

**VIRGINIA  
STANDARDS OF LEARNING ASSESSMENTS**

**Spring 2002 Released Test**

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**GRADE 5  
ENGLISH:  
READING/LITERATURE AND RESEARCH**

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DIRECTIONS

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

SAMPLE

A Book

- 1 A book is like a television
- 2 Inside your head.
- 3 It tells you stories.
- 4 It takes you places.
- 5 It scares you.
- 6 It makes you laugh.
- 7 But—
- 8 You draw the pictures.
- 9 You write the songs.
- 10 You pick the colors.
- 11 You choose the programs.
- 12 A book is like a television
- 13 Inside your head—
- 14 And no one ever tells you
- 15 To turn it off.

A This passage would most likely be found in a —

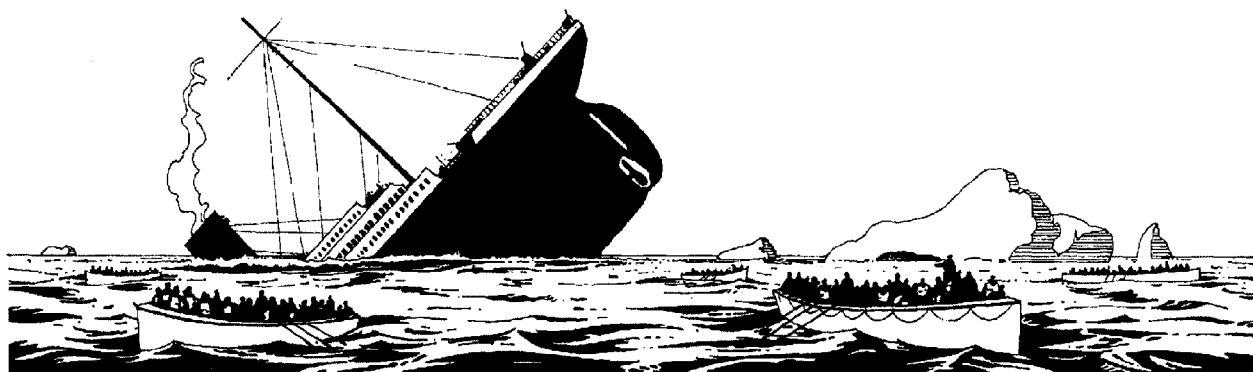
- A science textbook
- B book of poetry
- C history magazine
- D book of short stories

B Which of the following is the *best* summary of this passage?

- F Books are scarier than television.
- G Books and television are about the same.
- H Many books have been made into television shows.
- J Books give you more choices than television.

## The Story of Molly Brown

- 1 Have you ever heard the story  
2 Of Mrs. J. J. Brown?  
3 How she became a legend  
4 When the ship was going down?
- 5 T'was April back in nineteen-twelve  
6 When the mighty ship *Titanic*  
7 Collided with an iceberg  
8 And folks began to panic.
- 9 For the ship was clearly sinking,  
10 And the captain feared the worst!  
11 "Lifeboats! Lifeboats now!" he cried,  
12 "Women and children first!"
- 13 A sailor helped the woman down  
14 Into the little boat.  
15 Her hair was red and curly,  
16 And she wore a long fur coat.
- 17 Twenty-six were huddled there,  
18 Plus one man from the crew.  
19 "Howdy folks, I'm Molly Brown!  
20 Pleased to meet all you!"
- 21 "Take my coat, whoever's cold,  
22 And let me make this clear:  
23 I don't plan on drowning!  
24 Now let's get out of here!"
- 25 The icy Arctic water  
26 Tossed the lifeboat up and down.  
27 The passengers cried out in fear,  
28 Except for Molly Brown.
- 29 All night long she talked and sang,  
30 And even grabbed an oar.  
31 She rowed that boat until her hands  
32 Were raw and chapped and sore.
- 33 She talked about her children  
34 And Leadville Johnny Brown,  
35 And moving to a mansion  
36 From the poorer side of town.
- 37 She talked of mining silver  
38 'Neath the Colorado sky.  
39 Her voice became their comfort;  
40 Her words their battle cry.
- 41 "Don't lose faith! Don't give up!  
42 Our courage must not shrink!  
43 Keep your spirits high, my friends,  
44 This raft ain't gonna sink!"
- 45 And when the night was over,  
46 And the rescue ship arrived,  
47 A cheer went up for Molly Brown!  
48 With her, they had survived.
- 49 For not to keep a-trying,  
50 To her was just unthinkable.  
51 And to this day, that's why she's known as  
52 MOLLY, THE UNSINKABLE!



