

VIRGINIA STANDARDS OF LEARNING

Spring 2007 Released Test

GRADE 6 READING

Form R0117, CORE 1

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Directions

Read the passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer document for the answer you have chosen.

SAMPLE

Tina was almost ready to leave when she realized that she had misplaced her keys. After searching for ten minutes, she still could not find them. Tina decided to search her backpack and found the keys in the side pocket.

What does the word misplaced mean in this paragraph?

- A** lost
- B** changed
- C** broken
- D** hidden

Directions: Read the story and answer the questions that follow.

Mystery of the Swooping Seagull

1 It was late afternoon when the train pulled into Sebastian Cove Station. There were many people standing on the platform, but Jeff could see his grandfather standing near the back of the crowd. When Jeff had made his way over, Gramp took Jeff's suitcase and asked, "Smooth journey?"

2 "Yes, Gramp," Jeff said, happy to see his grandfather. Each summer Jeff spent a month with him at the seashore.

3 When they reached Gramp's old, blue pickup truck, Gramp heaved the suitcase into the back. They started their way down the bumpy old roads to Gramp's cottage, talking over the noise of the rattling truck. As they parked in front of the cottage, Gramp smiled and nodded his head toward the beach. "Go on," he said with a smile, "and I'll get supper on."

4 Sand shifted and settled beneath Jeff's feet as he walked along the beach. Jeff loved how calm the water was at sunset. He closed his eyes and took a deep breath of salty air. Suddenly the peace was broken when close by he heard *whoosh, whoosh, whoosh*. His eyes opened wide, and he saw a big seagull flying around his head, darting at him. "Aaawk," it cried, swooping down again and again.

5 Covering his head with his arms, Jeff dashed back to Gramp's cottage. Gramp had prepared a delicious supper of clam chowder and warm buttered bread. Afterward they sat by the fire and Jeff told him about the seagull.

6 "It surely had a reason to act that way," Gramp said. "I wonder what it is."

7 The next morning, sunlight shone warm and bright as Jeff bravely returned to the beach in search of interesting stones, shells, or pieces of driftwood. Once again, though, he soon found himself under siege. "Go away!" Jeff shouted, clapping loudly to persuade the unfriendly seagull to leave. Instead it swooped even closer. When Jeff felt the swish of wings on his hair, he scrambled under some nearby bushes.



- 8 There he heard a softer bird sound “*Eeeep!*” Gently pushing branches aside, he saw a young seagull with spotted plumage rather than the gray-and-white of an adult. Its feet were tangled in plastic rings, the type that holds six-packs of soda cans.
- 9 “No wonder your mom’s upset,” Jeff said. Carefully he untwisted the rings. At first squawking and wiggling, the bird soon calmed, accepting help.
- 10 Finally free, the bird fluttered onto the sand crying, “*Eeep!*”
- 11 “*Aawk,*” its mother replied, swooping down. Together they flew up into the blue sky.
- 12 Jeff ran to tell Gramp the news. “Now you can collect your rocks in peace,” Gramp said.
- 13 Grabbing a sack, Jeff said, “I think I’ll collect some trash first.”
- 14 Gramp looked at Jeff with new eyes. “Mind if I join you?”

1 In paragraph 3, the word heaved means —

- A** grabbed
- B** demanded
- C** lifted
- D** noticed

2 What does Jeff do just before the seagull swoops down at him the first time?

- F** He closes his eyes and takes a deep breath.
- G** He looks under some bushes for shells.
- H** He takes a picture of the beautiful sunset.
- J** He walks barefoot along the sandy beach.

3 What is Gramp doing when Jeff first sees the seagull?

- A** Parking the truck
- B** Picking up trash
- C** Cooking supper
- D** Rescuing birds

4 In paragraph 7, siege is most like —

- F** interruption
- G** discovery
- H** search
- J** attack

5 Words like “Aawk” and “Eeep” are examples of —

- A** simile
- B** analogy
- C** hyperbole
- D** onomatopoeia

6 Why does the seagull swoop down at Jeff?

- F** She has a nest of eggs to guard.
- G** She thinks he will take her food.
- H** She has been hurt by people before.
- J** She wants to protect her young.

