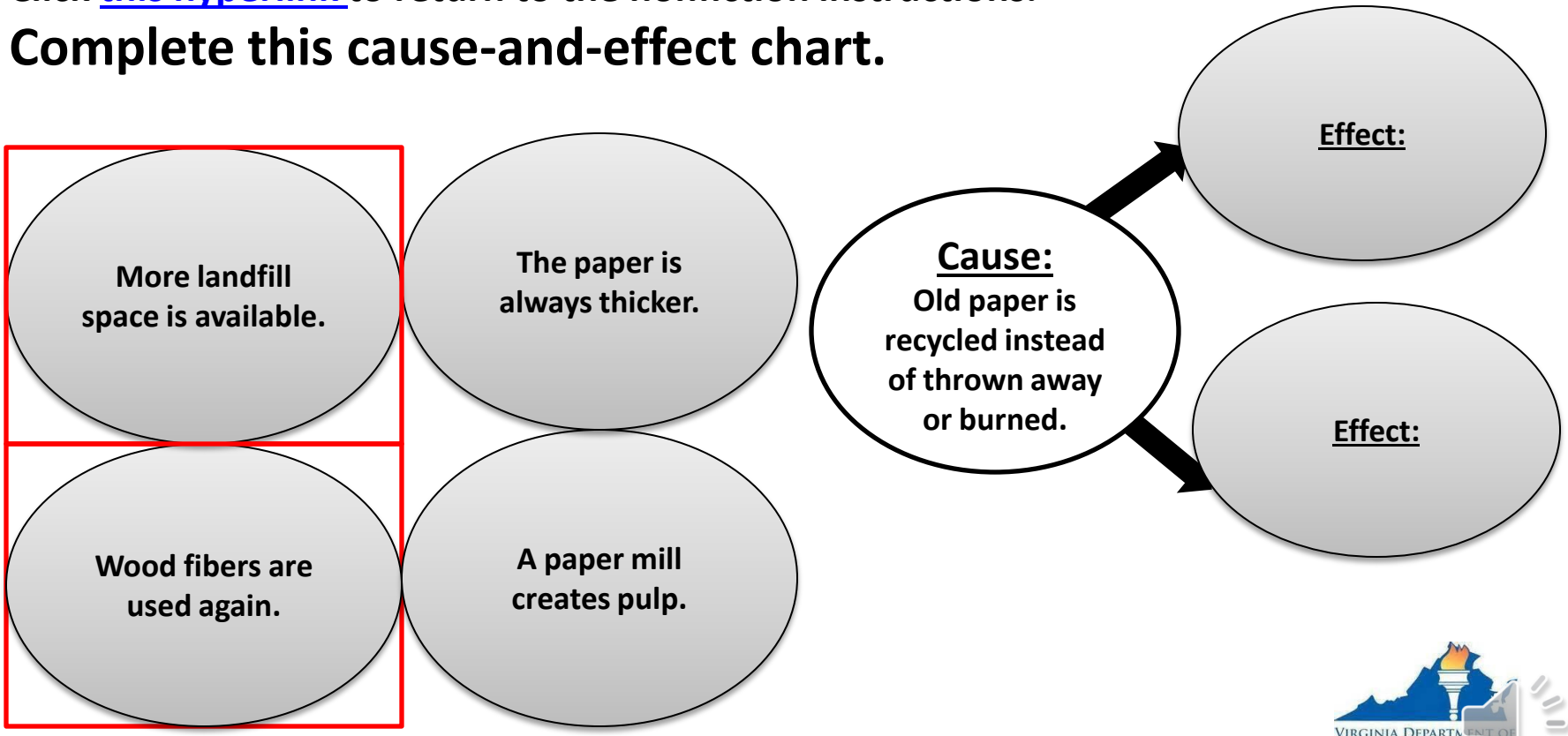
SOL 5.6 h) Identify cause and effect relationships following transition words signaling the pattern.

Suggested Practice for Cause and Effect

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

Click this hyperlink to return to the nonfiction instructions.

Complete this cause-and-effect chart.



Suggested Practice for Cause and Effect

Students need additional practice identifying cause and effect relationships.

Based on the instructions, a blender or egg beater should be used in order to –

- **create pulp that will be shaped into paper**
- **ask an adult for help with steps that are too difficult**
- **tear paper into small pieces that will be mixed with water**
- **add decorations such as colored thread or glitter**

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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 _____ ?**

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Main Idea and Details

Students may need additional practice:

- **identifying main idea,**
- **identifying supporting details, and**
- **summarizing supporting details.**

Fiction Texts:
SOL 3.5 i), 4.5 c), and 5.5 g) Identify the main idea.
SOL 3.5 j) Identify supporting details.
SOL 4.5 d) and 5.5 h) Summarize supporting details.

Nonfiction Texts:
SOL 3.6 g), 4.6 d), and 5.6 d) Identify the main idea.
SOL 3.6 h) Identify supporting details.
SOL 4.6 e) and 5.6 e) Summarize supporting details.