1 The author *probably* wrote this poem in order to —

- A describe an interesting person and event
- B show how to survive in a boating accident
- C make you laugh at a funny tale
- D persuade you to be careful when in a boat

2 Which word *best* describes how the other people on the raft felt about Molly Brown?

- F Thankful
- G Amused
- H Confused
- J Patient

3 What information from the poem shows that Molly refused to give up?

- A She gave her coat to someone else.
- B She talked all about her life and family.
- C All the people cheered her when they were rescued.
- D She rowed the boat until her hands were raw and sore.

4 The author included Molly's words in lines 21 through 24 because they show —

- F how old Molly was
- G where Molly was going
- H what kind of person Molly was
- J what Molly looked like

5 Which question is answered in lines 29 through 32?

- A How did Molly Brown help the others in the boat?
- B What songs did Molly Brown sing?
- C What happened to the ship?
- D What did Molly talk about?

6 Which rhyme pattern is used in this poem?

- F The first and second lines
- G The first and fourth lines
- H The second and third lines
- J The second and fourth lines

7 Read these lines from the poem.

And to this day, that's why she's  
known as MOLLY, THE  
UNSINKABLE!

In which word does *-able* mean the same as it does in *unsinkable*?

- A table
- B breakable
- C fable
- D stable

## A Day in Ashton's Life

- 1 In the distance, the village bell signaled a lunch break for the eleven-year-old boy. Today Ashton worked on the lord's field with the other children. Squinting against the bright sunlight, Ashton looked toward the castle. His father, a serf on Sir William's manor, had not returned from his visit to the lord's castle. He had gone there to ask permission to cultivate a larger vegetable garden for his family. From the wheat fields, the boy could see the moat surrounding the castle. The drawbridge over this deep water-filled ditch was the only entrance to the castle. As the boy gazed at the castle, he hoped to see his father returning with good news.
- 2 Seeing nothing but several other peasants repairing the road to the castle, the young boy walked home. His brothers and sisters were already eating small servings of cabbage and turnips and the black bread his mother had made that morning. The cabbage and turnips were the only vegetables they could grow on the small plot of land allowed for family gardening. All year they had eaten the same meal over and over again. They knew they were fortunate to have something to eat, but their father wanted more for his family.
- 3 Peasants did not often ask to see the lord of the manor. Ashton's father was a brave man to go inside the stone walls of the towering castle. Ashton wondered whether his father would be allowed to visit the lord inside the gatehouse, the strongest part of the castle where the lord and his family lived.
- 4 Everyone ate quietly. The only noises in the one-room house were the sounds of chickens clucking and ducks quacking. Neither the children nor their mother seemed bothered by the animals in the house, even though the animals belonged not to them but to the lord of the manor. The fowl would eventually become food for the lord and his knights. Ashton's family rarely ate meat.
- 5 At the end of the day, the family sat on their straw beds and wondered if they would ever see their father again. Finally, just after the last village bell before dark had rung, a loud noise outside their crude hut sent them running outside. In the darkness, they could barely see their father carrying two large bundles.
- 6 The next day, life for Ashton's family went on as usual except for two things. They no longer feared Sir William, and they would have plenty of vegetables for the rest of their lives. The lord was a generous man and had given the family a larger plot of land to farm. He had even sent food from his own table that Ashton and his family had enjoyed the night before. Their stomachs full, the family set out to work the land for Sir William. Ashton and the rest of his family felt fortunate to serve the lord of the manor for the rest of their lives.