7 Gramp discovers that the *best* way to spend time with Jeff is to —

- A** clean the beach
- B** play games
- C** watch the sunset
- D** collect rocks

8 Jeff can *best* be described as —

- F** childish
- G** thoughtful
- H** selfish
- J** playful

9 If the author added a sentence at the end of paragraph 4, which of these would fit *best*?

- A** The seagull's threatening behavior was unusual and bewildering.
- B** Another time Jeff was chased down an alley by a little dog.
- C** There was nothing more lovely than seagulls at the beach, flying over the water.
- D** Sunset was Jeff's favorite time of day at the beach in Sebastian Cove.

10 Which question is answered in paragraph 8?

- F** How does the baby seagull get tangled in plastic rings?
- G** What does Jeff find in the bushes?
- H** How does the mother seagull untangle the plastic rings?
- J** What does the baby seagull feel toward Jeff?

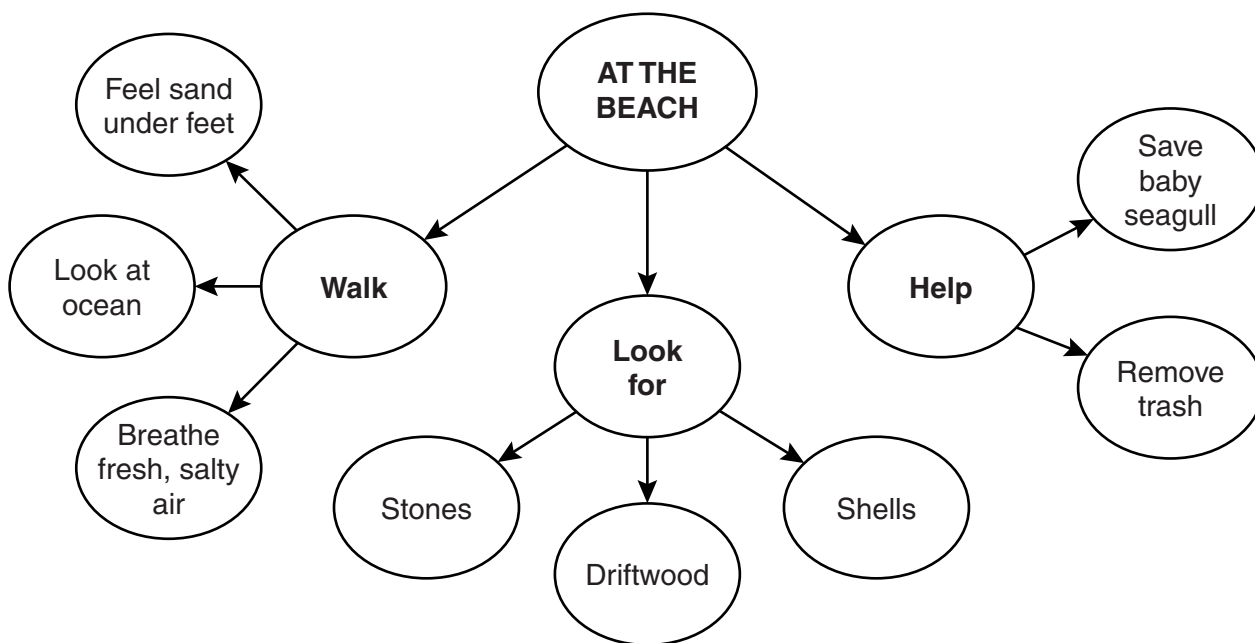
11 What happens in paragraphs 10 and 11?

- A** The mother seagull picks up the young seagull and carries it away.
- B** The ungrateful mother seagull swoops down at Jeff once again.
- C** The freed, young seagull and its mother fly away.
- D** The young seagull is freed and walks over to its mother.