Suggested Practice for Main Idea -- Poetry

Students may need additional practice identifying the main idea for a fiction selection.

Read the second stanza from the poem.

One…two…three, four, five—I start to rush,
thinking of where I'll look first. The rose bush?
Is Lewis in a pile of leaves? Next to Dad's parked car?
Behind the swing set in the backyard?

(continued, next slide)

Suggested Practice for Main Idea -- Poetry

What is the main idea of this stanza?

The speaker becomes eager as she thinks of her friends' possible hiding places.

Several children have chosen hiding places, and they are waiting to be found.

The speaker thinks that counting without peeking is the most difficult part of playing hide-and-seek.

If the children do not hurry to a hiding place, they will be found quickly and then be out of the game.

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Suggested Practice for Main Idea -- Poetry

What is the main idea of this stanza?

The speaker becomes eager as she thinks of her friends' possible hiding places.

Several children

The speaker thin

hide-and-seek.

If the children do

of the game.

This is the correct answer. In line 5, the speaker admits that she **starts to rush**. This supports that she feels eager. The remaining lines list possible hiding places. A reader should understand that this information is important to the main idea of the stanza.

(continued, next slide)

Suggested Practice for Main Idea -- Poetry

What is the main idea of this stanza?

The speaker becomes eager as she thinks of her friends' possible hiding places.

Several children have chosen hiding places, and they are waiting to be found.

This is not the best choice. Although the information could be inferred, it is not the main focus of the stanza. The stanza does not mention that the other children are waiting to be found—they might still be looking for a good place to hide! Stanza 2 mostly describes the speaker's thoughts and feelings.

playing

hen be out

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Suggested Practice for Main Idea -- Poetry

What is the main idea of this stanza?

The spe

Several

This is not the best choice. Even though the speaker mentions that she **starts to rush**, she does not tell the reader that this is the most difficult part. Also, the second stanza of the poem does not provide many details about counting—only line 5 mentions it. Therefore, this is not the main focus of the stanza.

The speaker thinks that counting without peeking is the most difficult part of playing hide-and-seek.

If the children do not hurry to a hiding place, they will be found quickly and then be out of the game.

(continued, next slide)

Suggested Practice for Main Idea -- Poetry

What is the main idea of this stanza?

The spea es.

Several c d.

The spea f playing hide-and

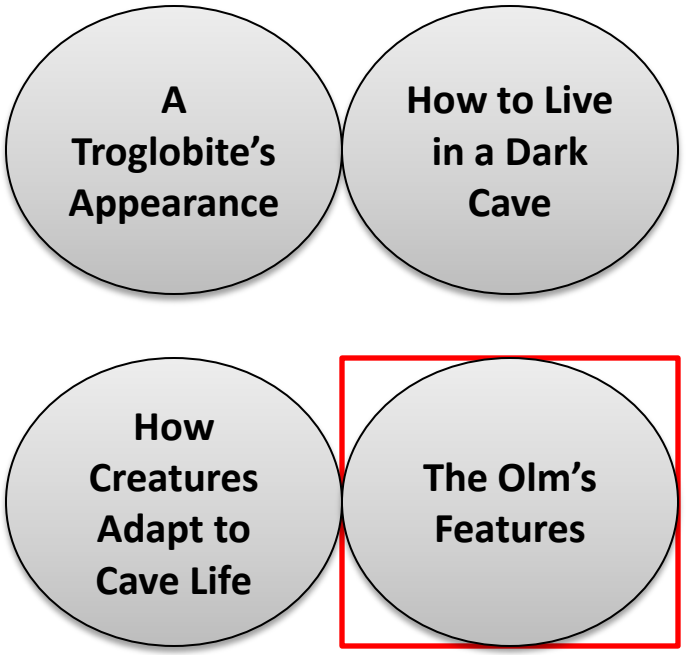
Students should not be too distracted by this choice. Although it may be a true statement about the game, this information is not included in the second stanza of the poem. A student should be sure to answer a question based on the paragraph, stanza, or other information if it is explicitly referenced.