**8 In paragraph 1, which of the following does the author *not* do?**

- F Describe the setting of the story
- G Present a question that will be answered
- H Tell what Sir William looks like
- J Introduce Ashton and his father

**9 In paragraph 1, the word cultivate means —**

- A respect
- B dine
- C observe
- D plant

**10 The author included paragraph 2 to show —**

- F how lucky and happy Ashton and his family were
- G why Ashton had to work in the wheat fields
- H how foods were grown and cooked by the peasants
- J why Ashton's father asked the lord for more land to use

**11 Which question would *most* likely be answered in a research report about the setting of this passage?**

- A Was Ashton taller than his older brothers and sisters?
- B Was Sir William married?
- C How many brothers did Ashton have?
- D What did it look like inside the walls of a castle?

**12 How can you tell that this story is historical fiction rather than a factual article?**

- F People from long ago didn't really live in castles.
- G The thoughts and feelings of people from long ago are told.
- H Some of the characters in the story are not named.
- J The main character is only eleven years old.

**13 How does Ashton feel at the end of the story?**

- A Jealous
- B Grateful
- C Bored
- D Amused

14 This passage would *most* likely be found in a book called —

- F *How Castles Were Built*
- G *True Stories of Knights*
- H *In the Days of Lords and Peasants*
- J *Within the Castle Walls*

15 Read this sentence from the story.

Ashton's family rarely ate meat.

In which word does -ly mean the same as it does in rarely?

- A bully
- B lying
- C sadly
- D rally



## Walter Reed's Special Job

- 1 Walter Reed was born in 1851 in Belroi, Virginia. After studying medicine, he joined the Army Medical Corps in 1874 and had a very successful career for the next 25 years. Then he was given a very special job.
- 2 Doctors had long been concerned about yellow fever, which injured the liver and made the skin turn yellowish. When one person came down with yellow fever, other people soon became ill with the disease too. Doctors didn't know how yellow fever spread, so they couldn't stop it. During the Spanish-American War, the U.S. Army became concerned about yellow fever because many American soldiers who went to Cuba contracted it and became ill. In 1900 after the war, the Surgeon General put Walter Reed in charge of a team that went to Cuba to study yellow fever and other diseases.
- 3 Three other doctors were on Reed's team. The team quickly saw that nurses took care of patients with yellow fever and did not get sick. Therefore, they knew that yellow fever was not spread by touching sick people or their clothing, sheets, or blankets. Dr. Carlos Finlay of Havana, Cuba, believed that mosquitoes carried yellow fever. The team decided to check his idea.
- 4 The only sure way to check this idea was to have a mosquito bite a person with yellow fever, and then have the same mosquito bite a healthy person. If the healthy person became ill with yellow fever, the team would know that the illness had been carried by the mosquito. Two doctors and a soldier bravely volunteered to be bitten by yellow-fever mosquitoes. The soldier suffered a mild case. At first the two doctors did not get sick, but then they both became very ill. After very careful experiments on other volunteers, the team members proved that mosquitoes carried yellow fever from person to person.
- 5 In 1901, based on Reed's work, doctors realized that by cleaning out the places where the mosquitoes laid their eggs they could almost completely get rid of yellow fever. A vaccine that protects people from yellow fever was discovered in 1951. It is still used today.
- 6 When the Army built a huge medical center in Washington, DC, they named it after Walter Reed. They wanted people to have a way to remember the work done by Reed and others, especially the courageous volunteers who risked their lives, to conquer yellow fever.



**16 What was the author's *main* purpose for writing this article?**

- F** To warn people about the dangers of yellow fever
- G** To tell about the history of the Spanish-American War
- H** To give information about Walter Reed's accomplishment
- J** To help stop the spread of yellow fever

**17 If the author added a sentence to the end of the first paragraph, which of these would fit *best*?**

- A** He had an interesting childhood.
- B** He studied medicine at a New York medical college.
- C** The U.S. Army was at war with Spain.
- D** It was a job that would make him famous.

**18 In which paragraph does the article explain how the real cause of yellow fever was discovered?**

- F** 1
- G** 2
- H** 4
- J** 6

**19 In paragraph 2, the word contracted means —**

- A** observed
- B** caught
- C** healed
- D** studied

**20 Which path shows how yellow fever is spread?**

- F** Sick person is bitten by a mosquito that then bites a healthy person
- G** Sick person is near a healthy person who is then bitten by a mosquito
- H** Mosquito bites a sick person who is near a healthy person
- J** Healthy person is near a sick person who is bitten by a mosquito

**21 Which of these questions is answered in paragraph 5?**

- A** How has the U.S. Army honored Walter Reed?
- B** When was the vaccine to prevent yellow fever introduced?
- C** Why was the U.S. Army concerned about yellow fever?
- D** Who else was on the team with Walter Reed?

