

**VIRGINIA
STANDARDS OF LEARNING ASSESSMENTS**

Spring 2003 Released Test

**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.

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

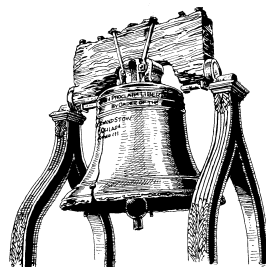
B In this passage, a book is compared to a —

- F** story
- G** picture
- H** song
- J** television

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

The Hiding of the Bell

- 1 On a chilly, mid-September night in 1777, darkness blanketed the city of Philadelphia. Outside the city, British General Howe's troops lay in wait like lions ready to pounce. Muffled sounds came from the Statehouse steeple. Billy Ross watched in awe as a trap door above his head opened. He held his breath as his father and some friends slowly and carefully lowered the great Liberty Bell onto the sturdy farm wagon that stood below.
- 2 Danger and uncertainty lay ahead. They had to sneak the bell out of the city and hide it somewhere safe. If they failed, the British would surely capture it, melt it down, and use the metal for musket balls. Billy shuddered to think how many one-ounce balls the enemy could make from the 2,080-pound bell.
- 3 Mr. Loeser hitched four sturdy black horses to the farm wagon. Billy climbed aboard, grabbed a pitchfork, and began to toss straw over the bell. Soon it was completely covered.
- 4 "Billy," his father whispered, "man the door." Quickly, Billy jumped from the wagon and opened the door. Mr. Loeser drove the wagon outside.
- 5 "Climb aboard, Billy," Mr. Loeser ordered. "We must be well on our way before first light." Billy clambered onto the seat beside him. Billy's mother and father were sending him away from the dangers of the city to stay with his aunt in Allentown. There, he and the bell would be hidden away in a safe place. Billy still worried. During the difficult five-day journey, they could be stopped at any time by British soldiers.
- 6 The second day out, they joined a convoy of some 700 wagons. All bore families who were fleeing Philadelphia. As they bounced along among the other wagons in the huge train, Billy hoped their wagon would be safe.
- 7 When the wagon train rattled into Bethlehem, Billy breathed easier. Allentown was only a day's journey from here. As they reached the main square, though, Billy heard a terrible crunching, screeching sound. The wagon tipped dangerously. The great weight of the bell had caused the wagon to collapse! Mr. Loeser and Billy leaped from the wagon. The bell had shifted and crushed one side of the wagon. Onlookers stared at the ruined wagon.
- 8 "Oh, no!" Billy exclaimed. He dashed to the village stable shouting, "We need a wagon fast! A big, strong one to carry a heavy load to Allentown!"
- 9 A man strode up to him. "My name's John Jacob Mickley," he said. "My wagon can haul whatever you have." Volunteers helped load the bell onto Mr. Mickley's wagon. Billy breathed a sigh of relief to be on the road again.
- 10 On September 27, they arrived in Allentown. Billy was relieved when the wagon drew up before old Zion's Reformed Church. Swiftly, men ripped up the floorboards and lowered the bell into the basement of the church. Billy went on to the home of his aunt. Never would he forget the hiding of the bell.



1 In the first paragraph, the phrase “like lions ready to pounce” tells the reader that the British troops were —

- A hidden in trees in the city
- B training animals to help them fight
- C prepared to act quickly
- D searching for food like animals

2 In paragraph 6, which detail helps the reader know the meaning of the word convoy?

- F “The second day out. . .”
- G “All bore families. . .”
- H “. . . wagons in the huge train. . .”
- J “. . . hoped their wagon would be safe. . .”

3 One of Billy’s greatest concerns in this story was —

- A getting to Allentown in time for dinner
- B the number of musket balls that could be made from the bell
- C keeping his family’s wagon in good shape
- D finding a place to stay when he reached Allentown

4 The wagon was covered with straw to —

- F have food for the horses
- G hide the bell from open view
- H balance the load on the wagon
- J give Billy a soft place to sit

5 Billy helped solve the problem in this story by —

- A running away when the wagon broke
- B finding a better place to hide the bell
- C opening the door for the wagon to get out
- D finding another wagon to haul the bell

6 You can tell this story is historical fiction rather than a factual article because —

- F General Howe was a real person in the British army
- G the Liberty Bell really is in Philadelphia
- H the British were really in Philadelphia in 1777
- J no one really knows what the people said to one another

- 7 The author both entertains and informs the reader by —
- A including conversations among the people in the story
 - B providing some moments of suspense in the story
 - C writing an interesting story using actual events in history
 - D listing dates and names in the story to make it seem real

8 Read this sentence from the story.

Onlookers stared at the ruined wagon.