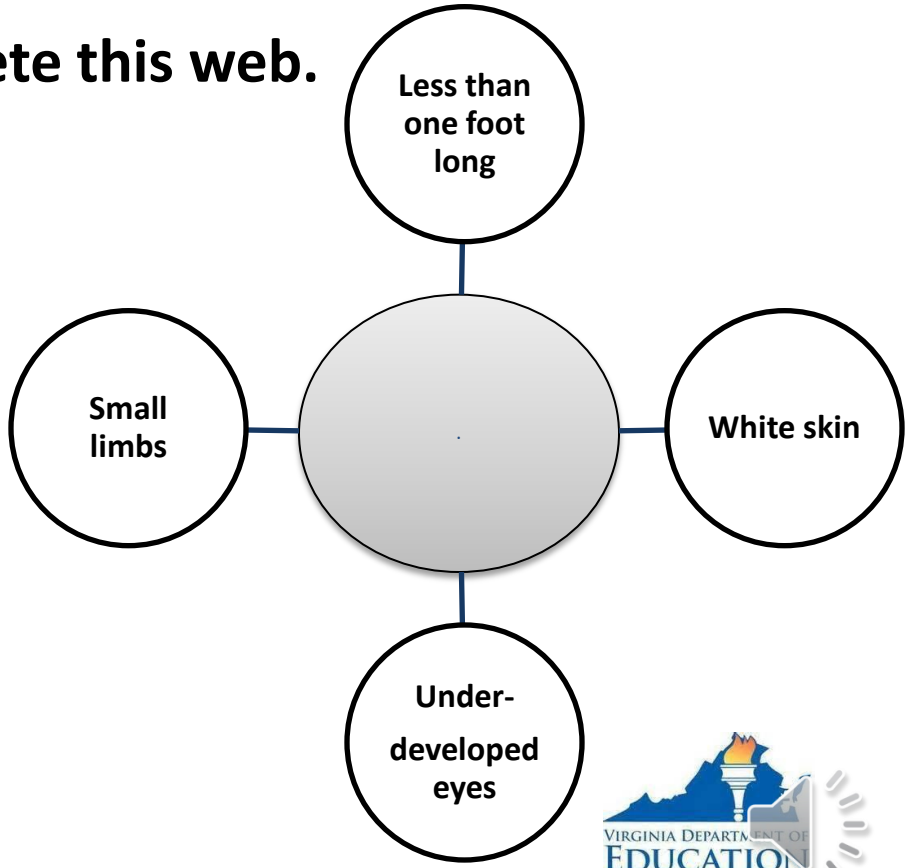
If the children do not hurry to a hiding place, they will be found quickly and then be out of the game.

Suggested Practice for Main Idea – Nonfiction Article

Students may need additional practice identifying the main idea of a nonfiction selection.

Complete this web.





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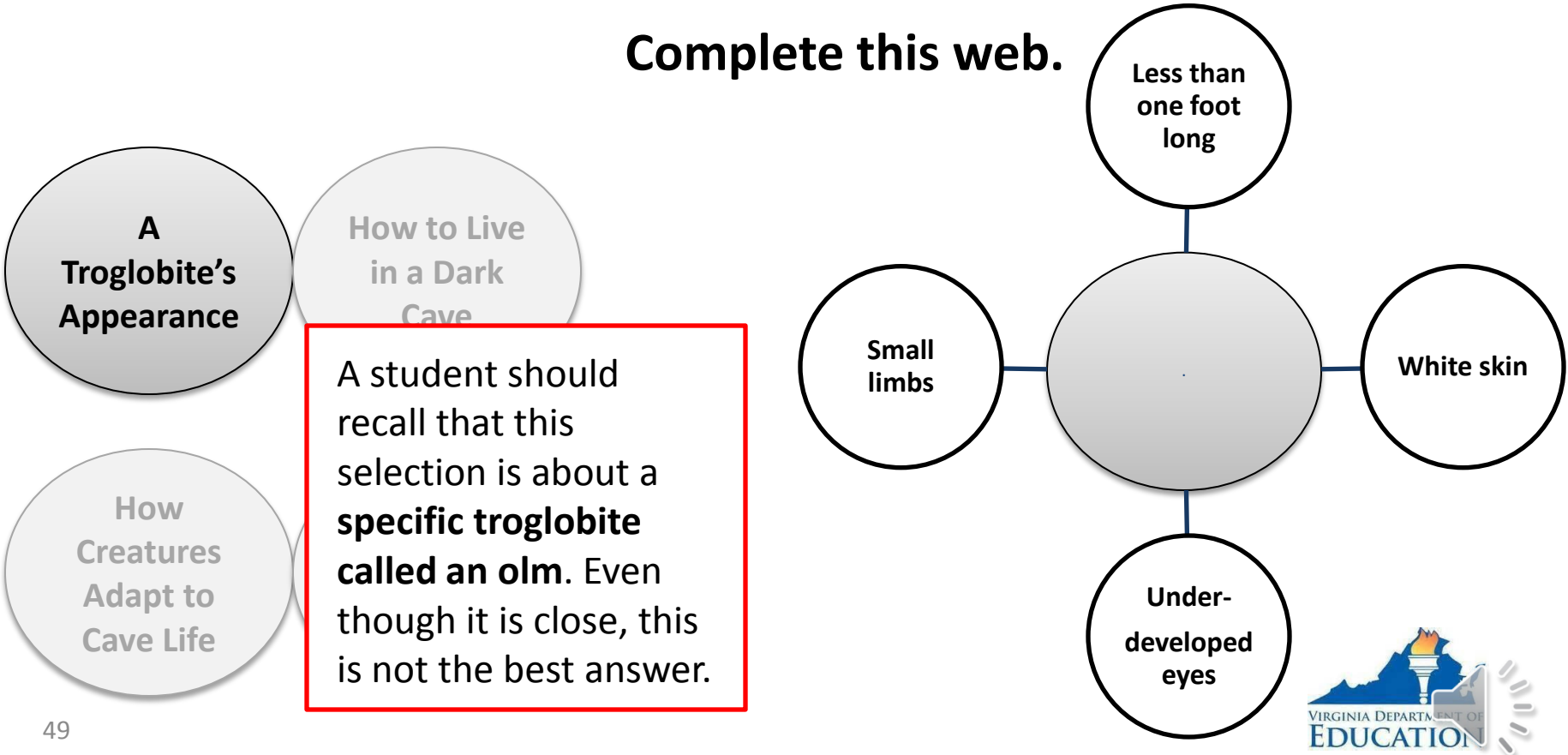
Suggested Practice for Main Idea – Nonfiction Article

