

VIRGINIA STANDARDS OF LEARNING

**RELEASED TEST**

**GRADE 6 READING**  
**2010 English Standards of Learning**

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Released Spring 2015

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## General Information

1. The images of the reading passages and questions in this document reflect how they appear in the online version of the test.
2. Presentation of the passages and questions:

In the online version of the test-

- the reading passage is presented first on the left side of the screen. On subsequent screens, the passage remains on the left while questions associated with the passage are presented on the right.
- students may navigate through the passage while answering the questions associated with the passage.

In this document-

- the reading passage is presented on the left side of the page. On subsequent pages, the questions associated with the passage are presented on the right, but there is not a static image of any part of the passage on the left; there is text that reads: In the online version of the test, the reading passage appears on the left side of the screen.

## SAMPLE A

### Mia's Art

- 1 Mia rushed home and threw open the front door. Her mother whirled around, surprised that Mia was home from school so early. "I won first place in the art contest!" she said with pride.
- 2 Though Mia had been working eagerly on her art submission for weeks, her mother wasn't sure what the project involved. "That's wonderful, Mia! What was the subject of your art project?" her mother asked.
- 3 Grinning from ear to ear, Mia handed over her artwork. It was a portrait of her mother.

**This story is mostly about Mia —**

- A** working on a project at home
- B** choosing a new art project
- C** winning an art contest
- D** completing a painting

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

**SAMPLE B**

Which two words from these sentences help the reader understand the meaning of misplaced?

Michael was almost **ready** to **leave** when he **realized** that he had misplaced his keys. After **searching** for ten minutes, he **found** the keys in his backpack.

## Cleaning Tables

1 Julia raced down the hallway, sliding the last few feet to her next class. The bell had already rung, so she slipped through the door and quickly sat down, hoping the teacher would not notice.

2 Mr. Malone turned from the piano and said, "Julia, I'm happy you could join us." He continued teaching, explaining the new music they were preparing to learn. Julia relaxed, thinking Mr. Malone would let another tardy slide by. Unfortunately, she realized at the end of class that she was incorrect.

3 "This is the third time in the grading period that you've been late, Julia," Mr. Malone stopped Julia as she walked by his desk. "Please explain this behavior."

4 Julia hesitated. "I'm sorry I was late. I was cleaning the tables in the science room. Someone spilled vinegar, so cleaning took me longer than usual."

5 Mr. Malone replied, "I've talked to you about your tardiness, and you're aware of the rules for being tardy so many times. I'm afraid you won't be able to attend the upcoming field trip."

6 "It's to hear the city orchestra!" Julia protested. "We're going behind the scenes at the concert hall and learning—"

7 Mr. Malone interrupted gently. "I don't want you to have to stay here, but I don't have a choice. Unless your parent or guardian comes in to discuss this with the principal and me, you won't be attending." Julia turned to gather up things from her desk and left, walking slowly home.

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



8 It was after dinner before Julia found the courage to talk to her dad. "Um, Dad? Are you really busy at work tomorrow?" Julia continued, stammering: "I . . . well, I mean . . . you need to come to the school and talk to the principal."

9 "Really? Why do I need to talk to the principal?" Julia's dad asked.

10 With a deep breath, Julia started to talk. She told her dad about the messy science tables and how her science teacher deducted points from their daily grades if they did not clean up after experiments. She spoke about how her friends' next classes were on the opposite side of the building. Since her next class was nearby, Julia volunteered to help clean up so that her friends would not be late. Finally, she explained her tardies and how those would prevent her from attending the orchestra field trip. When she was finished, she waited anxiously for her dad to speak.

11 He watched his daughter for several seconds, considering the best way to handle the situation. Finally, he simply said, "I'll be there right after school."

12 The next day after school, Julia walked to the principal's office. Her father and Mr. Malone were already there, talking with Mrs. Thompson, the principal. When everyone was seated, Mrs. Thompson spoke. "Julia, I have a question for you. Why are you cleaning the science tables alone?"

13 Julia fidgeted and squirmed nervously for a moment, not looking at anyone. Then she mumbled, "I'm not really sure." The adults watched her a moment longer. "I guess no one wants to clean up, and I don't want my friends to get in trouble."

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





- 14 "By helping your friends so they wouldn't get in trouble, you got yourself in trouble," Mrs. Thompson said. Julia nodded in acknowledgment. "Your science teacher and I will be dealing with that issue soon. However, you were still tardy three times in one grading period, Julia. The school rules state that there must be a consequence."
- 15 Julia's dad continued. "You're still responsible for breaking the rules, even if it was for a good reason. Do you have any ideas for a punishment?"
- 16 Julia just shook her head and swallowed hard. She already knew that she would have to miss the field trip. Mr. Malone quietly motioned to Mrs. Thompson, and they both stepped out of the office. Julia's dad placed his hand on Julia's shoulder while they waited.
- 17 "I have some good news for you, Julia," Mrs. Thompson said as she walked back into the room. "Mr. Malone has explained to me how excited you are about the orchestra field trip. Normally, this many tardies would exclude you from participating." She paused and stared at Julia. "However, I have considered the motives behind your tardies and will allow you to attend."
- 18 Julia jumped out of her seat, repeating, "Thank you, thank you, thank you!"
- 19 "Don't get too excited," Mrs. Thompson cautioned. "You'll have a one-day detention for each tardy. I hope you won't let your friends take advantage of you like this again."
- 20 "No, ma'am, I won't," Julia replied, grinning from ear to ear.