12 The author attempts to entertain, inform, and persuade the reader by telling —

- F** a sad story about visiting the beach and spending time with family members
- G** a thoughtful story while showing how being careless with trash can be harmful
- H** a boy’s exciting story about the beach as well as facts about studying the ocean
- J** a funny story and asking important questions that require research to answer

13 Look at the web about the story.



What does the web show?

- A** Plans Jeff makes before arriving at the beach
- B** Fun games that anyone can play at the beach
- C** Things that Jeff does at the beach in the story
- D** Things that Jeff finds while collecting trash at the beach

Directions: Read the article and answer the questions that follow.

Babe Didrikson, Champion Athlete

1 The neighborhood boys who played baseball with Mildred Didrikson gave her a nickname. Because she batted so well, they called her "Babe" after the famous baseball player Babe Ruth. Didrikson did not become famous for hitting home runs. Her athletic achievements did, however, help her set records in several other sports.

2 Mildred Ella Didrikson was born in Texas on June 26, 1911. Her parents had moved to America from Norway. Her father worked as a seaman and carpenter. In the family backyard he built gymnastic equipment for his seven children. Both parents encouraged their children to develop their athletic skills.



3 Babe played basketball for Beaumont High School's Miss Royal Purple team. She was only five feet five inches tall, yet her height did not hold her back. Babe shot well, and she ran fast. Her team never lost a game while she played with them.

4 Next, Babe played for a women's basketball team called the Golden Cyclones. Led by Babe, they made it to the finals twice. In 1931 they won the national title. While playing for this team, Babe earned All-American honors—three years in a row!

5 Soon Babe was introduced to track and field. At her first track meet, Babe took first place in four events. In 1932 she entered the Amateur Athletic Union (AAU) Championship, a national track and field meet. Babe was a one-person team! Within three hours she competed in eight different events and won five of them. In addition, she set several new records. These were in the javelin throw, high jump, baseball throw, and hurdle race. Babe won the championship title all by herself. She earned 30 points. The second place team had 22 points. They also had 22 athletes!

6 In the 1932 Olympics, women were allowed to enter no more than three events. Babe took part, winning two gold medals. She also broke two world records. She threw the javelin 143 feet 4 inches. She ran the 80-meter hurdle race in 11.7 seconds. In the high jump, Babe tied the world record with another athlete. They both jumped 5 feet 5¼ inches. However, Babe jumped with her head going over the bar first. The judges considered this a foul. Because of this, Babe was given the silver medal for the high jump. Today there are no rules against this type of jump.

- 7 The following year, Babe began taking golf lessons. She could drive the ball 250 yards. Babe won the second golf tournament in which she played. In 1946 and 1947 Babe had a winning streak that included seventeen tournaments in a row. Altogether Babe won fifty-five tournaments. She also helped establish the Ladies Professional Golf Association.
- 8 Babe played basketball and golf and participated in track. She played tennis, volleyball, baseball, and handball. She could bowl, dive, skate, and swim. In 1950 Babe Didrikson's exceptional athletic abilities earned her a one-of-a-kind honor. Babe was voted and named "the Woman Athlete of the Half-Century."

14 Read these sentences from paragraph 2.

In the family backyard he built gymnasticic equipment for his seven children. Both parents encouraged their children to develop their athleticic skills.

In which word does -ic have the same meaning as it does in gymnasticic and athleticic?

- F** atticic
- G** topicic
- H** artisticic
- J** panicic

15 In paragraph 8, what does the word exceptional mean?

- A** remarkable
- B** helpful
- C** imaginary
- D** average

16 How did Babe overcome her lack of height in basketball?

- F** She tried to win national awards.
- G** She played as a one-person team.
- H** She shot well and ran fast.
- J** She chose to play other sports.