In which word does on- mean the same as it does in onlookers?

- F oneself
- G honor
- H onboard
- J reason

The time line below shows some of the history of the Liberty Bell. Use it to answer the next question.

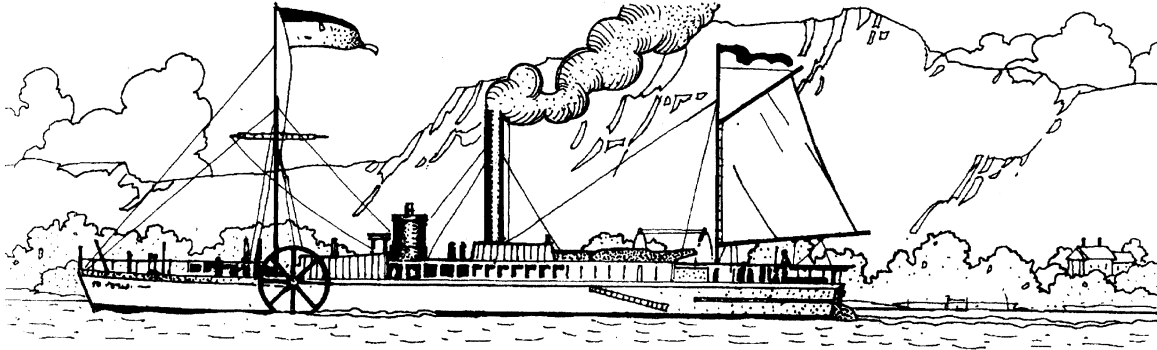
SOME HISTORICAL FACTS ABOUT THE LIBERTY BELL	
1732	Statehouse built in Philadelphia.
1752	Bell for Statehouse ordered from foundry in London. Bell made, shipped, and arrived.
1753	Bell cracked when it was rung for the first time. Melted down and remade in Philadelphia. Hung in Statehouse steeple.
1753-1776	Bell tolled for special events and announcements.
July 8, 1776	Bell rung to call people to first public reading of the Declaration of Independence.
September 1777	Bell hidden in Allentown, Pennsylvania.
1785	Bell returned to Statehouse and again used for special events and announcements.
1824	Bell reported to have cracked.
1835	Bell reported to have cracked again.

9 When was the bell put back into use?

- A 1777
- B 1785
- C 1824
- D 1835

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

Robert Fulton and His Boats



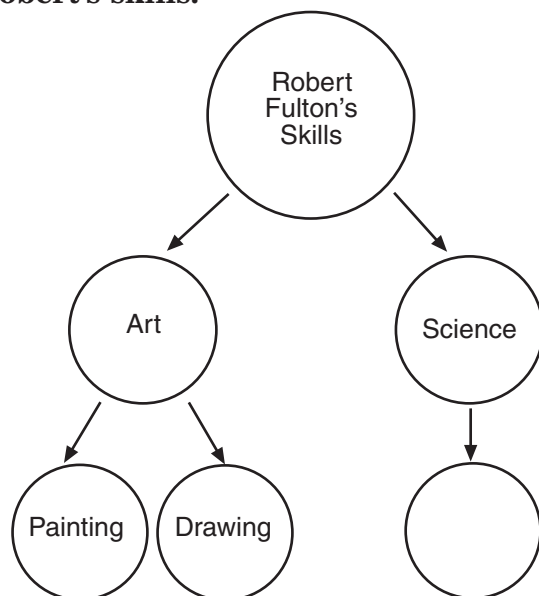
- 1 It was a great day for fishing on the Conestoga River. Robert Fulton and his friend Christopher looked forward to catching some big fish. It seemed, though, that the boys might use up all their strength just moving the fishing boat up and down the river.
- 2 The year was 1789. There were no gasoline engines or electric motors to power the boat. Instead, the boys relied on long, heavy poles to push the flat-bottomed boat through the water. The poles would catch in the muddy river bottom, making it especially difficult to go against the current. Robert wondered if there was a better way to move the boat along the river.
- 3 Robert was always wondering about things. His mind was full of original ideas. He loved to do experiments, looking for better ways to do everyday jobs. Robert also liked to draw and paint. His skills in science and art amazed his Lancaster, Pennsylvania, neighbors.
- 4 Robert turned his mind to this new problem. First, he drew a boat, adding a large wheel with paddles on each side. Next, he drew two cranks, each shaped like a square letter U and attached to a wheel. Turning the cranks would move the paddle wheels, making the boat move forward. Finally, Robert built a model of the new boat, using scraps of wood and metal.
- 5 When he saw that the model actually worked, Robert was eager to try out paddle wheels on a real boat. He and Christopher built two wooden paddle wheels and two metal cranks. They fit the wheels and cranks onto the sides of the flat-bottomed fishing boat. Launching the strange-looking craft on the river, the boys began to turn the cranks. The boat moved smoothly forward through the water. This was much easier than pushing a pole!
- 6 Years later, as an adult, Robert had the chance to create more designs for boats. While he was living in France, he met a wealthy businessman named Mr. Livingston. Mr. Livingston was looking for an inventor to build a special boat, one that would carry passengers back and forth on the Hudson River in New York.
- 7 The two men became business partners. Robert drew up plans for a steamboat. Like his earlier designs, this boat had two paddle wheels. Instead of wheels that had to be cranked by hand, though, the boat had a boiler. A wood fire under the boiler heated water to make steam. The steam activated the engine. The engine made the paddle wheels turn, and the boat moved through the water.

