2010 English Standards of Learning

Rigor: Word Knowledge & Nonfiction
Writing Update

• **Anchor Sets with Annotations**

• **Instruction Anchor Set**

• **Writing Tool**
  – Interface may default to delete mode
  – Students and proctors need to know how to fix this using insert key.
  – Proctors may tell students how to fix this during testing but may not themselves touch the keyboard.
Reading Test Information

• 50% nonfiction: expository and functional
• 50% narrative: narrative nonfiction, fiction, poetry
• 15% of the TEI will be drag and drop + hot spot
• TEI items frequently require more than one response to be correct; no partial credit
While items have increased in rigor, traditional MC items still exist. The two types will be interspersed.

Easier and more challenging items are mixed, with the intent that easy items are interspersed between more difficult items.
### VDOE Reading Cut Scores

<table>
<thead>
<tr>
<th>Test</th>
<th>Pass/Proficient</th>
<th>Pass/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>25 out of 40</td>
<td>35 out of 40</td>
</tr>
<tr>
<td>Grade 4</td>
<td>25 out of 40</td>
<td>35 out of 40</td>
</tr>
<tr>
<td>Grade 5</td>
<td>25 out of 40</td>
<td>35 out of 40</td>
</tr>
<tr>
<td>Grade 6</td>
<td>28 out of 45</td>
<td>40 out of 45</td>
</tr>
<tr>
<td>Grade 7</td>
<td>28 out of 45</td>
<td>40 out of 45</td>
</tr>
<tr>
<td>Grade 8</td>
<td>28 out of 45</td>
<td>40 out of 45</td>
</tr>
</tbody>
</table>
Increased Rigor: Word Knowledge

2010 English Standards of Learning

• Word analysis and reference materials items make up 7 of 40 questions

• Emphasis on Prefixes, Suffixes, Greek and Latin roots in word study: MCPS Grades 3, 4, and 5

• Vocabulary study using authentic texts and applying context clues

• Emphasis on author’s meaning within context
# Word Knowledge

**Word Study Standards Across Grade Levels**

<table>
<thead>
<tr>
<th>3rd Grade Skills</th>
<th>4th Grade Skills</th>
<th>5th Grade Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply phonetic principles</td>
<td>Use knowledge of</td>
<td>Use knowledge of</td>
</tr>
<tr>
<td>Divide multisyllabic words into syllables</td>
<td>homophones</td>
<td>homophones</td>
</tr>
<tr>
<td>Apply knowledge of homophones</td>
<td>roots, prefixes and suffixes, synonyms and antonyms</td>
<td>roots, prefixes and suffixes, synonyms and antonyms</td>
</tr>
<tr>
<td>roots, prefixes and suffixes</td>
<td>Use context to determine the meaning of</td>
<td>Use context to clarify the meaning of</td>
</tr>
<tr>
<td>synonyms and antonyms</td>
<td>unfamiliar words</td>
<td>unfamiliar words and phrases</td>
</tr>
<tr>
<td>Use context to determine the meaning of</td>
<td>Use context to clarify the meaning of</td>
<td>Use context to clarify the meaning of</td>
</tr>
<tr>
<td>unfamiliar words</td>
<td>unfamiliar words</td>
<td>unfamiliar words and phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use context and sentence structure to determine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>meanings and differentiate among multiple meanings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of words.</td>
</tr>
<tr>
<td>Use vocabulary from other content areas</td>
<td>Use vocabulary from other content areas</td>
<td>Study word meanings across content areas</td>
</tr>
<tr>
<td>Use word reference resources including the glossary,</td>
<td>Use word reference materials including the glossary,</td>
<td>Use dictionary, glossary, thesaurus, and</td>
</tr>
<tr>
<td>dictionary, and thesaurus</td>
<td>dictionary, and thesaurus</td>
<td>other word reference materials including</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify an author's use of figurative language</td>
</tr>
</tbody>
</table>
My understanding is that the following lesson plans were developed by the VDOE once staff became familiar with how the skills will be assessed.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Code</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying phonetic principles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homophones</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Context clues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roots and affixes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word reference materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figurative language – identifying onomatopoeia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Knowledge
VDOE Resources