17 Babe's victory in the AAU Championship was especially amazing because she —

- A** was the shortest athlete there
- B** played against both men and women
- C** won alone against a team of twenty-two
- D** had never played golf before

18 The information given in paragraphs 5 and 6 shows that Babe —

- F** enjoyed running most of all
- G** was the only athlete in her family
- H** refused to have any teammates
- J** was very successful in the 1930s

19 In the 1932 Olympics, Babe broke the world record in —

- A** high diving and bowling
- B** the javelin throw and the hurdle race
- C** the high jump and the baseball throw
- D** gymnastics and tennis

20 When two high jumpers reached the same height, Babe was given the second-place award because —

- F** she had already won two first-place awards
- G** the other athlete introduced an interesting new style
- H** the other athlete claimed that Babe had bumped her
- J** she jumped in a way that was not yet allowed

21 In the late 1940s, Babe helped establish an association for women who —

- A** enjoyed swimming
- B** ran in races
- C** played basketball
- D** played golf

22 Which question is answered in the article’s last paragraph?

- F** In which sports did Babe participate?
- G** How many awards were given to Babe?
- H** What was Babe’s favorite sport?
- J** How long did Babe live?

23 If the author added a sentence at the end of paragraph 8, which of these would fit *best*?

- A** Someone who might have been proud of her was Babe Ruth, a famous baseball player.
- B** The story begins in Texas, where many children, including Babe, played baseball.
- C** Babe was a shining example for anyone who sets and achieves goals.
- D** Only one woman athlete, Babe, deserved to win the award.

24 What was the author’s main purpose in writing this article?

- F** Informing readers about an amazing sports figure
- G** Entertaining readers with a lively story about swimming, running, and other activities
- H** Amusing readers with funny stories about a real person who lived long ago
- J** Listing facts and details for the reader to remember

25 Read this sentence from paragraph 2.

Mildred Ella Didrikson was born in Texas on June 26, 1911.

This sentence establishes the passage as —

- A** folk tale
- B** biography
- C** autobiography
- D** historical fiction

26 To find the names of other award-winning female athletes in 1930, a student would look in —

- F** an almanac
- G** a thesaurus
- H** a dictionary
- J** an atlas

**Turn the page
and
continue working.**

Directions: Read the story and answer the questions that follow.

Ben's Gift

- 1 "Come and see my costume for the play!" Maria's ten-year-old brother Ben grabbed her hand as she tried to pick up her backpack.
- 2 "Not now. I have homework."
- 3 "You always have homework."
- 4 "Please let go," Maria said.
- 5 "I'll help you," Ben said. "Then later, you can help me clean my fish tank."
- 6 "I have volleyball practice later," Maria said. She closed her bedroom door. Ben always hung around like a pesky fly.
- 7 The next morning, he hardly ate any of his cereal. At first Maria thought it was because he was too busy talking about his school play. Then she noticed he was pale.
- 8 "I don't feel good," he moaned.
- 9 Maria barked, "If you're sick, don't breathe on me. I have a volleyball tournament this weekend."
- 10 Mom ordered Ben to the couch. "I want to go to school too. I want to practice the play," he protested.
- 11 "Not today," Mom said gently.
- 12 Maria thought of Ben lying on the couch, thermometer protruding from his mouth. She felt sorry for him, but she enjoyed her peaceful walk to school. Lately, he'd been reciting lines from *The Wizard of Oz* in a goofy lion voice the entire way.
- 13 When Maria returned from school, Ben still looked pale. He had a whole zoo of stuffed animals surrounding him, including her bear collection.
- 14 "Do you have to take my stuff?" Maria asked.
- 15 "You can have them back," Ben offered, sneezing on her panda.
- 16 "Sneeze on a tissue," Maria griped, "not my bear. Now I'll have to wash it." Even now, Ben knew how to annoy her. He was like a tiny pebble stuck in her shoe.
- 17 The next morning, Ben's fever was worse, and his voice sounded hoarse and scratchy.