Students may need additional practice identifying the main idea of a nonfiction selection.

Complete this web.



A student should recall that this selection is about a **specific troglobite called an olm**. Even though it is close, this is not the best answer.

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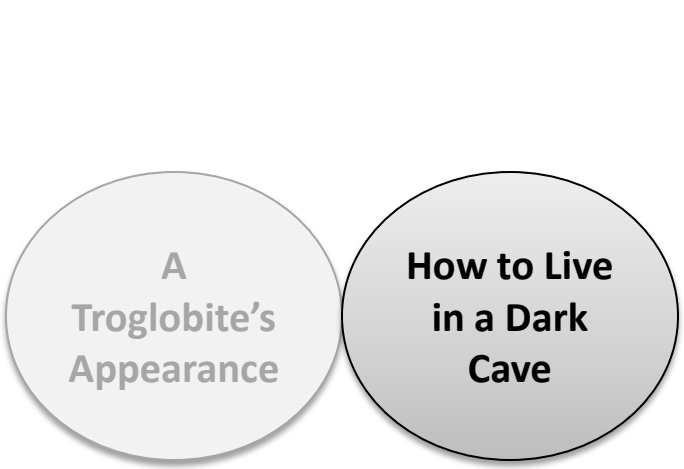
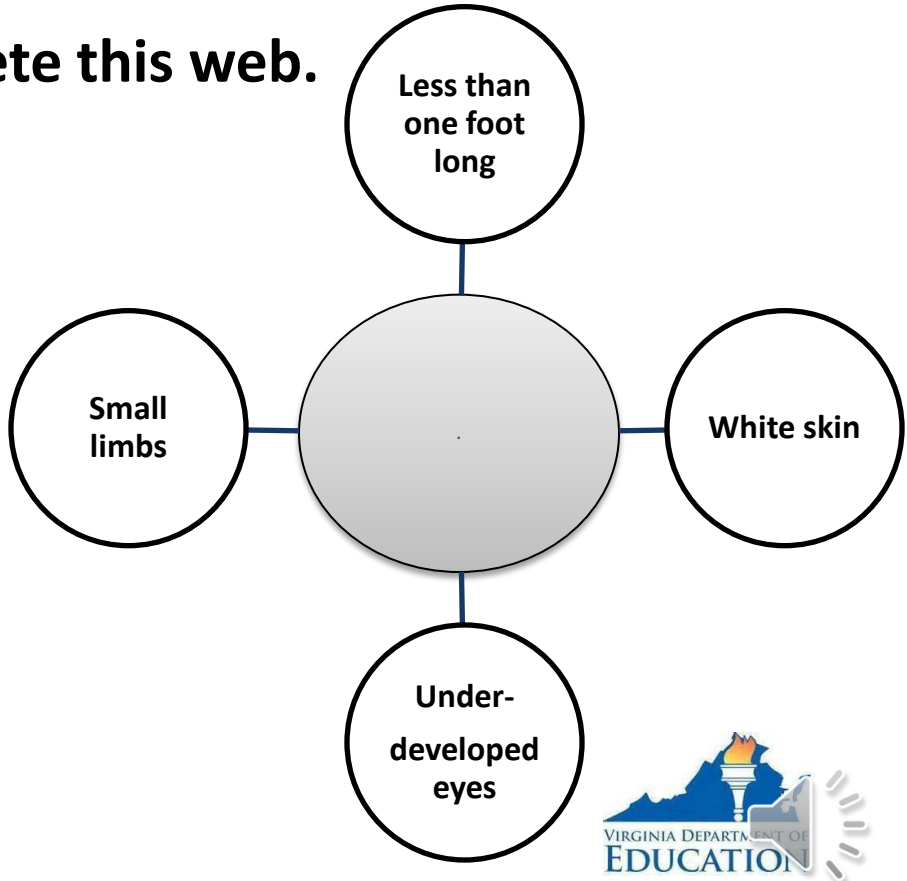
Suggested Practice for Main Idea – Nonfiction Article

Students may need additional practice identifying the main idea of a nonfiction selection.

Complete this web.





Olms do live in dark caves, but the information in the outer circles does **not** describe **how** they live. Therefore, this is not the best choice.