• **English Enhanced Scope and Sequence (ESS)**
  Sample Lesson Plans help teachers align instruction with the 2010 English Standards of Learning (SOL) by providing examples of how the knowledge, skills and processes found in the SOL and curriculum framework can be presented to students in the classroom.
Reading – Vocabulary

VDOE Sample Item

Directions: You do not need to read a passage to answer the question. Read and answer the question. Click on the correct answers.

Which two words are synonyms for heap?

- pile
- row
- corner
- mound
- pattern
You do not need to read a passage to answer the following questions. Read and answer the questions.

38 Adding the prefix de- to the word frost forms a word that means —

F to play with frost
G to remove frost
H to look like frost
J to enjoy frost

Vocabulary is tested in passages and in stand-alone items.
35 Read this sentence from the flier.

The membership fee is $120.00.

Adding the suffix -ship to the word member makes a word that means —
A something from a member
B the state of being a member
C becoming a member again
D the act of benefiting a member

44 Read this sentence.

Amy decided that some dates in a biography were not consistent with what she read in other resources.

Which word from this sentence has a prefix that means life?
F decided
G biography
H consistent
J resources
The standards and their application in SOL testing use “root word” in two different ways. In this example, “root word” is used as “base word,” meaning words that exist on their own as a recognizable word in the English language. For example, "inspect" is the base word of inspection, inspected, inspecting and inspector. So far this is the only way I’ve seen “root” used in Grade 3.

By Grade 5, “root word” takes on a different meaning. Root words are portions of a base word that do not stand alone, have no meaning by themselves in the English language, and are usually derived from Greek or Latin. Continuing the previous example, the root word of "inspect" is the Latin word "spec" meaning see.
Magnificent Divers

1. If you were a fish, one of the last birds you would want to see flying overhead is a hungry osprey. These majestic birds of prey average two feet in length and may have an incredible six-foot wingspan. These enormous predators are also equipped with long, sharp talons for snagging a meal swimming in the water below.

2. Ospreys, also known as fish hawks or fishing eagles, have short, hooked beaks and wings that taper to rounded tips. Their coloring ranges from white to dark brown. The white feathers on ospreys' heads look like little caps, and their wings include a mixture of white and dark brown feathers. Their chests, bellies, and chins are white, and their tails are marked with several white bands, or stripes. Ospreys in flight are easy to identify, thanks to their distinctive plumage, or feathers. Not surprisingly, these birds are related to eagles, hawks, and even vultures. They can live a long time; the average life span in the wild is 18 years. The oldest known osprey lived to be 25 years old.

Which word from the article comes from the Latin root meaning "to turn back"?

- A. enormous
- B. reversible
- C. dangerous
- D. repeatedly
2. Although Thomas Jefferson was an accomplished man, many people do not know that he was a talented gardener who devoted much of his time to caring for the land around his plantation home. It was here that Jefferson kept a diary to record his advancements in growing flowers, plants, fruits, and vegetables. His daughters and granddaughters even took part in this special hobby that was so dear to him. Today, the area is visited by thousands of people each year, but to truly appreciate the beauty of the stunning gardens and thriving trees, one must go back in history to learn about how this land gained the color and richness it boasts today.

3. Monticello was more than a house to Jefferson. It was also a working farm and plantation covering 5,000 acres. There were flower gardens, fruit and vegetable gardens, and fields. The two orchards grew 170 types of fruit, and the vegetable garden grew 250 kinds of vegetables and herbs. Monticello also was an experimental laboratory. Jefferson brought seeds and plants back from his travels. He even tried to grow broccoli from Italy and peppers from Mexico. In addition, Jefferson was one of the first Americans to practice a new method of farming. Every seven years he grew a different crop in a certain field. By changing the crops to different fields, Jefferson kept the soil fresh. First he grew wheat, then Indian corn, peas or potatoes, and finally dover.