- 18 "I have to go to school today—it's our dress 'hearsal," Ben wailed when his mother pointed to the couch.
- 19 "What's he talking about?" Maria asked, staring at the tears sliding down her brother's face.
- 20 "Dress rehearsal," Mom corrected. "For his school play tonight. He was supposed to be the lion, but I'm afraid he'll be going to the doctor instead."
- 21 "Oh, yeah," Maria recalled. Ben had told her about his costume, and she'd heard him practice the lines a hundred times on the way to school. He had been so excited. "It's already time for the play?"
- 22 Mom nodded, and Ben collapsed, crying. Maria's heart sank. Ben had worked so hard to play the lion, and now someone else would have his part.
- 23 That afternoon, Maria stopped at the pet store on her way home from school. Ben was always asking their mother for some guppies to add to his aquarium, and as she watched the fish on display, she could see why he liked fish so much. She bought a bright yellow male and two darker-colored females to give to Ben. They took most of her allowance, but he needed something to cheer him up.
- 24 At home, Ben was camped out on the couch, nibbling a cracker. "I got the flu," he said in a voice scratchy from coughing all day.
- 25 "I've got something much better," Maria said. "A surprise for you." She carefully handed him the box.
- 26 Ben opened it and pulled out the plastic bag with the three fish. A wobbly grin spread across his face. "This is great! I can't believe you got me guppies!" Even though he was sick, he still explained to Maria everything he knew about the care of guppies.
- 27 "I'd like to help you get them set up in their new home. If you want me to."
- 28 Ben looked up at his sister and beamed. "And then, do you want to help me name them?"
- 29 "Okay," she said, "as long as you don't sneeze on me."
- 30 As Ben recited a long list of possible names, Maria couldn't get a word in. Somehow, though, she didn't mind listening.

27 The author uses the verb “barked” in paragraph 9 to show that Maria is —

- A** also getting sick
- B** teasing
- C** angry
- D** acting like a dog

28 Read the following sentence from paragraph 28.

Ben looked up at his sister and beamed.

Beamed is another way of saying —

- F** screamed
- G** listened
- H** smiled
- J** laughed

29 In the future, Ben will probably —

- A** play the lion in *The Wizard of Oz*
- B** continue to pester Maria
- C** get sick before his next play
- D** play volleyball like his sister

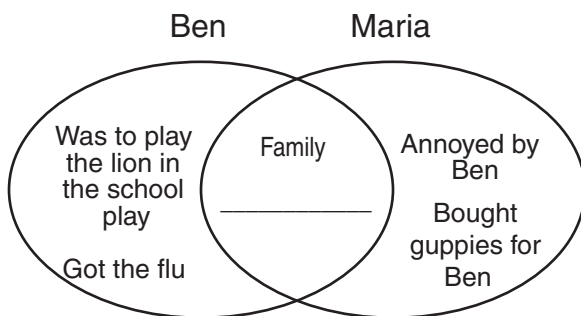
30 Which question is answered in paragraph 23?

- F** Why does Ben miss the play?
- G** How does Ben like the guppies?
- H** What does Maria name the fish?
- J** What does Maria buy for Ben?

31 How does Ben's illness change Maria's behavior toward him?

- A** She gives him more attention.
- B** She is angry that she misses her tournament.
- C** She takes care of him while he is sick.
- D** She lets him help with her homework.

32 Look at this Venn diagram.



Which statement belongs on the blank line?

- F** Missed school
- G** Played volleyball
- H** Planned to get the fish tank ready
- J** Practiced the part every day on the walk to school

33 From Ben and Maria’s conversation at the beginning of this story, the reader can conclude that —

- A** Maria rarely had time for Ben
- B** Ben wanted to go to school
- C** Ben was going to be the lion in the play
- D** Maria went to school without Ben

34 To learn more about the author of *The Wizard of Oz*, which of the following books should a student use?

- F** *Dorothy and the Wizard in Oz*
- G** *Magic of Oz*
- H** *Glinda of Oz*
- J** *L. Frank Baum: Creator of Oz*

35 Which line from the story shows how Maria feels about Ben missing the play?

- A** "Do you have to take my stuff?"
- B** "What's he talking about?"
- C** "Maria's heart sank."
- D** "Okay," she said, "as long as you don't sneeze on me."