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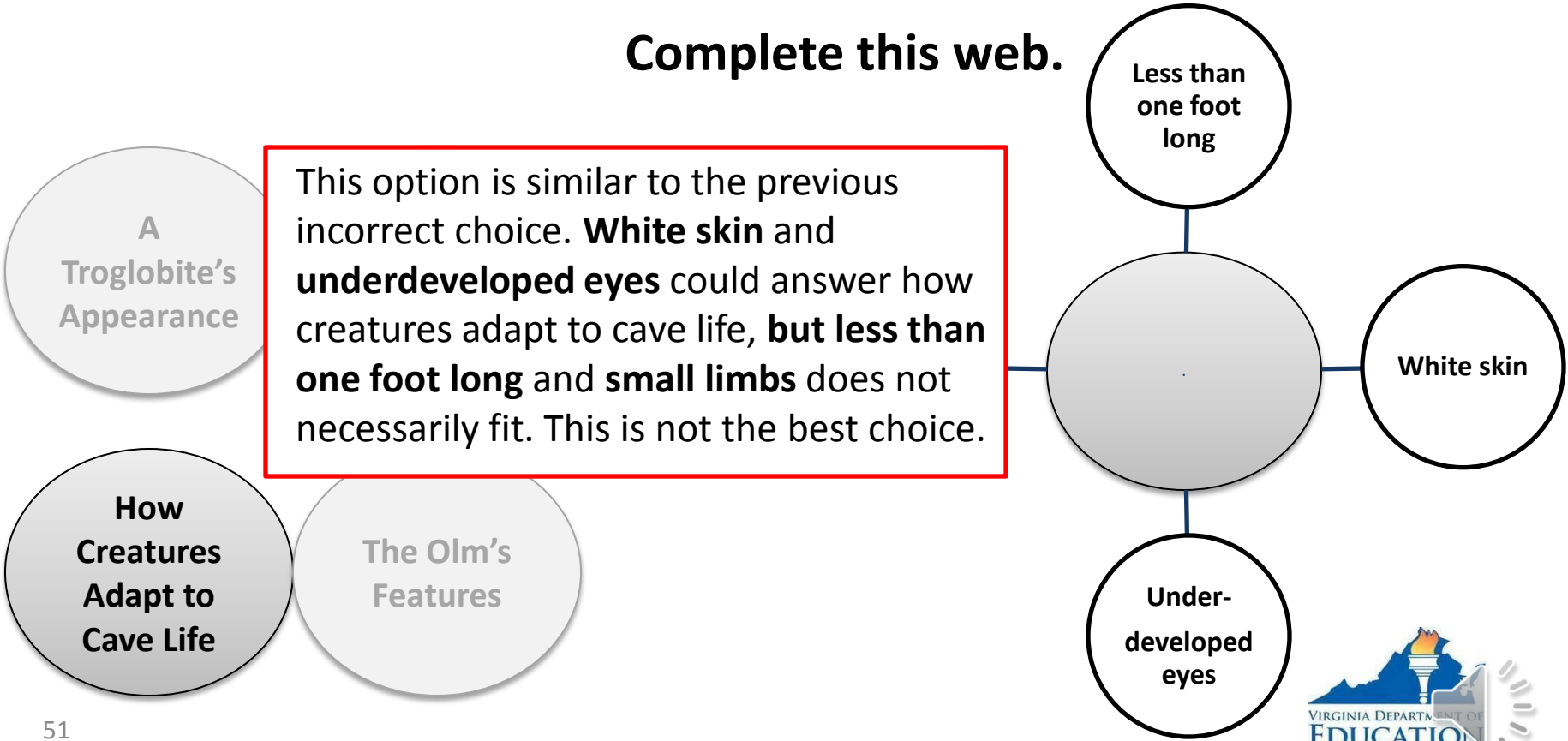
Suggested Practice for Main Idea – Nonfiction Article

Students may need additional practice identifying the main idea of a nonfiction selection.

Complete this web.