Which word from the glossary entry best describes Jefferson’s plants in these sentences?

Jefferson brought seeds and plants back from his travels. He even tried to grow broccoli from Italy and peppers from Mexico.

domesticated
imported
organic
rotation
tropical

to be tamed

to be transported from one country into another
grown without the use of chemicals
the act of going through a cycle of change
very hot and humid
Increased Rigor

2010 English Standards of Learning

• Emphasis on nonfiction texts, text structures, and organizational patterns

• Making inferences and drawing conclusions based on explicit or implied information in more complex texts

• Differentiate between fact and opinion

• Comparison within text but **not paired tests** (3-5)
Reading Fiction and Nonfiction

• Students will need to return to the text to answer questions: Sample Text-Dependent Questions
### Nonfiction

Patterns of Organization/Text Structure Across Grade Levels

<table>
<thead>
<tr>
<th></th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sequence</td>
<td>Sequence</td>
<td>Cause/effect</td>
</tr>
<tr>
<td></td>
<td>Main Idea and Supporting Detail</td>
<td>Main Idea and Supporting Detail</td>
<td>Comparison/contrast</td>
</tr>
<tr>
<td></td>
<td>Cause/effect</td>
<td>Cause/effect</td>
<td>Problem/solution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chronological</td>
</tr>
</tbody>
</table>

Students should be familiar with words that help them understand how the author has organized the information.

To understand the elaboration of the SOL skills, teachers should review the Curriculum Framework available on the [MCPS English/Language Arts Elementary Curriculum](#) page. Frameworks are listed under VDOE documents.
Graphic Organizers

• Rigor will be applied to using graphic organizers after reading to synthesize information within a selection to show the relationship of ideas.
Graphic Organizer: Tree

**Tree:** Much like an outline, the two pieces of information directly relate to the topic above them. This is like a main idea and supporting details or evidence.

<table>
<thead>
<tr>
<th>Standard Multiple Choice Format</th>
<th>Technology Enhanced Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25</strong> This chart shows some important ideas in the story.</td>
<td>Though the VDOE has not created a sample TEI for this format, one could easily be developed with one or more “open” spaces for information.</td>
</tr>
<tr>
<td><img src="image-url" alt="Diagram" /></td>
<td></td>
</tr>
</tbody>
</table>

Which idea belongs in the empty box?

- A. Remember those who work at the salt mine
- B. Show respect to parents
- C. Be thankful for returning home from the trip
- D. Appreciate every grain of salt
**Graphic Organizer: Web**

*Web:* much like the hierarchical and outline format, the four bubbles all relate to a central idea. In the web, central, big, main idea is placed in the center circle. The details are placed in the four bubbles.

<table>
<thead>
<tr>
<th>Standard Multiple Choice Format</th>
<th>Technology Enhanced Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13 Look at the web.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Cost:</strong> $1.00 for students</td>
<td></td>
</tr>
<tr>
<td><strong>Place:</strong> North Park Zoo</td>
<td></td>
</tr>
<tr>
<td><strong>Time:</strong> 9:00 A.M. – 2:30 P.M.</td>
<td></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td></td>
</tr>
</tbody>
</table>

What information belongs in the circle titled “Date”?
- A May 2
- B May 3
- C May 6
- D May 9

Though the VDOE has not created a sample TEI for this format, one could easily be developed with one or more ‘open’ spaces for information.
Graphic Organizer: Flow Chart

**Flow chart:** much like a timeline, a flow chart captures the sequence or chronology of events or processes.

<table>
<thead>
<tr>
<th><strong>Standard Multiple Choice Format</strong></th>
<th><strong>Technology Enhanced Format</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the flow chart.</td>
<td>Directions: Click and drag the answers to the correct boxes.</td>
</tr>
<tr>
<td>Sonia waits while Trenton talks.</td>
<td>Complete this flow chart.</td>
</tr>
<tr>
<td>Sonia thinks about her first day of school.</td>
<td>Quinterro looks at the city with his binoculars.</td>
</tr>
<tr>
<td>Sonia offers to help Trenton.</td>
<td>Quinterro lets the llamas wander away.</td>
</tr>
</tbody>
</table>

The chart shows what happens in the story. Which of these belongs in the empty box?