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



**In the online version of the test, the reading passage appears on the left side of the screen.**

**Read this sentence from paragraph 2.**

**Julia relaxed, thinking Mr. Malone would let another tardy slide by.**

**What does this sentence suggest?**

- A** Mr. Malone usually understands Julia's actions.
- B** Mr. Malone and Julia know what to expect from each other.
- C** Julia and Mr. Malone get along well with each other.
- D** Mr. Malone sometimes forgives Julia's delays.



**In the online version of the test, the reading passage appears on the left side of the screen.**

**In paragraph 6, Julia's response to the news that she cannot attend the field trip best indicates that she —**

- A** is angry with herself
- B** regularly attends other events
- C** disagrees with her teacher
- D** has a strong interest in music

**In the online version of the test, the reading passage appears on the left side of the screen.**

**In paragraph 12, which topic do the adults most likely discuss before Julia arrives?**

- A** Julia's grade in science class
- B** Julia's reluctance to share her feelings
- C** Julia's reason for arriving after the start time
- D** Julia's ability to make friends

**In the online version of the test, the reading passage appears on the left side of the screen.**

**In paragraph 14, what does acknowledgment mean?**

- A** admitting something is true
- B** showing an appreciation
- C** expressing strong feelings
- D** acting out of concern

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which word in paragraph 17 signals a generalization?**

- A** Normally
- B** paused
- C** However
- D** considered

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

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

**Cause:**

Julia is tardy  
three times.

**Effect:**



**In the online version of the test, the reading passage appears on the left side of the screen.**

Julia makes her  
friends unhappy.

Julia receives several  
days of detention.

Julia has little time to  
practice music.

Julia misses class  
assignments.

Julia must clean the  
science tables.

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which statement is most likely true about Julia's dad?**

- A** He wants Julia to learn from her mistakes.
- B** He closely observes Julia's behavior.
- C** He is eager to defend Julia's actions.
- D** He feels Julia has the ability to do well in school.



**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which sentence states the most likely reason Julia is allowed to go on the field trip?**

- A** She agrees to take the advice of her father.
- B** She conducts herself respectfully during the meeting.
- C** Mrs. Thompson thinks Julia made a mistake.
- D** Mr. Malone convinces Mrs. Thompson that Julia should attend.

**In the online version of the test, the reading passage appears on the left side of the screen.**

**At the end of the story, the reader may best conclude that the biggest reward for Julia is —**

- A** proving who really is to blame
- B** being able to protect her friends
- C** having her true character understood
- D** knowing her father spoke with the teachers

# Mysterious and Marvelous Mountain Lake

## The Mystery of Mountain Lake

1 High in the Appalachian Mountains of southwestern Virginia sits one of only two freshwater lakes in the state. This amazing body of water is Mountain Lake. Nearly 4,000 feet above sea level, it is the highest lake in elevation east of the Mississippi River. Mountain Lake has existed for a long time, and the mystery that surrounds the lake seems to have been around for a million years. The water levels of this inland lake rise and fall considerably. For years no one understood exactly why this happens.

2 What causes the water in Mountain Lake to rise and fall? This is a question scientists, researchers, and neighbors around the lake have asked for years. When a large, natural hole at the bottom of Mountain Lake was discovered, the door to the mystery was finally unlocked. Scientists found that sediment, such as rocks and mud, collects around the hole, eventually closing it. When the hole is blocked and there is considerable rainfall, the water level in the lake rises. In addition, springs and groundwater also feed into the lake. In years with above-average rainfall, the lake is full and deep. When the water level becomes too high, excess water flows into the New River.

3 During times of drought, less rainfall fills the lake. Drought does not make the water level fall substantially. However, coupled with evaporation, drought causes the water levels to drop. When water drains through small openings at the lake bottom near the hole, it wears away the sediment. Draining causes more lake water to flow underground and the surface level of the lake to drop the most. This combination of events has caused the lake to rise and fall throughout its history.

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



## Marvelous Mountain Lake

4 Mountain Lake offers more than interesting changes in water surface levels; it is an excellent place for learning. Mountain Lake Conservancy functions mostly to manage and protect the land, water, and natural resources in the area. It also offers children's educational programs, which teach about the aquatic and woodland habitats and the creatures that live in these areas.

5 Additionally, the Mountain Lake Biological Station is a field research and teaching location. It has been operated by the Biology Department of the University of Virginia since 1929. The station is a perfect spot for aquatic biology study because it is located near Mountain Lake, streams, waterfalls, and ponds. Researchers from around the world and university students use the specialized facility. Deer, bears, bobcats, raccoons, and squirrels may be seen here.

## Recreation at the Lake

6 A peaceful retreat for relaxing, Mountain Lake attracts visitors who have long appreciated the natural beauty of the area. In the late 1850s the Mountain Lake Company built the first wooden hotel here to lodge stagecoach travelers. Hotel ownership changed throughout the years. In the 1930s a new owner replaced the wooden hotel with the present structure of native sandstone. The historical Mountain Lake Hotel has provided comfortable beds and fine food to its guests ever since. Today the site includes the main hotel and smaller cabins. Guests enjoy many outdoor activities. Some of these include hiking, fishing, swimming, mountain bike riding, and boat riding.