- 8 Robert's first steamboat was not a success; however, he kept working on the design. By the time he returned to the United States, he was ready to try again. This new boat was twice as big as the original one. On August 17, 1807, Robert Fulton's steamboat set off on its first trip.
- 9 Now his steamboat was a success, a great success! Called the *Clermont*, the boat carried passengers on the Hudson River for many years. Robert went on to design and build more steamboats, including the beautiful *New Orleans*. This steamboat was the first to travel on the Ohio and Mississippi Rivers.
- 10 By the time he died in 1815, Robert Fulton had become famous. He wasn't the first to invent a steamboat, but he was the first to make a very practical design for one. All through history, Robert Fulton's name will be linked with these great boats.

10 Which meaning of the word current is used in paragraph 2?

- F The present time
- G Course of events
- H The force of a stream
- J Flow of electricity

11 The web below shows some of young Robert's skills.



What belongs in the empty circle?

- A Experimenting
- B Boating
- C Traveling
- D Fishing

12 When young Robert built his model boat, Christopher helped with all of these things *except* —

- F building the paddle wheels
- G making the drawings
- H fitting the wheels onto the boat
- J launching the boat

13 Which question is *not* answered in paragraph 6?

- A Who was Mr. Livingston?
- B Where is the Hudson River?
- C What was Mr. Livingston looking for in France?
- D Why was Robert Fulton living in France?

14 In paragraph 7, the word activated is used to mean —

- F started
- G matched
- H created
- J measured

15 In paragraph 9, the author put words in italics to show that they are —

- A beautiful names
- B names of boats
- C foreign words
- D names of cities

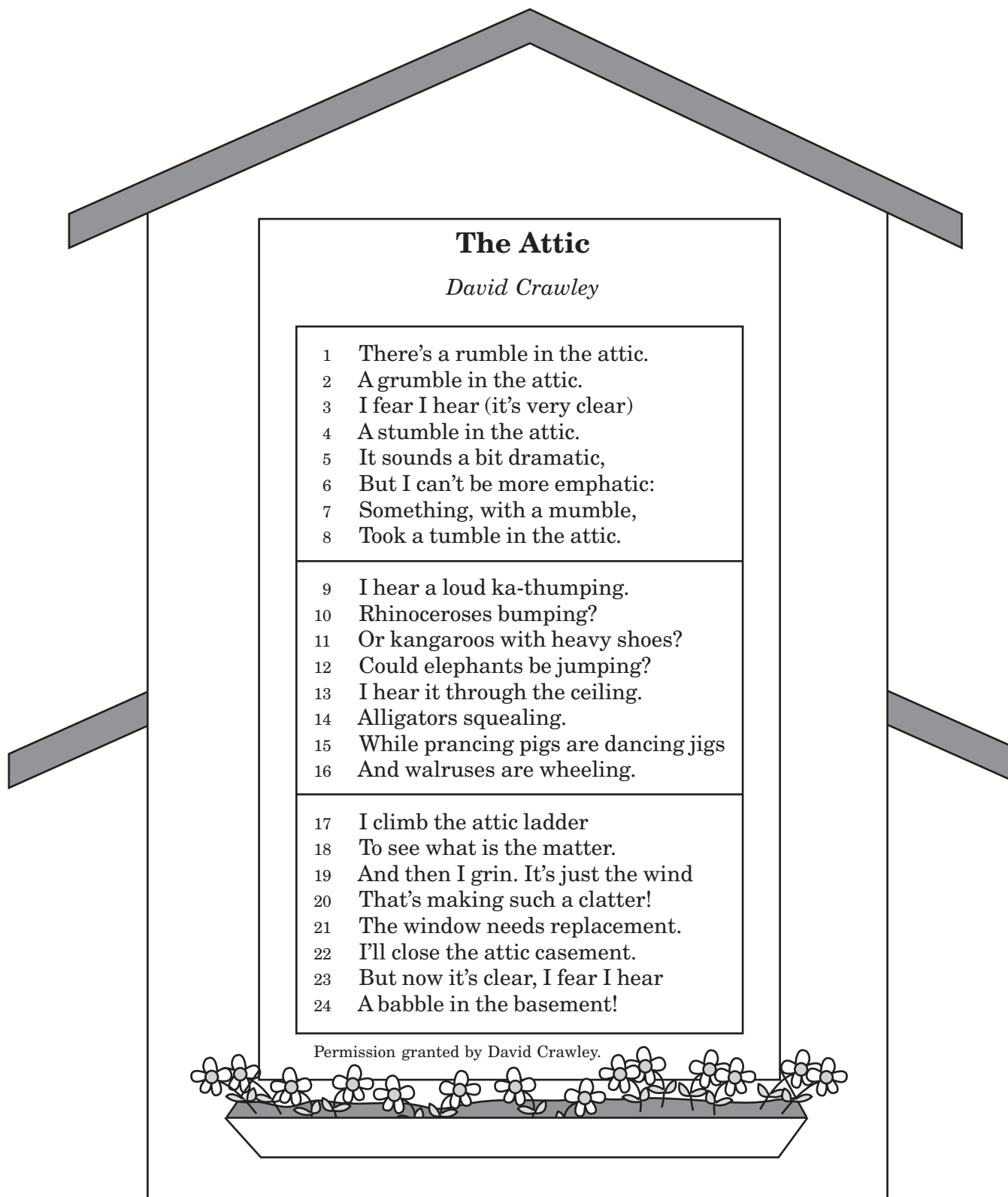
16 If you wanted to know the time period when Robert Fulton lived, you should —