A. Sonia eats her breakfast without milk.  
B. Sonia tells Trenton about school.  
C. Sonia tries to speak to Trenton.  
D. Sonia gets ready for school.

- Quinterro thinks about how he is different from his family.  
- Ireneo talks quietly to his and Quinterro’s father.  
- Marta looks at the city through binoculars.  
- Quinterro and Ireneo lead the llamas into the clearing.  
- Quinterro thinks about the benefits of operating a llama caravan.
# Graphic Organizer: Cause-Effect

## Cause-effect Relationship: Note the use of When ... Then

### Standard Multiple Choice Format

30. Read this chart.

<table>
<thead>
<tr>
<th>When:</th>
<th>Then:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheetahs use their energy</td>
<td>Cheetahs stop to rest if they do not catch</td>
</tr>
<tr>
<td>very quickly.</td>
<td>their prey.</td>
</tr>
<tr>
<td>Lions and hyenas hunt</td>
<td></td>
</tr>
<tr>
<td>cheetahs.</td>
<td></td>
</tr>
</tbody>
</table>

The chart shows some information from the article. Which of these belongs in the empty box?

- **F.** The number of cheetahs in Africa becomes smaller.
- **G.** Zookeepers start catching cheetahs.
- **H.** Ranchers ask wildlife experts for help to find new land.
- **J.** People in Africa hunt lions and hyenas.

### Technology Enhanced Format

Directions: Click and drag the correct answer to the box.

**Which sentence belongs in the empty box?**

<table>
<thead>
<tr>
<th>When:</th>
<th>Then:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheetahs use their energy</td>
<td>Cheetahs stop to rest if they do not catch</td>
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<tr>
<td>very quickly.</td>
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<td></td>
</tr>
<tr>
<td>cheetahs.</td>
<td></td>
</tr>
<tr>
<td>The number of cheetahs in</td>
<td>Ranchers ask wildlife experts for help to</td>
</tr>
<tr>
<td>Africa becomes smaller.</td>
<td>find new land.</td>
</tr>
<tr>
<td>Zookeepers start catching</td>
<td>People in Africa hunt lions and hyenas.</td>
</tr>
<tr>
<td>cheetahs.</td>
<td></td>
</tr>
<tr>
<td>Lions and hyenas eat</td>
<td></td>
</tr>
<tr>
<td>different food.</td>
<td></td>
</tr>
</tbody>
</table>
Graphic Organizer: Comparison/Contrast

Comparison/Contrast Venn Diagram

**Standard Multiple Choice Format**

1. Kelly
   - Practices the course
   - Wins 3rd place
2. Marcus
   - Ride in a bike race
   - Wins 9th place

**Technology Enhanced Format**

Directions: Click and drag the answers to the correct circles.

Complete this Venn diagram.

- Callie
  - Agrees to help her neighbor
  - Clean up the messy lot
- Tamara
  - Has tickets for Fun World
  - Tries to be understanding

Which of these belongs on the blank line?

A. Does well in sports
B. Becomes nervous
C. Meets friends at the course
D. Receives a medal
Reading: Fact and Opinion

4. Since their diet is almost entirely fish, ospreys make their homes near water. They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland. The birds spend summers in Alaska, Canada, and northwestern parts of the United States. During the colder months, they stay in warmer places like the Caribbean and Central and South America. The Chesapeake Bay is home to the largest nesting population of ospreys in the world. Observers have counted as many as 2,000 pairs. The area has even been called "the osprey garden."