**22** Another way to describe the courageous volunteers would be —

- F** brave volunteers
- G** unhappy volunteers
- H** fearful volunteers
- J** angry volunteers

**23** If you wanted to learn more about yellow fever, which would be the *best* place to look?

- A** A dictionary
- B** A newspaper from 1900
- C** A medical encyclopedia
- D** A travel guide to Cuba

**24** If you wanted to learn more about Walter Reed's life, which would be the *best* book for you?

- F** *The History of the Spanish-American War*
- G** *Walter Reed, a Biography*
- H** *Welcome to the Walter Reed Medical Center*
- J** *The Vaccine That Cured Yellow Fever*

## Within the Termite Village

- 1 There is a small insect that does a big job as a master builder. Termites, sometimes called *white ants*, live in many parts of the world. In the United States, they mostly burrow underground or into rotting logs.
- 2 In tropical regions, however, termites build a towering home that can be as tall as 20 feet high! This home, called a termitary or termite mound, is actually a system of tunnels and chambers. Thousands of termites live within each mound and rarely leave the nest. In fact, when they do, they can only live in the open air for a short time. Therefore, a termite mound must be built to provide for all the needs of the insects within its walls.

### Protection

- 3 Termites build their homes from bits of soil and mud cemented together with saliva, liquid from their mouths. When baked by the hot sun, the walls become hard. Termite mounds are so solid they can last for as long as one hundred years. The hard walls provide the termites protection from their enemies and the weather.
- 4 In hot, dry regions, the mound is tall and pointy. But in areas where there is heavy rainfall, the mound is shaped like a stack of umbrellas. Rain runs right off the sloped sides, making the termite mound waterproof.

### Comfort

- 5 Termites design their homes to keep a comfortable temperature inside. To do this, a tall spire that acts like a chimney is built on the top of the mound. Passages lead up the chimney and branch out to the sides. Warm air from inside the nest rises and escapes out the thinner walls of the chimney. This way the temperature stays the same inside the termite mound day and night, no matter what the weather is like outside.
- 6 Inside the mound are rooms, or chambers, for every need. One room, called the *royal chamber*, is where the king and queen live. The queen's job is to lay eggs. She gets so fat with eggs that worker termites have to attend to her every need. The queen termite lays thousands of eggs every day! Other chambers are used as living quarters, nurseries for the young, and places to store food.

### Food

- 7 Termites feed on the wood from twigs that workers collect during the night. They also consume food that they grow themselves! In special garden chambers, worker termites place leaves and other plant material. As the plants begin to rot, a mold begins to grow. This mold can be used by the termites as food.
- 8 With chambers for growing and storing food, laying eggs and hatching the young, the termites have little need to leave the nest. Their home is so complete, it is like a tiny village. Each termite has its own job to do to keep things running smoothly in the termite village.

- 25 The author *probably* wrote this article in order to —
- A teach you something about termites
  - B entertain you with the interesting things termites do
  - C persuade you to study the behaviors of termites
  - D describe the eating habits of termites for you

- 26 If the author added a sentence at the end of paragraph 5, which would fit *best*?
- F The walls are very strong.
  - G The shape of the home depends on the climate.
  - H Termites store their food in these comfortable mounds.
  - J There's no need for additional heating or cooling.

- 27 What information from the article supports the *fact* that termites are able to take care of themselves?
- A Termites live in many parts of the world.
  - B The queen gets so fat with eggs that workers have to care for her.
  - C Termites can grow their own food.
  - D The temperature inside the mound stays the same.