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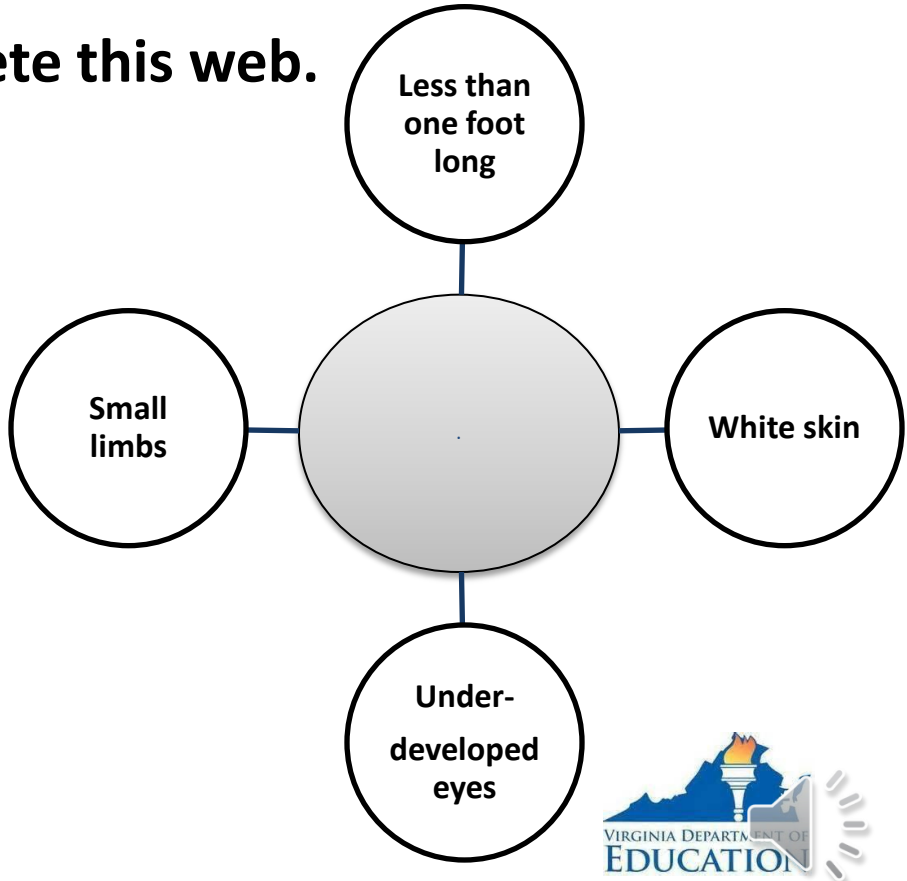
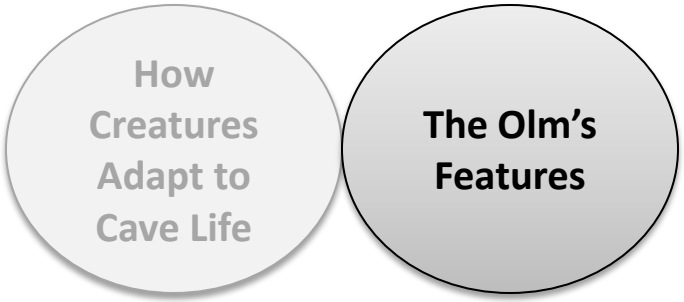
Suggested Practice for Main Idea – Nonfiction Article

Students may need additional practice identifying the main idea of a nonfiction selection.

Complete this web.



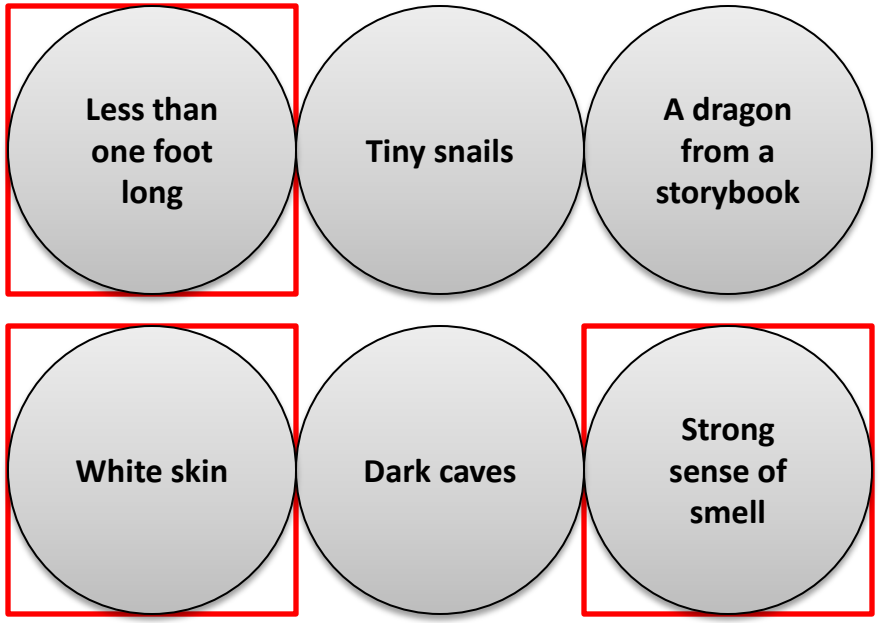
This is the best answer. Each of the outer circles contains information that fits with the title of the web: **The Olm's Features.**