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



7 Whether for study or rest, countless people frequent this fascinating place. It offers mystery with its ever-changing water levels and immeasurable scientific opportunities for researchers and students. The awe-inspiring beauty of this natural setting will delight many more visitors for years to come. Without a doubt, Mountain Lake is matchless in its mystery and marvel.

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



**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which information would best be included in "The Mystery of Mountain Lake" section?**

- A** Changes in weather patterns
- B** Types of fish found in the lake
- C** Increases in wildlife population
- D** Native plants around the lake



**In the online version of the test, the reading passage appears on the left side of the screen.**

**According to information in paragraph 4, the main goal of Mountain Lake Conservancy is to —**

- A** invent new ways to monitor water levels of the lake
- B** preserve the lake's natural resources
- C** test students' science knowledge
- D** encourage people to spend time in nature

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which heading would be best for paragraph 5?**

- A** Protecting the Water
- B** The Best Way to Study the Land
- C** Visiting Creatures in Nature
- D** An Outdoor Classroom

**In the online version of the test, the reading passage appears on the left side of the screen.**

**The author organizes information in paragraph 6 by —**

- A** comparing the hotel's appearance to nearby hotels
- B** listing the reasons people visit the hotel
- C** explaining why the hotel needed to be changed
- D** telling about the hotel's development

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Based on the article, the mystery at Mountain Lake was difficult to solve since the cause of the changing water levels was —**

- A** distant
- B** unusual
- C** protected
- D** disturbing

**In the online version of the test, the reading passage appears on the left side of the screen.**

**The author refers to the hotel as “The historical Mountain Lake Hotel” most likely because of its —**

- A** long list of improvements
- B** remodeling to sandstone in the 1930s
- C** existence on the site since the 1850s
- D** many hosted events

**In the online version of the test, the reading passage appears on the left side of the screen.**

**According to the article, the most likely reason visitors return to the Mountain Lake Hotel is to —**

- A** experience a different elevation
- B** explore local history
- C** enjoy outdoor activities
- D** escape the noise of city life



**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which sentence from the article states an opinion?**

- A** Deer, bears, bobcats, raccoons, and squirrels may be seen here.
- B** Hotel ownership changed throughout the years.
- C** Today the site includes the main hotel and smaller cabins.
- D** Whether for study or rest, countless people frequent this fascinating place.

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which word means “to be continually engaged in close, careful study”?**

- A** research
- B** researcher
- C** researching
- D** researched

## Flying on Snow

The ground rushes up to meet us as  
We hurtle down this slippery hill  
At lightning speed.  
My sled and I are like one creature;  
5 We lean together in the turns,  
Shifting position to go faster still . . .  
This time, surely, we'll make it  
All the way to the . . .  
*Splat!*  
10 Oops,  
A tumble. Capsized again.  
My sled has left me  
Sprawling in the snow.  
My eyes and mouth are full of feathery flakes.  
15 They tingle like tiny fireworks against my skin.  
With mitten-clad hands, I wipe away the snow  
And struggle to my feet. I am no longer  
A graceful, flying creature; I lumber across the snow  
Like a tired bear. Walking is a chore;  
20 With each step, I sink into the snow  
Up to my knees. Finally, I reach my sled.  
We begin to struggle up the hill,  
That winter wall of whiteness, shining in the sun.  
Near the top it grows steep; this is the tricky part  
25 That sends the careless sledder right back down . . .  
There! We've made it, my sled and I;  
We have a brand new chance to fly.

**Directions: Read the poem and answer the questions that follow.**

**In the online version of the test, the reading passage appears on the left side of the screen.**

**The author's use of the word "flying" in the title best shows that the speaker —**

- A** likes the floating appearance of the snow
- B** moves down the hill at a quick pace
- C** has an interest in winged creatures
- D** is thrown from the sled into the air

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Read lines 4–5 from the poem.**

**My sled and I are like one creature;  
We lean together in the turns,**

**Based on these lines, the speaker's closeness to the sled shows the speaker is —**

- A** seeking a new path to try with the sled
- B** attempting to use an uneven sled
- C** trying to maintain control of the sled
- D** learning to increase the speed of the sled

**Directions: Click on the correct answers.**

**Which two words are the best synonyms for lumber in line 18?**

bound

stumble

glide

trudge

leap

**In the online version of the test, the reading passage appears on the left side of the screen.**



**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which line best suggests that the speaker has been down the hill in the past?**

- A** The ground rushes up to meet us . . .
- B** This time, surely, we'll make it
- C** With each step, I sink into the snow
- D** Near the top it grows steep . . .

**In the online version of the test, the reading passage appears on the left side of the screen.**

**What will the speaker most likely do next?**

- A** Pull the sled back home
- B** Find a better hill to sled
- C** Let someone else use the sled
- D** Continue to sled on the hill

**Directions: You do not need to read a passage to answer the question. Read and answer the question.**

**Read this sentence.**

**A small vice in Craig's writing style is his habit of not explaining his ideas, but he can improve his skills with increased effort.**

**What is the meaning of vice in this sentence?**

- A** a bad practice
- B** an unusual activity
- C** a confusing situation
- D** an interesting concept

**Directions: You do not need to read a passage to answer the question. Read and answer the question.**

**Which word comes from a root that means "to try"?**

- A** definition
- B** experiment
- C** adjustment
- D** construction

Lakeway Middle School now has its own school store!