36 This story is mainly about —

- F** the importance of being healthy
- G** sharing a hobby
- H** practicing lines for a play
- J** kindness to others

Directions: Read the article and answer the questions that follow.

Follow That Mouse

1 **Where Is It?**

Have you ever tried to tell friends how to find your home? If so, chances are you gave them more than an address. You probably included additional information such as landmarks or spatial references. For example, you might have told them your apartment was across from the pool. Maybe you mentioned that your house was about halfway down the street. These extra details help people find their way. They are also a useful way for people to check that they are not lost.



2 **Ask a Mouse**

When it comes to finding their way back home, mice are definitely in first place. Some animals, such as dogs, use their sense of smell to keep from getting lost. Wood mice, however, use a much different method. In fact, these tiny critters find their way around in much the same way we do!

3 Recently scientists at Oxford University found that wood mice have a rare ability. They actually create a type of "road sign" to tell themselves which way to go. The signs are reminders. They help the mice follow their own internal map. Until now, most people did not think animals could do this. They thought it was a trait found only in humans.

4 **Turn Right at the Brown Leaf**

Wood mice live in large open fields. One part of the field looks much like the next. Scientists wondered how wood mice kept from getting lost without landmarks. How did they remember where they hid food? By studying a group of these mice, researchers learned that the mice mark important spots. Apparently these clever rodents pile twigs, seeds, leaves, and other materials at places they want to remember.

5 What is truly remarkable is that these markers are visual. Wood mice have large eyes. They rely on their vision to find their way. House mice, by contrast, follow their own scent to get back to their nests. However, leaving a scent trail in an open field could be very dangerous. Enemies might use it to track down the little mice. Wood mice do not have to worry about this. Other animals do not know what their markers mean, and the wood mice are not telling!

- 6 “It’s like what people do when they hide their keys under a stone,” says Pavel Stopka, one of the scientists studying the mice. “Nobody but the person who put the stone there knows what’s hidden underneath. It’s sort of like, ‘I’ve got a secret.’ ” The mice sometimes make markers to show where food is hidden. Other markers point out the precise location of a hole that leads back home.
- 7 **Try It in the Lab**
Researchers wanted to learn more about this unusual behavior. To do so, they needed to study the mice more closely. They decided to place a group of mice inside a box and film their activity. They also put some small plastic discs and a small amount of food in the box. Soon the mice began moving the discs. They used them to hide food. They also shifted them from place to place as they moved farther and farther away from their nesting area. This surprising behavior has scientists around the world wanting to know more.
- 8 “As far as we are aware,” says Stopka, “this is the first description of the use of portable markers by a non-human mammal.” Stopka believes this new information may change how people think about these little creatures. “I think that this is one of the first steps in realizing that mice are not as silly as we probably originally thought,” he adds. One thing seems certain. These remarkable rodent road signs will be a focus of scientific research for some time to come.

37 Based on the information in paragraph 4, a reader can conclude that wood mice —

- A** can tell white from other colors
- B** recognize circles and other shapes
- C** mark their paths with what is available
- D** prefer using discs to mark their paths

38 How do dogs find their way around?

- F** By remembering landmarks
- G** By making visual markers
- H** By following paths made by humans
- J** By using their sense of smell

39 According to paragraph 5, how are wood mice different from house mice?

- A** Wood mice have a better sense of smell.
- B** Wood mice do not mark their paths.
- C** Wood mice use visual clues.
- D** Wood mice live in nests.

40 What can the reader conclude from this study's research?

- F** That wood mice have adapted well to their environment
- G** That wood mice can teach humans to give better directions
- H** That wood mice rely on scent for mapping
- J** That wood mice must have learned mapping from humans

41 In which section would the author include information about experiments with wood mice?

- A** Where Is It?
- B** Ask a Mouse
- C** Turn Right at the Brown Leaf
- D** Try It in the Lab

42 Look at this outline.

<p style="text-align: center;">Habits of Wood Mice</p> <p>I. Introduction</p> <p> A. People often give each other spoken directions.</p> <p> B. People often use signs.</p> <p>II. Mice and Directions</p> <p> A. Mice are better at directions than other non-human mammals.</p> <p> B. Mice make signs to paths.</p> <p>III. Mice and Signs</p> <p> A. Mice use twigs, seeds, and other objects to make signs.</p> <p> B. _____</p>
--

Which information belongs on the blank line?