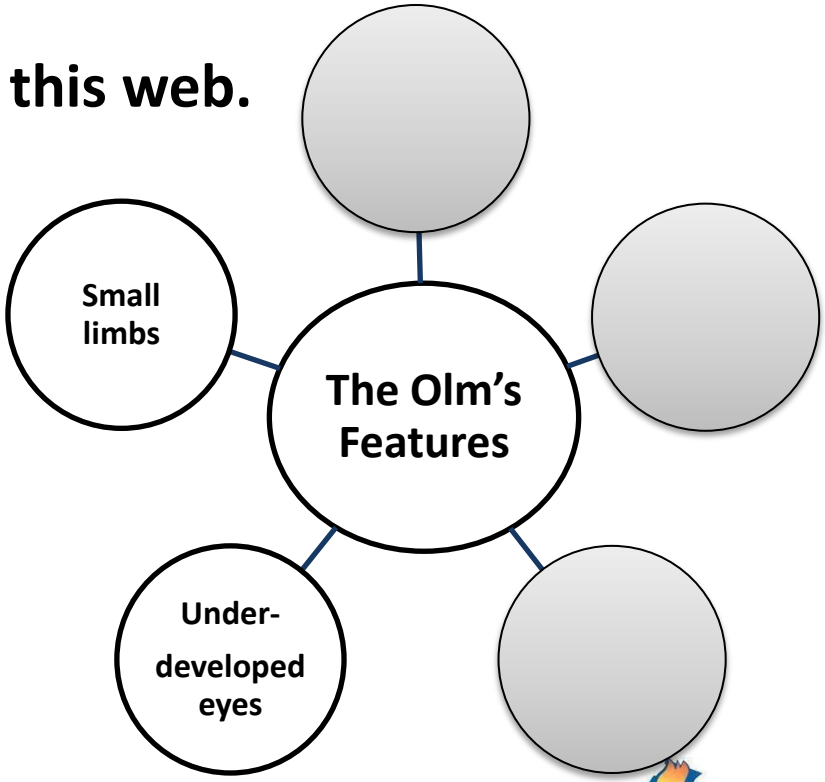


Suggested Practice for Supporting Details – Nonfiction Article

Students may need additional practice identifying supporting details in a nonfiction text.

Complete this web.





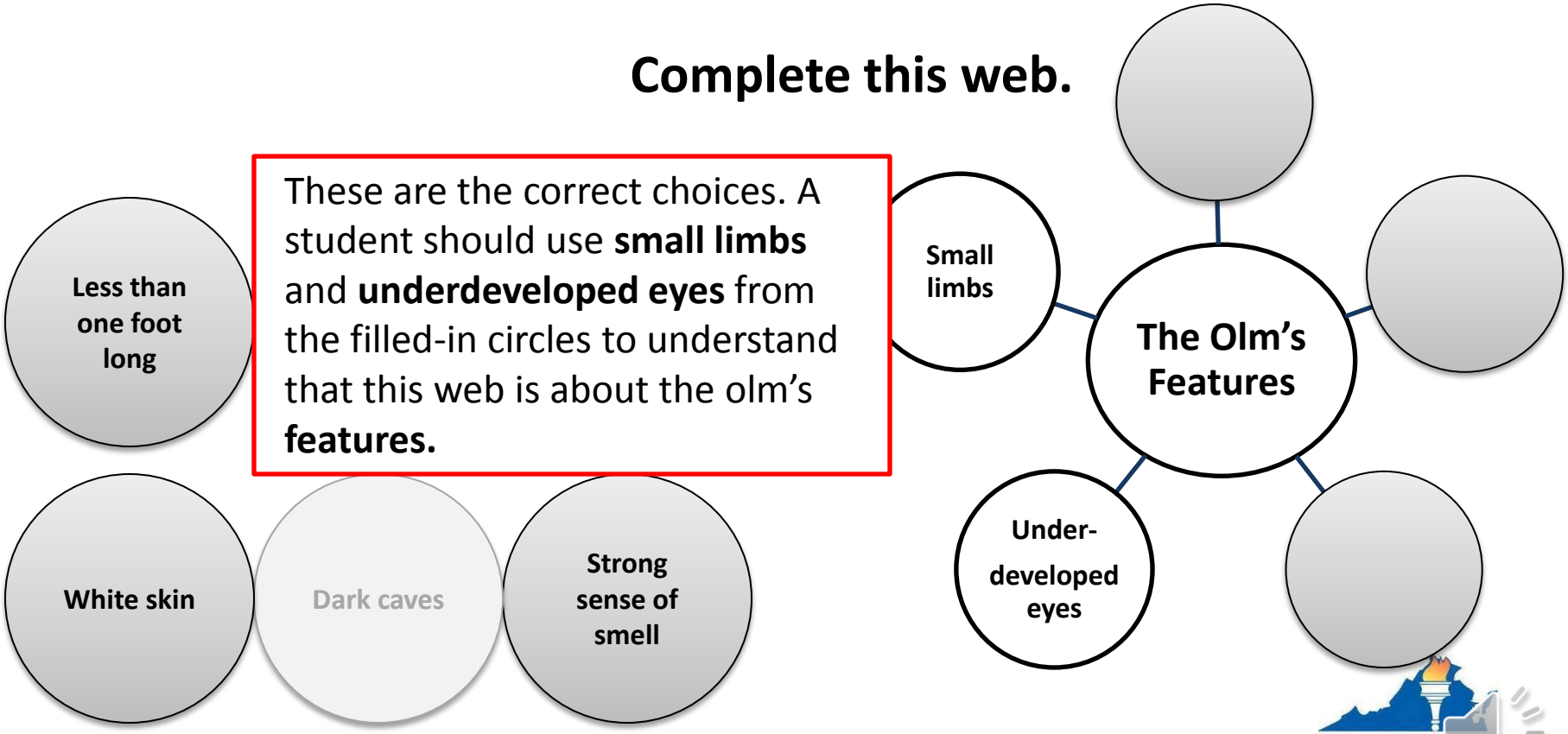
(continued, next slide)

Suggested Practice for Supporting Details – Nonfiction Article

Students may need additional practice identifying supporting details in a nonfiction text.