## The Lion's Den

Stop by the Lion's Den before or after school or during lunch to check out the wide variety of merchandise available at our new school store. Here you can find school supplies, gym uniforms, used books, and gifts. Choir students, under the supervision of Mrs. Simmons, the music director, manage the store and are ready to serve you. Shop at the Lion's Den and support the school choir. Money raised from sales will help purchase new music, costumes, and sound equipment for the choir. There's no better way to show your Lakeway school spirit than to shop at the Lion's Den.

**Location:** Room #225B, next to the chorus hall

**Hours:** Monday–Friday

7:30–8:00 A.M., 11:30 A.M.–1:30 P.M.,  
and 3:30–4:15 P.M.

Everything you need for school is available at the Lion's Den. Come in today to see for yourself!

### School Supplies

- Wooden pencils
- Mechanical pencils
- Pens
- Erasers
- Highlighters
- Notebook paper
- Folders
- Binders

### Math Supplies

- Rulers
- Protractors
- Compasses
- Calculators
- Graph paper

### Lakeway Lions Spirit Wear and Gifts

- Short-sleeve T-shirts
- Long-sleeve T-shirts
- Sweatshirts
- Sweatpants
- Stuffed animals
- Baseball caps
- Pompons
- Game ribbons

**Directions:** Read the flier and answer the questions that follow.

**Computer Supplies**

- CDs
- CD storage cases
- Flash drives

**Used Books**

- Fiction
- Nonfiction
- Word puzzles
- Much more!

**Lakeway Lions  
Gym Uniforms**

- T-shirts
- Shorts

**Directions: Read the flier and answer the questions that follow.**

**Used Book Donations**

Donations of used books are welcome and rewarded. Drop off your used book donations in the choir room or at the school store. For every five books donated, receive a Lions Reward Coin good for 25 cents off your next purchase at the Lion's Den.

**Clip, Save, and Win**

Clip the attached coupons and bring them in when you visit the Lion's Den. You can save 20% off your first purchase, receive a free pen or pencil, and enter your name in a drawing to win a T-shirt.

**20% OFF**

**Discount will be taken off the total price of your first purchase at the Lion's Den. One-time use only.**

**Student name:** \_\_\_\_\_  
**Grade:** \_\_\_\_\_  
**Homeroom teacher:** \_\_\_\_\_

**Go Lions!****FREE!**

**Come by the Lion's Den and check out Lakeway's new school store.**

Exchange this coupon for a free Lakeway Lions pencil or pen (your choice).

**Go Lions!****WIN A LIONS T-SHIRT**

### Used Book Donations

Donations of used books are welcome and rewarded. Drop off your used book donations in the choir room or at the school store. For every five books donated, receive a Lions Reward Coin good for 25 cents off your next purchase at the Lion's Den.

### Clip, Save, and Win

Clip the attached coupons and bring them in when you visit the Lion's Den. You can save 20% off your first purchase, receive a free pen or pencil, and enter your name in a drawing to win a T-shirt.

## 20% OFF

Discount will be taken off the total price of your first purchase at the Lion's Den.  
One-time use only.

Student name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Homeroom teacher: \_\_\_\_\_

Go Lions!

## FREE!

Come by the Lion's Den and check out Lakeway's new school store.

Exchange this coupon for a free Lakeway Lions pencil or pen (your choice).

Go Lions!

## WIN A LIONS T-SHIRT

A new Lakeway Lions T-shirt will be given away each school day for the entire month of September. It is easy to win. Just fill out this form, drop it off at the school store, and listen to the announcements every morning. You may be the lucky winner!

Student name: \_\_\_\_\_ Grade: \_\_\_\_

Homeroom teacher: \_\_\_\_\_

**Directions: Read the flier and answer the questions that follow.**



**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which question is answered in the first paragraph?**

- A** What types of gifts will be sold at the store?
- B** How many students will be working at the store?
- C** When can students shop at the store?
- D** How much money is the school hoping to raise?



**In the online version of the test, the reading passage appears on the left side of the screen.**

**What information could best be added to the section "Clip, Save, and Win"?**

- A** Contact information for the store
- B** A list of the most popular items sold in the store
- C** The names of students who have won in the past
- D** The number of times a student can be chosen in the drawing

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Read this sentence from "Win a Lions T-Shirt."**

**Just fill out this form, drop it off at the school store, and listen to the announcements every morning.**

**In which word does -ment have the same meaning as it does in announcement?**

- A** cement
- B** monument
- C** element
- D** judgment

**In the online version of the test, the reading passage appears on the left side of the screen.**

**What is the purpose of the Lion's Den?**

- A** To raise money to buy choir items
- B** To persuade students to work as a team
- C** To help students show their school spirit
- D** To support new clubs at the school

**Directions: Click and drag the correct phrases to the boxes.**

**Complete these notes.**

**Ways the Lion's Den tries to persuade students to visit the school store:**


Providing coupons

Giving away gifts

Offering a variety of supplies

Telling who works at the store

Telling who is in charge of the store

**In the online version of the test, the reading passage appears on the left side of the screen.**

**In the online version of the test, the reading passage appears on the left side of the screen.**

**The school store will most benefit students who —**

- A** own several used books
- B** forget supplies
- C** enjoy working with others
- D** like to make donations

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which sentence states a fact about the information in the flier?**

- A** The Lion's Den offers gym uniforms anyone would be happy to own.
- B** The Lion's Den is open during hours that will meet students' schedules.
- C** Choir students are extremely eager to work at the store.
- D** Buying school supplies is a great way to participate in a school club.