- F** Landmarks can show where food is or identify holes.
- G** Scientists have begun to study mice and their landmarks.
- H** Mice rely on a sense of smell to mark their paths.
- J** Mice may actually be smarter than people realized.

43 The *best* resource for more information on wood mice would probably be —

- A** a book called *How to Keep Your Pet Mouse Healthy and Happy*
- B** an article in *Science Digest* called "North or South? Ask a Mouse"
- C** a television show called *Mouse Tales*
- D** an interview with the author of *Make a Mouse Your Pet*

44 Which key words should a student use for an Internet search about the studies in the article?

- F** Oxford University, mice, research
- G** Wood, mice, habits
- H** Scientists, Oxford, research
- J** Maps, directions, mice

45 Complete the following analogy.

Individual is to group as —

- A** simple is to easy
- B** person is to friend
- C** bird is to flock
- D** regular is to ordinary



Answer Key-6063-R0117

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	C	001	Use word analysis strategies and information resources
2	F	002	Demonstrate comprehension of printed materials
3	C	002	Demonstrate comprehension of printed materials
4	J	001	Use word analysis strategies and information resources
5	D	001	Use word analysis strategies and information resources
6	J	002	Demonstrate comprehension of printed materials
7	A	002	Demonstrate comprehension of printed materials
8	G	002	Demonstrate comprehension of printed materials
9	A	002	Demonstrate comprehension of printed materials
10	G	002	Demonstrate comprehension of printed materials
11	C	002	Demonstrate comprehension of printed materials
12	G	002	Demonstrate comprehension of printed materials
13	C	002	Demonstrate comprehension of printed materials
14	H	001	Use word analysis strategies and information resources
15	A	001	Use word analysis strategies and information resources
16	H	002	Demonstrate comprehension of printed materials
17	C	002	Demonstrate comprehension of printed materials
18	J	002	Demonstrate comprehension of printed materials
19	B	002	Demonstrate comprehension of printed materials
20	J	002	Demonstrate comprehension of printed materials
21	D	002	Demonstrate comprehension of printed materials
22	F	002	Demonstrate comprehension of printed materials
23	C	002	Demonstrate comprehension of printed materials
24	F	002	Demonstrate comprehension of printed materials
25	B	002	Demonstrate comprehension of printed materials
26	F	001	Use word analysis strategies and information resources
27	C	002	Demonstrate comprehension of printed materials
28	H	001	Use word analysis strategies and information resources
29	B	002	Demonstrate comprehension of printed materials
30	J	002	Demonstrate comprehension of printed materials
31	A	002	Demonstrate comprehension of printed materials
32	H	002	Demonstrate comprehension of printed materials
33	A	002	Demonstrate comprehension of printed materials
34	J	001	Use word analysis strategies and information resources
35	C	002	Demonstrate comprehension of printed materials
36	J	002	Demonstrate comprehension of printed materials
37	C	002	Demonstrate comprehension of printed materials
38	J	002	Demonstrate comprehension of printed materials
39	C	002	Demonstrate comprehension of printed materials
40	F	002	Demonstrate comprehension of printed materials
41	D	002	Demonstrate comprehension of printed materials
42	F	002	Demonstrate comprehension of printed materials
43	B	001	Use word analysis strategies and information resources
44	F	001	Use word analysis strategies and information resources
45	C	001	Use word analysis strategies and information resources

Grade 6 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	097
2	142
3	169
4	189
5	205
6	219
7	230
8	241
9	251
10	260
11	269
12	277
13	284
14	292
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31	405
32	413
33	421
34	429
35	438
36	447
37	457
38	468
39	481
40	495
41	511
42	532
43	560
44	600
45	600