- F draw a chart
- G make a list
- H reread the title
- J skim the passage

17 If you wanted to find another word that means the same as “power,” you should look in —

- A a science magazine
- B a thesaurus
- C a rhyming dictionary
- D an encyclopedia

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



18 In the second stanza, the words “ka-thumping,” “bumping,” and “jumping” give the reader a feeling of —

- F loneliness
- G respect
- H eagerness
- J action

19 Read this line from the poem.

And then I grin. It’s just the wind

What feeling does the speaker show with this line?

- A Curiosity
- B Fright
- C Relief
- D Disgust

20 Before looking in the attic, the speaker was afraid that —

- F the window had been left open
- G friends were playing a joke
- H something big was up there
- J the light had burned out

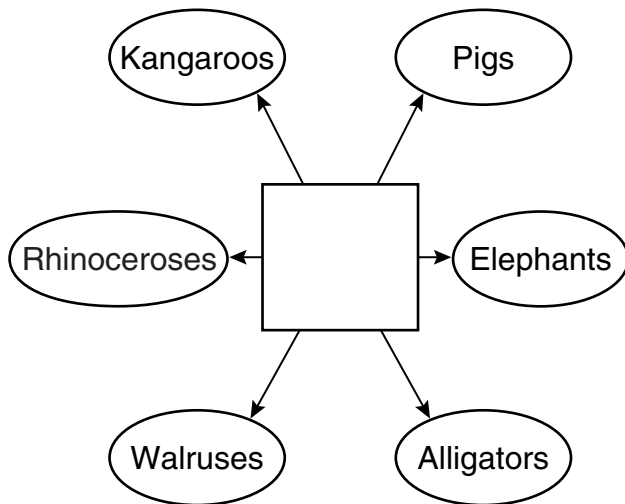
21 What happened after the speaker saw what was happening in the attic?

- A The speaker bought a new window.
- B The speaker danced with the animals.
- C The speaker put earplugs on.
- D The speaker heard a sound in the basement.

22 The poet *most* likely wrote this poem to —

- F frighten
- G instruct
- H entertain
- J convince

Look at this web that shows important ideas in this poem. Use it to answer the next question.