## A Canine Reading Buddy

1 Dogs can make great pets. In fact, dogs and people have developed a special bond over time. Recently, however, some dogs have taken a different role in the lives of people—the role of therapy dogs. A therapy dog is more of a companion than a pet and is trained to help people in many different ways. Some therapy dogs visit patients in hospitals or nursing homes, while other therapy dogs visit children in schools and libraries. These therapy dogs have an important role. They are there to help children become better readers.

2 Reading programs that use therapy dogs have been in existence for more than ten years. A dog can be any size to be part of this program, from a tiny, four-pound Yorkshire terrier to a huge, 180-pound Saint Bernard. All therapy dogs are registered with an organization that tests the dogs to make sure they have the right personality for the job. Therapy dogs need to be calm, gentle, and friendly. Of course, they must enjoy being around people. A dog's handler also takes a class and must pass a test to work in the therapy program. Both the dogs and the handlers are volunteers with the reading program.

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





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

3 At the start of a reading therapy session, a child and a dog are introduced. The pair is allowed to settle down in a quiet corner together. The child is encouraged to pet the dog or lie close to the animal if he or she wants. As the child reads, the dog usually lies quietly and listens, creating a relaxing environment. An adult handler stays nearby but generally lets the dog perform its job without interfering. Sometimes, a handler may ask a question that prompts the child to interact with the dog to help the child feel more comfortable. For example, the handler may direct the child to clarify what is being read so the dog may "understand."

4 Of course, not every child will be able to be part of a reading therapy program that uses dogs. A few children might be allergic to dogs or afraid of them; some children might have cultural traditions that prevent them from touching a dog. In these circumstances, other animals are available, such as cats, rabbits, guinea pigs, and, in one program, an African gray parrot.

5 How do the therapy dogs benefit from this program? They spend time with new friends. For dogs that love human companionship and a quiet place to rest, being part of a reading therapy program can be a great way to spend a few hours each day. The readers benefit too, gaining confidence and learning that reading aloud can be a relaxing experience. Some children may become nervous when reading in front of other people, but somehow this feeling does not surface easily when reading to an animal that is trained to sit and listen in a safe environment.

6 There is an old saying that a dog is man's best friend. A dog can certainly be a reader's best friend too!





**In the online version of the test, the reading passage appears on the left side of the screen.**

**Paragraph 1 indicates that therapy dogs can work with children who —**

- A** need extra practice reading
- B** have trouble sitting still while reading
- C** show a special interest in animals
- D** struggle to cooperate with other people

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which question is answered in paragraph 2?**

- A** How are therapy dogs trained?
- B** Where do therapy dogs work?
- C** How many therapy dogs are there?
- D** What traits must therapy dogs have?

**In the online version of the test, the reading passage appears on the left side of the screen.**

**In paragraph 4, the word circumstances means —**

- A** arrangements
- B** situations
- C** moments
- D** ways

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which paragraph in the article discusses the role of the dog's handler during a therapy session?**

- A 2**
- B 3**
- C 4**
- D 5**

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Based on the article, what might a child most likely be able to do after several reading therapy sessions?**

- A** Prepare to read alone in the library
- B** Read with a different animal each therapy session
- C** Feel comfortable reading to a small group of people
- D** Work with other children in reading therapy sessions

**In the online version of the test, the reading passage appears on the left side of the screen.**

**What may the reader conclude about birds in reading therapy programs?**

- A** They are used less often than other animals.
- B** They are only used if they have the ability to talk.
- C** Handling them is easier than handling other animals.
- D** Children like them more than other animals.

**In the online version of the test, the reading passage appears on the left side of the screen.**

**This article answers all these questions EXCEPT —**

- A** Why are some children unable to work with therapy dogs?
- B** How does someone become a therapy dog handler?
- C** What makes a therapy dog different from a pet?
- D** How often do children work with therapy dogs?



## Anthony Races Time

- 1 Anthony and his family always relished the weekends, but this particular Saturday would be even more enjoyable because his cousins were coming for a visit. While Anthony and his younger sister, Kate, started to eat breakfast, their mom and dad sat down at the table with a piece of paper and a pen.
- 2 "We have so much to do before Alyssa and Nicolas arrive," Anthony's mom said as she glanced over the list. Anthony noticed shivers of excitement from his little sister as his mom talked about their cousins' arrival. "We need to buy groceries, clean the floors, and finish several other chores. We have plenty of time to complete everything since your cousins won't be here until after dinner."
- 3 "Can I go to the grocery store with you, Mom?" Anthony asked. He liked helping his mom with the shopping, and sometimes she rewarded him with a small treat. Anthony thought about the kind of treat he might choose at the store, such as the cinnamon gum that his friend Caleb loved to chew. When he thought of Caleb, suddenly Anthony jumped up from the kitchen table, nearly spilling everyone's breakfast cereal.
- 4 "Today is Field Day at the recreation center!" Anthony blurted out with a worried look on his face. "Caleb is counting on me to run the team races with him. We have to beat the team that won last year!"
- 5 "Did you tell Mom and me about this before today?" his dad asked. Anthony shook his head in disappointment. Anthony slumped in his chair. With all the excitement surrounding his cousins' upcoming visit, it was easy to see how Field Day had slipped his mind.