Complete this web.

These are the correct choices. A student should use **small limbs** and **underdeveloped eyes** from the filled-in circles to understand that this web is about the olm's **features.**



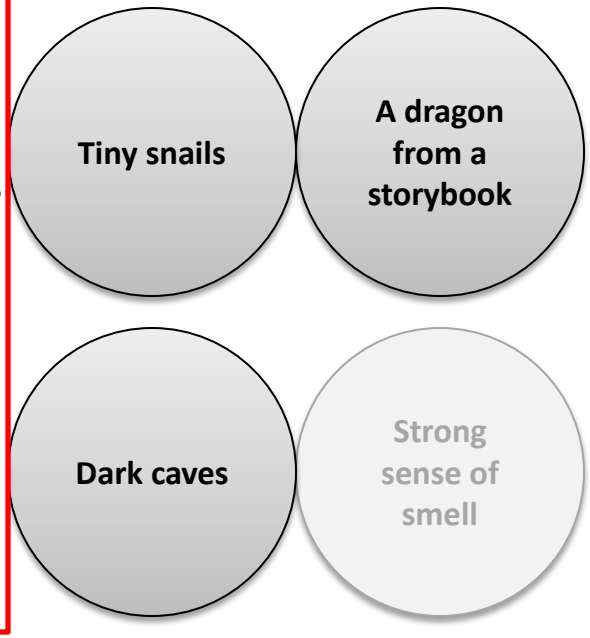
(continued, next slide)

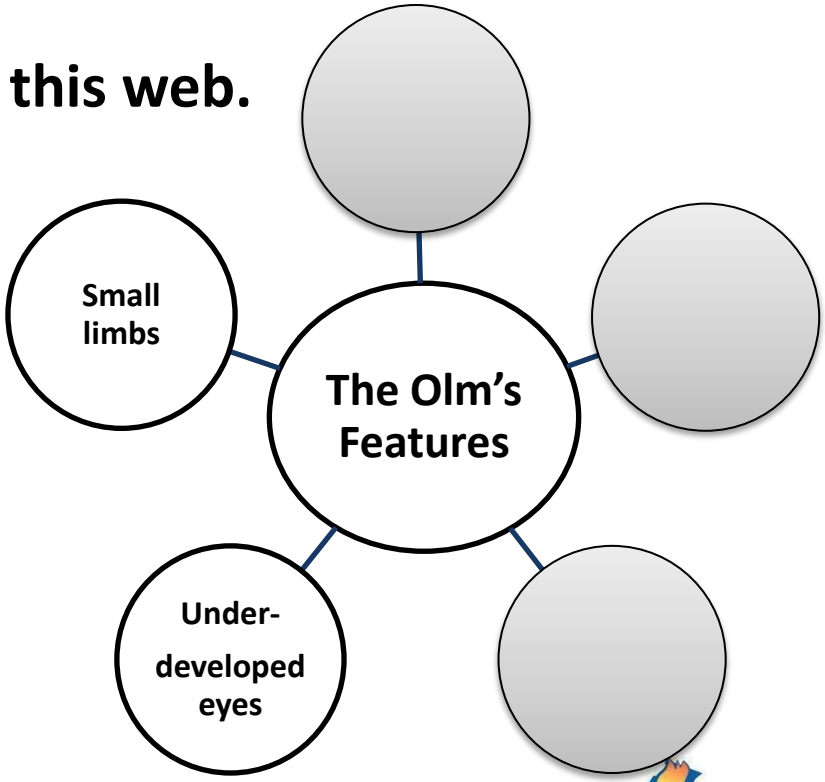
Suggested Practice for Supporting Details – Nonfiction Article

Students may need additional practice identifying supporting details in a nonfiction text.

Complete this web.

These are not the best options. The selection does mention all of these choices, but they do not fit with a web about **the olm's features**.





Suggested Practice for Summarizing Details – Nonfiction Instructions

Students may need additional practice summarizing supporting details.

Select the two details that are least important to include in a summary of paragraphs 1 and 2 of the instructions.

Recycling paper has several environmental benefits.

Recycled paper can be made from everyday unwanted paper products.

Homemade paper can be considered a piece of art.

The process to make homemade paper is similar to the process a mill uses to recycle paper.

At a paper recycling mill, water drips through a long screen.

More Suggested Practice for Main Idea and Details

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 –**

Virginia Department of Education

Practice Items

This concludes the student performance analysis for the elementary 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:

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