5. Like other birds, ospreys like to build their nests where people are unlikely to approach them. In some coastal communities, ospreys have built nests on top of electric power poles and towers. This is dangerous and can result in power failures. Some cities build nesting platforms for the big birds to use instead. In other regions, ospreys build nests high in trees or on rocky cliffs. Osprey nests have even been found on channel markers and buoys on the water.

6. Ospreys use their nests repeatedly. When ospreys return to their nests, they spend time repairing them before laying their eggs. Most ospreys lay three eggs at a time. They are about the same size as chicken eggs and take approximately five weeks to hatch. If anything threatening approaches the nest, the ospreys' usual call of cheep-cheep-cheep turns into an angry cheeeek, cheeerreeek! The call means "Get away immediately!"

Directions: Click and drag the answers to the correct boxes.

**Facts:**

- If you were a fish, one of the last birds you would want to see flying overhead is a hungry osprey.
- Soaring one hundred feet above the water, their sharp eyes watch the surface carefully for any tell-tale signs of fish.

**Opinions:**

- They live on islands and around bays, such as the Chesapeake Bay between Virginia and Maryland.
- With their beautiful coloring, threatening size, and natural ability to bolt out of the sky at high speeds, there is little doubt that ospreys are remarkable birds.
Reading: Summarizing

Callie’s Choice

1. Callie heard a soft knock and pulled open the front door. Her favorite neighbor, Mrs. Baker, stood on the porch.

2. “I need your help, Callie,” Mrs. Baker said. “Do you know the empty lot down the street?” Callie nodded. “The place is a mess. It’s covered with trash. The city is letting us use the lot for a community garden,” Mrs. Baker explained. “We need help cleaning up the lot on Saturday.”

3. “Sure, Mrs. Baker!” Callie said. “I will be happy to help!”

4. Mrs. Baker looked pleased. “Thanks, Callie. We want to get the garden planted before summer.”

5. At school the next morning, Callie’s friend Tamara was waiting for her by their classroom. Tamara had a surprise for her best friend. “Tamara!” Callie called. “Have you heard about Saturday?”

6. Tamara looked confused. “How did you find out about Saturday?” she asked.

7. “My neighbor Mrs. Baker told me,” Callie explained. “She needs help cleaning up the empty lot.”

8. “Oh, that’s not what I am talking about,” Tamara said. “My mom bought tickets to go to Fun World this Saturday. She has an extra one for you!” The girls had been waiting for months for the new amusement park to open.

Complete these sentences.

At the beginning of the story, Callie feels _______. After speaking with Tamara, she feels _______. At the end of the story, she feels _______.

Directions: Click and drag the answers to the correct shaded areas.

- pleased
- amused
- eager
- curious
- anxious
Although Thomas Jefferson was an accomplished man, many people do not know that he was a talented gardener who devoted much of his time to caring for the land around his plantation home. It was here that Jefferson kept a diary to record his advancements in growing flowers, plants, fruits, and vegetables. His daughters and granddaughters even took part in this special hobby that was so dear to him. Today, the area is visited by thousands of people each year, but to truly appreciate the beauty of the stunning gardens and thriving trees, one must go back in history to learn about how this land gained the color and richness it boasts today.

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Reading

| Chapter 1  | The Beginning of Drive-In Movie Theaters | 6 |
| Chapter 2  | What to See at Drive-In Movie Theaters   | 17 |
| Chapter 3  | Famous Drive-In Movie Theaters           | 29 |
| Chapter 4  | Drive-In Movie Theaters Today            | 41 |

Chapter 4 MOST likely has information about —
A. the first drive-in movie theater
B. how a drive-in movie theater works
C. the largest drive-in movie theater
D. how drive-in movie theaters have changed
Additional Sample TEIs

• Review the samples of the technology enhanced items from the Standards of Learning tests and use similar formats in your formative assessments.

• A video explanation of the technology-enhanced Reading, Writing & Science SOL test items are available. They are similar to the previously posted Mathematics demonstration.