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



6 "I'm sorry," Anthony said. "I lost the flier Mr. Jacobs gave us after soccer practice, and I forgot to tell you about it. Field Day starts at noon with a family picnic, and the games and races begin after lunch." Anthony sighed. "I need to call Caleb so he can find a new partner."

7 Anthony knew his parents would not let him shirk his responsibilities around the house just because he forgot to mention the event. While Anthony loved hanging out with his cousins and wanted to make everything presentable for their visit, he also wanted to keep his word to Caleb. *Maybe there's a way to do both*, Anthony thought.

8 "What if . . .," Anthony hesitated, looking at his parents. "What if we all work together quickly to finish by noon?" he suggested thoughtfully. "Then the house will be ready and we can go to Field Day."

9 Anthony's mom and dad looked at the children and then at each other. By this time, Kate was practically begging to go to Field Day. "We can try," Anthony's mom finally yielded.

10 Anthony leaped from his chair like a loaded spring and hugged his mom, catching her by surprise. Then he looked at the list of chores and thought about how long it would take to complete each one. Even though Anthony wanted to go to the grocery store, he decided that he should stay home with his dad and sister to complete the other jobs. The children started talking about how they would divide the chores as their mom took the grocery list and walked toward the door. "I bet I'll be back before you're finished!" she teased.

11 "Is that a challenge?" Anthony joked back with a smile. "Accepted!"

12 Anthony and his mom loved to compete against each other, and today was the perfect day for a little family competition. If he was going to make it to Field Day, he had to finish first!

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



13 Everyone went right to work. Anthony and Kate made the beds while their dad vacuumed the carpet. Afterward, Kate helped their dad clean the bathroom as Anthony swept the kitchen floor. Anthony's mom arrived at the door with her arms full of bags just as everyone in the house was finishing. "Great timing!" Anthony exclaimed.

14 Working at record speed, everyone helped unload the car and put the groceries away. When the last item was put in the pantry, Anthony's dad looked at his watch as if he were timing a race. "Perfect!" he announced as he tapped his watch. "We have thirty minutes before Field Day begins!"

15 "We did it!" Kate cheered.

16 "We sure did," Anthony agreed. While he did not know how well he would do in his races with Caleb, he felt as though he had already won the first race of the day.

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



**In the online version of the test, the reading passage appears on the left side of the screen.**

**Read this thesaurus entry.**

**slumped** *v.* — Slid, sank, tumbled, crashed.

**Which word best replaces slumped in paragraph 5?**

- A** slid
- B** sank
- C** tumbled
- D** crashed

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which sentence is the best summary of paragraph 10?**

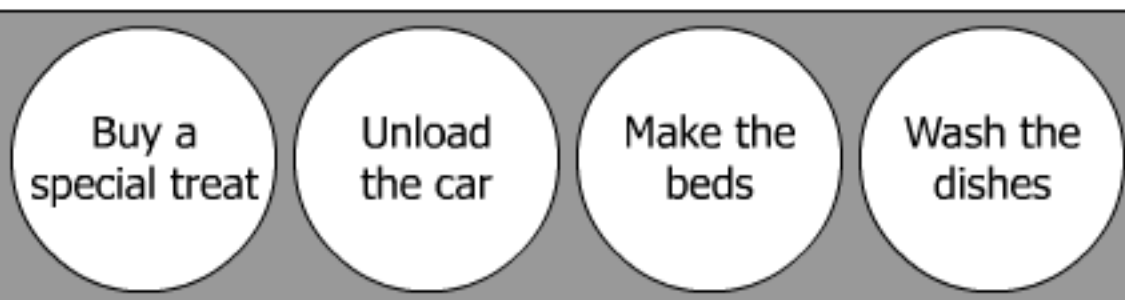
- A** Anthony's dad offers to stay home.
- B** Anthony's mom prepares to go shopping.
- C** Anthony amazes his mom and dad.
- D** Anthony and his family assign the duties.



In the online version of the test, the reading passage appears on the left side of the screen.

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

Use paragraphs 13 and 14 to complete this web.



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

**In the online version of the test, the reading passage appears on the left side of the screen.**

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

**Cause:**

**Effect:**

Anthony suddenly remembers Field Day.

Anthony looks at the list of chores.

Anthony thinks about cinnamon gum.

Anthony takes a bite of breakfast cereal.

Anthony listens to his little sister and mother talk.

Anthony wonders what his family will eat for dinner.

**In the online version of the test, the reading passage appears on the left side of the screen.**

**Which sentence from the story best shows that Anthony can be responsible?**

- A** "Can I go to the grocery store with you, Mom?"
- B** "Today is Field Day at the recreation center!"
- C** "We have to beat the team that won last year!"
- D** "I need to call Caleb so he can find a new partner."