23 Which of these would fit *best* in the square to show the subject of this web?

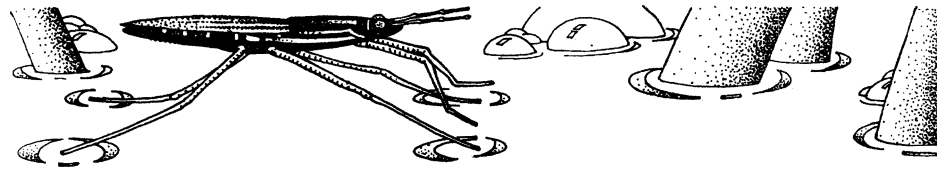
- A Noises That Animals Make
- B Having a Party
- C Animals in the Attic
- D Taken to the Attic

24 In this poem, the animals are shown as —

- F very active
- G somewhat shy
- H extremely content
- J suddenly startled

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

The Bug That Walks on Water



- 1 Insects live in many different places. Some insects live in papery nests hidden in the weeds. Others inhabit busy hives hanging from tree limbs. Insects are also found in the crumbling wood of an old log and in the rich, dark soil of a garden. One insect inhabits a very unusual home—the surface of a pond or stream. This insect has a few nicknames, including “pond skater,” but its actual name is the water strider.
- 2 The water strider has a flattened, narrow body that measures from $\frac{1}{4}$ -inch to $\frac{1}{2}$ -inch long. It has three pairs of legs; each pair has its own special purpose. The forelegs, or front legs, are the shortest. They capture and hold food, and they also help support the insect on the water. The middle legs are the longest. They move together like oars, pushing the bug forward in a jerky motion. The rear legs serve mainly for steering.
- 3 How does this bug float? Several special features allow the water strider to float. First, its feet and the bottom of its body are covered with fine, feathery hairs that are difficult to wet. Tiny air bubbles cling to these hairs and buoy the strider up. The surface tension of the water also makes it possible for the water strider to float. How does this work? Water molecules—tiny units of the chemicals that make water—are strongly attracted to each other. It is like a chain of people tightly holding hands. A person could push and push against their arms and still not break apart their hands. In the same way, even when the water strider’s feet press down on the water, the molecules do not want to let go. Because of this cohesion, they help hold the water strider up.
- 4 Sometimes, the threat of danger causes the water strider to dive beneath the water surface. When it does this, it uses those air bubbles on its feathery hairs in a different way. It breathes in the air that the bubbles contain! The water strider can use this source of air for a short time. Then it pops up to the surface again.
- 5 A hungry water strider finds its food by feeling even the smallest of vibrations in the water. If another insect falls onto the surface, the water strider can feel it even from across the water. It follows the vibrations to its meal. The strider uses its oar-like middle legs to propel itself forward. In this way, it can move at a speed of one meter (about three feet) per second. When it has captured its prey, the strider holds it up above the water surface, using the tiny claws on its front legs. With all this activity, though, the water strider must be very careful. If it breaks through the surface, it might sink with its supper!
- 6 Though it seems unusual, the water strider is a common insect. You may have seen the interesting sight of a bug walking on water! There are 75 to 85 species found on North American ponds and streams. Hundreds more live in other parts of the world. One species even lives on ocean waters, skimming over the waves and laying its eggs on seaweed. Wherever these insects float and dash and dive, they are one of the world’s amazing little creatures.

25 In which word does fore- mean the same as it does in forelegs?

- A forest
- B forehead
- C forever
- D foreign

26 Which of these items helps a water strider float?

- F Oars
- G Tiny air bubbles
- H Claws
- J Long, wide feet

27 The reason the author uses the phrase “like a chain of people tightly holding hands” in paragraph 3 is to —

- A explain what a circle would look like
- B show how strong some people are
- C demonstrate a game which children play
- D give an example of how the water molecules work

28 Which phrase in the passage might make the reader think the water strider is graceful?

- F skimming over the waves
- G flattened, narrow body
- H feet press down on the water
- J molecules do not want to let go

29 The author wrote this passage *most* likely to —

- A convince
- B entertain
- C inform
- D warn

30 Which phrase in the passage might make the reader feel sorry for the water strider?

- F sink with its supper
- G fine, feathery hairs
- H follows the vibrations
- J float and dash

31 Which paragraph in the passage would probably have the heading “Made for Floating”?

- A Paragraph 2
- B Paragraph 3
- C Paragraph 5
- D Paragraph 6

32 This passage is *mostly* about —

- F where different insects live
- G what some insects eat
- H what one special insect is like
- J why one certain insect is common

- 33** What would be a reasonable question to answer in a report about the topic of this passage?
- A Where is North America?
 - B How do you spell the words “water strider”?
 - C What is the temperature of the water in a pond?
 - D What is the scientific name for the water strider?

- 34** This passage would *most* likely be found in a —
- F travel brochure
 - G farmer’s almanac
 - H social studies textbook
 - J science magazine

The story titled “A Nothing-to-Do Day” by Cerelle Woods and the related test questions, which appeared on the Spring 2003 test, are not included in this released test. The copyright holder did not grant permission for publication on an un-secure website.



Answer Key

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