- 28 The idea that termites are master builders can be supported by the *fact* that they —
- F live in many parts of the world
  - G rarely leave their mounds
  - H make mounds that last up to a hundred years
  - J collect food during the night

- 29 The author included the last paragraph because it —
- A defines difficult words
  - B tells what will happen in the future
  - C gives background information
  - D summarizes what the article was about

- 30 The author makes this article easier for you to read by doing all of these *except* —
- F including headings
  - G providing diagrams
  - H explaining what some words mean
  - J putting some important words in italics

31 The *best* place to find the meaning of an unknown word in this article would be —

- A an encyclopedia
- B a table of contents
- C a dictionary
- D an index

32 Here are some notes that a student took about this article.

**I. Termite homes**

**A. Size**

- a. 20 feet high
- b. made of tunnels and chambers
- c. thousands live there

**B. Protection**

- a. built of soil and mud
- b. last up to one hundred years
- c. hard walls
- d. tall and pointy in wet areas

**Which part of the notes shows that the student misunderstood something about the protection features of the termite homes?**

F I.A.a.

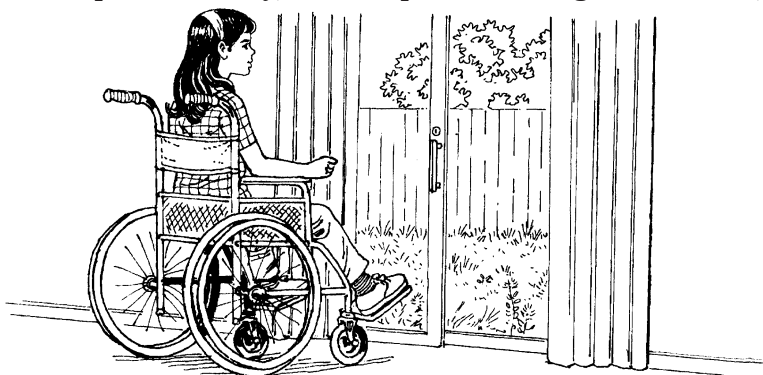
G I.A.c.

H I.B.b.

J I.B.d.

## Ana Maria's Garden

- 1 Ana Maria sat by the sliding glass door that faced the side yard. The door hadn't been opened as long as she had lived there. The dirt yard outside was overgrown with weeds. Ana Maria liked to look at the weeds. Small flowers would grow, followed by puffy seed balls. Like wisps of light, or snowflakes, or tiny winged beings, the seed carriers would fly away.
- 2 The late afternoon sunlight faded into night. Turning on the light, Ana Maria picked up her colored pencils and a pad of paper. She worked on a picture of a clearing in a forest. Surrounded by trees and flowers, two elves were deep in lively conversation. Each elf was perched atop a mushroom.
- 3 "Ana Maria!" called her father, who knew right where to find her. "I'm back!" He had been working at the cottage apartments next door where he was the manager.
- 4 "Did you fix their broken pipes, Papa?" she asked, and he said, "Yes." He pushed his daughter's wheelchair into the kitchen so she could help him prepare dinner. Ana Maria chopped the vegetables that Papa had grown in the small yard behind the house. She loved their bright colors, their odd shapes, and their fresh, crunchy taste before being cooked. She would have loved to garden herself, but it was hard for her to sit on the ground and work.
- 5 "Save some for the spaghetti sauce!" laughed Papa.
- 6 As they ate and talked about their day, Papa told Ana Maria that his brother, Ramón, would be coming over the next day to help him with a special project. Papa had asked Mr. Yamato, the bus driver, to take her to Aunt Gabriela's house after school. Then Papa would pick her up when the project was finished. Ana Maria wondered why she had to be away while he worked. There was something in Papa's eyes and in his voice — a hint of mystery, perhaps — that told her not to ask.
- 7 When Papa brought her home the next evening, he asked her to close her eyes while he took her to the sliding glass door. She heard him pull the cord that opened the curtain. Then he whispered, "Open your eyes."
- 8 Ana Maria blinked as if to clear away an illusion. Surely she was dreaming! The tall, tangled mass of weeds was gone. In its place was a beautiful garden. There were young trees, flowery bushes, and colorful little flowers all along the edge of a grassy clearing. Papa opened the sliding glass door. He wheeled Ana Maria down a ramp to a path that placed her at the heart of the little garden. Then she saw the best part. Along the house were raised wooden beds of soil, just waiting to be planted — by her! They were exactly the right height for her to reach from her wheelchair.
- 9 "First I'll draw a plan," she said.
- 10 "And then we'll go to the plant nursery," said Papa. "You're a gardener now, Ana Maria!"