**In the online version of the test, the reading passage appears on the left side of the screen.**

**What does the title mean?**

- A** Anthony must overcome the challenge of time.
- B** Anthony must find a way to improve his time when running.
- C** Anthony must find ways to organize his time on the weekend.
- D** Anthony must learn to take his time when doing chores.

**Grade 6 Reading  
Released Test Spring 2015  
Answer Key**

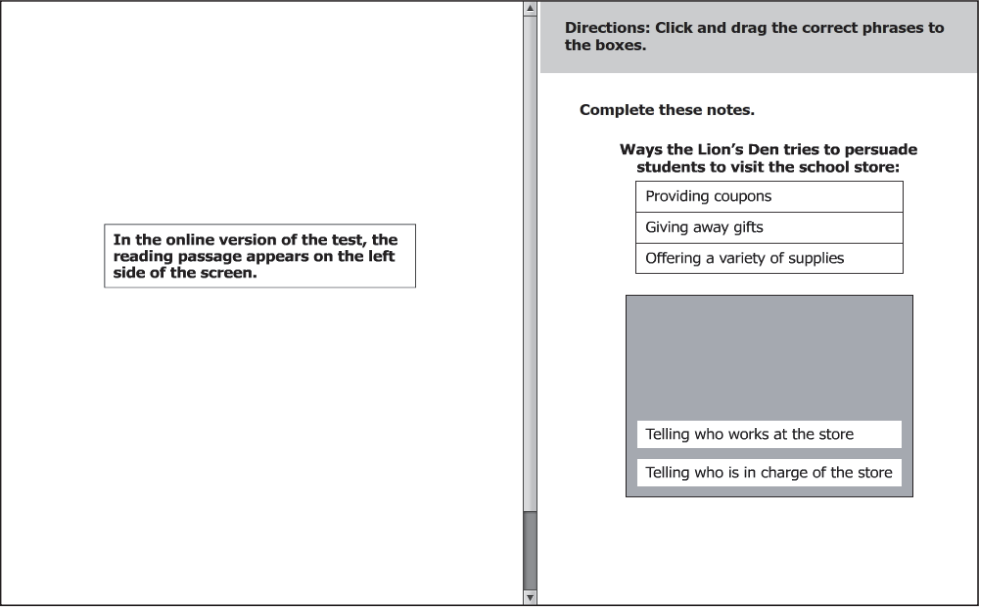
Sequence Number	Item Type: Multiple Choice (MC) or Technology-Enhanced Item (TEI)	Correct Answer	Reporting Category	Reporting Category Description
1	MC	D	002	Demonstrate comprehension of fictional texts
2	MC	D	002	Demonstrate comprehension of fictional texts
3	MC	C	002	Demonstrate comprehension of fictional texts
4	MC	A	001	Use word analysis strategies and word reference materials
5	MC	A	002	Demonstrate comprehension of fictional texts

Sequence Number	Item Type: Multiple Choice (MC) or Technology-Enhanced Item (TEI)	Correct Answer	Reporting Category	Reporting Category Description
6	TEI	<p>The correct answer must be used to complete the chart: “Julia receives several days of detention.”</p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">In the online version of the test, the reading passage appears on the left side of the screen.</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p><b>Directions: Click and drag the correct answer to the box.</b></p> <p><b>Complete this cause-and-effect chart.</b></p> <p><b>Cause:</b> Julia is tardy three times. → <b>Effect:</b> Julia receives several days of detention.</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;"> <p>Julia makes her friends unhappy.</p> </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;"> <p>Julia has little time to practice music.</p> </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;"> <p>Julia misses class assignments.</p> </div> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;"> <p>Julia must clean the science tables.</p> </div> </div> </div>	002	Demonstrate comprehension of fictional texts
7	MC	A	002	Demonstrate comprehension of fictional texts
8	MC	D	002	Demonstrate comprehension of fictional texts
9	MC	C	002	Demonstrate comprehension of fictional texts
10	MC	A	003	Demonstrate comprehension of nonfiction texts
11	MC	B	003	Demonstrate comprehension of nonfiction texts
12	MC	D	003	Demonstrate comprehension of nonfiction texts

Sequence Number	Item Type: Multiple Choice (MC) or Technology-Enhanced Item (TEI)	Correct Answer	Reporting Category	Reporting Category Description
13	MC	D	003	Demonstrate comprehension of nonfiction texts
14	MC	B	003	Demonstrate comprehension of nonfiction texts
15	MC	C	003	Demonstrate comprehension of nonfiction texts
16	MC	C	003	Demonstrate comprehension of nonfiction texts
17	MC	D	003	Demonstrate comprehension of nonfiction texts
18	MC	C	001	Use word analysis strategies and word reference materials
19	MC	B	002	Demonstrate comprehension of fictional texts
20	MC	C	002	Demonstrate comprehension of fictional texts

Sequence Number	Item Type: Multiple Choice (MC) or Technology-Enhanced Item (TEI)	Correct Answer	Reporting Category	Reporting Category Description
21	TEI	<p>Both of the correct answers, and only these answers, must be selected:  “stumble” AND “trudge”</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>In the online version of the test, the reading passage appears on the left side of the screen.</p> </div> <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p><b>Directions: Click on the correct answers.</b></p> <p>Which two words are the best synonyms for <u>lumber</u> in line 18?</p> <div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="border: 1px solid gray; padding: 2px 10px;">bound</div> <div style="border: 1px solid gray; padding: 2px 10px; border: 2px solid orange;">stumble</div> <div style="border: 1px solid gray; padding: 2px 10px;">glide</div> <div style="border: 1px solid gray; padding: 2px 10px; border: 2px solid orange;">trudge</div> <div style="border: 1px solid gray; padding: 2px 10px;">leap</div> </div> </div>		

Sequence Number	Item Type: Multiple Choice (MC) or Technology-Enhanced Item (TEI)	Correct Answer	Reporting Category	Reporting Category Description
25	MC	B	001	Use word analysis strategies and word reference materials
26	MC	C	003	Demonstrate comprehension of nonfiction texts
27	MC	D	003	Demonstrate comprehension of nonfiction texts
28	MC	D	001	Use word analysis strategies and word reference materials
29	MC	A	003	Demonstrate comprehension of nonfiction texts

Sequence Number	Item Type: Multiple Choice (MC) or Technology-Enhanced Item (TEI)	Correct Answer	Reporting Category	Reporting Category Description
30	TEI	<p>These three answers (in any order) must be used to complete the notes:</p> <p>“Providing coupons”</p> <p>“Giving away gifts”</p> <p>“Offering a variety of supplies”</p> 	003	Demonstrate comprehension of nonfiction texts

<b>Sequence Number</b>	<b>Item Type: Multiple Choice (MC) or Technology-Enhanced Item (TEI)</b>	<b>Correct Answer</b>	<b>Reporting Category</b>	<b>Reporting Category Description</b>
31	MC	B	003	Demonstrate comprehension of nonfiction texts
32	MC	B	003	Demonstrate comprehension of nonfiction texts
33	MC	A	003	Demonstrate comprehension of nonfiction texts
34	MC	D	003	Demonstrate comprehension of nonfiction texts
35	MC	B	001	Use word analysis strategies and word reference materials
36	MC	B	003	Demonstrate comprehension of nonfiction texts
37	MC	C	003	Demonstrate comprehension of nonfiction texts
38	MC	A	003	Demonstrate comprehension of nonfiction texts
39	MC	D	003	Demonstrate comprehension of nonfiction texts
40	MC	B	001	Use word analysis strategies and word reference materials
41	MC	D	002	Demonstrate comprehension of fictional texts



Sequence Number	Item Type: Multiple Choice (MC) or Technology-Enhanced Item (TEI)	Correct Answer	Reporting Category	Reporting Category Description
42	TEI	<p>The correct answers (in any order) must be used to complete the web:  “Unload the car” AND “Make the beds”</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">In the online version of the test, the reading passage appears on the left side of the screen.</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Directions: Click and drag the correct answers to the circles.</b></p> <p>Use paragraphs 13 and 14 to complete this web.</p> <pre> graph TD     A((Tasks for Saturday)) --- B((Make the beds))     A --- C((Shop for groceries))     A --- D((Vacuum and sweep))     A --- E((Clean the bathroom))     A --- F((Unload the car)) </pre> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; display: flex; justify-content: space-between;"> <span>Buy a special treat</span> <span>Wash the dishes</span> </div> </div>	002	Demonstrate comprehension of fictional texts

Sequence Number	Item Type: Multiple Choice (MC) or Technology-Enhanced Item (TEI)	Correct Answer	Reporting Category	Reporting Category Description
43	TEI	<p>The correct answer must be used to complete the chart:  “Anthony thinks about cinnamon gum.”</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">In the online version of the test, the reading passage appears on the left side of the screen.</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Directions: Click and drag the correct answer to the box.</b></p> <p><b>Complete this cause-and-effect chart.</b></p> <p><b>Cause:</b>  Anthony thinks about cinnamon gum.</p> <p style="text-align: center;">↓</p> <p><b>Effect:</b>  Anthony suddenly remembers Field Day.</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;">Anthony looks at the list of chores.</div> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;">Anthony takes a bite of breakfast cereal.</div> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;">Anthony listens to his little sister and mother talk.</div> <div style="border: 1px solid gray; padding: 5px; margin: 5px 0;">Anthony wonders what his family will eat for dinner.</div> </div>		

**Spring 2015 Released**  
**Grade 6 Reading Standards of Learning Test**  
**Total Raw Score to Scaled Score Conversion Table**

<b>Total Raw Score</b> If you get this many items correct:	<b>Total Scaled Score</b> Then your converted scaled score is:
0	0
1	139
2	181
3	206
4	225
5	240
6	253
7	264
8	274
9	283
10	291
11	299
12	306
13	313
14	320
15	326
16	333
17	339
18	345
19	351
20	356
21	362
22	368
23	374
24	379
25	385
26	391
27	397
<b>28</b>	<b>403</b>
29	409
30	415
31	422
32	429
33	436
34	443
35	451
36	459
37	468
38	478
39	489
<b>40</b>	<b>502</b>
41	517
42	535
43	561
44	600
45	600

A **total raw score** (left column) is converted to a **total scaled score** (right column). The total scaled score may range from 0 to 600.

A scaled score of 400 or more means the student passed the SOL test, while a scaled score of 399 or less means the student did not pass the test. A scaled score of 500 or more indicates the student passed the SOL test at an advanced level.