**33 From the events in the story, the reader can tell that Papa —**

- A cares very much for Ana Maria
- B often has problems fixing things
- C likes his brother and sister very much
- D wants people to laugh at his jokes

**34 The author's purpose in writing this passage was *most* likely to —**

- F inform readers about problems with gardening
- G convince readers that gardening is fun
- H advertise plants for sale at a nursery
- J entertain readers with a happy story

**35 The author included the first two paragraphs in this passage in order to —**

- A tell how Ana Maria felt about plants
- B explain why Ana Maria helped with dinner
- C tell where Ana Maria lived
- D explain why Papa was not at home

**36 Ana Maria could *not* help Papa in his garden because —**

- F Papa didn't want anyone touching his plants
- G she didn't know how to care for vegetable plants
- H it was hard for her to sit on the ground and work
- J the garden was full of tiny winged beings

**37 Read this sentence from the story.**

**"Save some for the spaghetti sauce!" laughed Papa.**

**From this sentence, the reader can tell that —**

- A Ana Maria did not like vegetables in the spaghetti sauce
- B the family did not have much food
- C Ana Maria was eating the vegetables she was chopping
- D the family often had spaghetti for dinner

**38 In the last sentence of the first paragraph, the author uses words that —**

- F cause loneliness
- G stir the imagination
- H create excitement
- J encourage action

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

- A Ana Maria wished she could go out and pull the weeds from the garden.
- B The puffy seed balls looked like little white cotton balls.
- C The wild plants held up their heads as though warning they had stickers.
- D The seeds would land in a different place and grow new weeds.



**40 Papa built wooden beds of soil high off the ground so that —**

- F** more plants would fit in the yard
- G** the wood would not rot away
- H** animals couldn't get into them
- J** his daughter could reach them

**41 In which word does over- mean the same as it does in overgrown?**

- A** mover
- B** poverty
- C** overhang
- D** clover

**42 If you were asked to skim this passage to quickly find something Papa said, you should —**

- F** read the first sentence of each paragraph
- G** look for quotation marks
- H** look for exclamation points
- J** read each sentence carefully and look for the word Papa

## Answer Key

Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	A	003	Understand elements of literature.
2	F	003	Understand elements of literature.
3	D	002	Understand a variety of printed materials/resource materials.
4	H	003	Understand elements of literature.
5	A	002	Understand a variety of printed materials/resource materials.
6	J	003	Understand elements of literature.
7	B	001	Use word analysis strategies.
8	H	003	Understand elements of literature.
9	D	001	Use word analysis strategies.
10	J	003	Understand elements of literature.
11	D	002	Understand a variety of printed materials/resource materials.
12	G	003	Understand elements of literature.
13	B	003	Understand elements of literature.
14	H	002	Understand a variety of printed materials/resource materials.
15	C	001	Use word analysis strategies.
16	H	003	Understand elements of literature.
17	D	002	Understand a variety of printed materials/resource materials.
18	H	002	Understand a variety of printed materials/resource materials.
19	B	001	Use word analysis strategies.
20	F	002	Understand a variety of printed materials/resource materials.
21	B	002	Understand a variety of printed materials/resource materials.
22	F	001	Use word analysis strategies.
23	C	002	Understand a variety of printed materials/resource materials.
24	G	002	Understand a variety of printed materials/resource materials.
25	A	003	Understand elements of literature.
26	J	002	Understand a variety of printed materials/resource materials.
27	C	002	Understand a variety of printed materials/resource materials.
28	H	002	Understand a variety of printed materials/resource materials.
29	D	003	Understand elements of literature.
30	G	002	Understand a variety of printed materials/resource materials.
31	C	002	Understand a variety of printed materials/resource materials.
32	J	002	Understand a variety of printed materials/resource materials.
33	A	003	Understand elements of literature.
34	J	003	Understand elements of literature.
35	A	003	Understand elements of literature.
36	H	002	Understand a variety of printed materials/resource materials.
37	C	002	Understand a variety of printed materials/resource materials.
38	G	003	Understand elements of literature.
39	D	002	Understand a variety of printed materials/resource materials.
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41	C	001	Use word analysis strategies.
42	G	002	Understand a variety of printed materials/resource materials.