

**VIRGINIA  
STANDARDS OF LEARNING ASSESSMENTS**

**Spring 2004 Released Test**

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**GRADE 5  
ENGLISH:  
Reading/Literature and Research  
CORE 1**

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

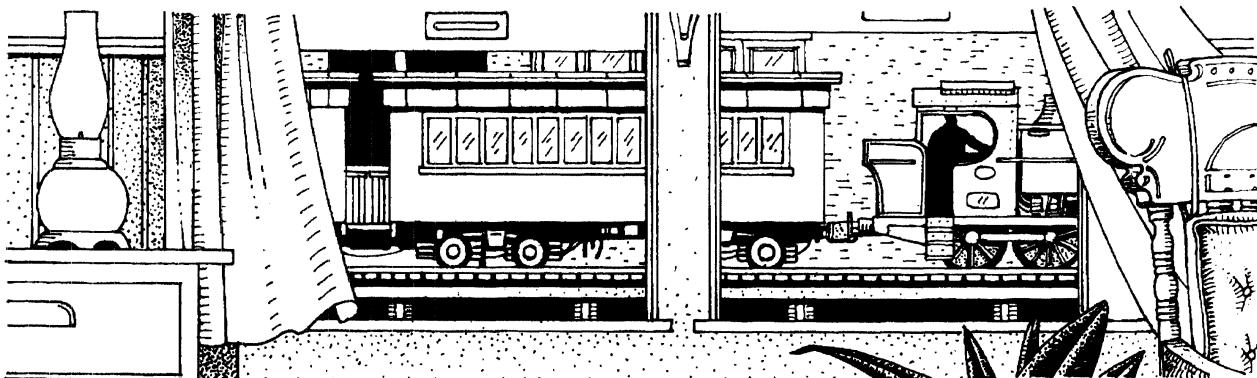
- F** story
- G** picture
- H** song
- J** television

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

## Mary Walton and the Noisy Trains

- 1 Clang, clang, clang! Groaning, Mary Walton buried her head under her pillow. It was no use trying to sleep. The sound of New York City's Elevated Railway, or "El," shook the entire apartment.
- 2 At breakfast Mary watched the milk in her glass quiver. She said to her father, "Papa, I know the El trains are essential. Almost everyone in the city rides them to work. But why do they have to be so noisy?" "I don't know, Mary," her father replied. "There's a challenge for you. Maybe you can find a way to make the trains run quietly."
- 3 Mary's father believed that girls had a right to an education just as boys did. He made sure Mary finished high school even though, in the 1880s, girls often left school at age sixteen to go to work. Knowing she had a good mind that was meant to be used, Mary began to consider the problem at hand. She went to the railway office to see what she could learn. "Has anyone found a way to solve the problem of the noisy El trains yet?" she asked the railway man.
- 4 "Miss, if you could tell me how to make the El trains quieter, I'd shake your hand," he answered. He leaned forward. "Let me tell you something. The railway will pay good money to the person who comes up with the answer. I hear some of the top inventors in the country, even Thomas Edison himself, are trying to find a solution."
- 5 Mary sighed. If the great Thomas Edison hadn't been able to find an answer, how could she? Still, Mary knew this invention was important; its benefits would be great. People worked hard. They needed a way to get to work, but they also needed calm, quiet, and good sleep! She began to ride the El trains during every spare minute. She walked underneath the high tracks, looking up to see how they were made. Watching and listening, Mary considered the problem.
- 6 She still hadn't found a solution when spring turned to summer, the worst time of year for train noise. Opening the windows helped to cool the hot apartment, but the noise of the train was unbearably loud with the windows open.
- 7 One night Mary made a little tunnel of pillows and put her head in the middle. "Maybe this will muffle the sound," she thought. Suddenly she sat up, eyes sparkling, and said, "That's it! I need a way to muffle the sound!" What material could do that? Rocks were too hard to absorb sound. Wood wasn't sturdy enough. Mary snapped her fingers. "What about sand? If we put the rails in sand and find a way to keep the sand together, it might work."
- 8 Mary spent many nights at the library. Finally she came up with a system to bed the rails in sand that was contained in asphalt. Mary wrote up her plans and sent them to the Patent Office in Washington, D.C. She also sent the railway company a letter describing her invention and how it worked.
- 9 Weeks passed, and Mary began to think nothing would happen. One day two men appeared at the door. "The president of our railway company wants to thank you for your invention," they said. "Here's a check for ten thousand dollars." Mary could hardly believe it. That was a lot of money! There would be more to come, too, as other railway stations with elevated railways used her invention.

- 10 One day, Mary went back to the railway office. “It looks like the problem got solved,” she said.
- 11 The railway man nodded. “By a young woman. Made her rich, I hear.”
- 12 “Yet there’s still one payment she hasn’t collected,” Mary said, holding out her hand. “You promised to shake my hand!”



- 1 In paragraph 2, the word essential means —**
- A dangerous  
B automatic  
C necessary  
D peculiar
- 2 Why did Mary Walton choose sand as the *best* material for her invention?**
- F It stays together by itself and can be wrapped around rails.  
G It can be found in large amounts on New York’s beaches.  
H It is harder than rock and softer than wood.  
J It absorbs sound and can be contained in something sturdy.
- 3 Why did Mary go to the railway office a second time?**
- A She wanted to learn more about how her own invention would be used in the city’s elevated trains.  
B She thought the man would give her a job working for the railway after she had helped so much.  
C She wondered if there was anything else she could do to help improve the citizens’ quality of life.  
D She wanted to have the railway man shake her hand for solving the problem, as he had said he would.
- 4 If the author had used headings, the *best* place to add the heading “Mary’s Efforts Are Rewarded” would be just above paragraph —**
- F 8  
G 9  
H 10  
J 11

**5 This story shows how Mary Walton —**

- A decides to become wealthy and finds a way to earn money
- B lives a good life in spite of living in a painful situation
- C finds a way to move to a quieter, healthier place
- D takes on a difficult challenge and successfully meets it

**6 Based on events described in this story, Mary's father can *best* be described as —**

- F mysterious
- G impatient
- H encouraging
- J protective

**7 Why is Mary's bed an important setting in this story?**

- A She is very tired from trying to solve the problem and needs a lot of sleep.
- B Using pillows to hide the sounds of the train helps her to come up with her invention.
- C Living in a small apartment, she does most of her thinking while lying on her bed.
- D Train noises are heard most from her bed because her bedroom is closest to the tracks.

Here is a table showing some other inventions of the 1800s. Use it to answer the next two questions.

YEAR	INVENTOR	INVENTION
1844	Samuel F. B. Morse	Telegraph
1853	Isaac M. Singer	Sewing Machine
1876	Alexander Graham Bell	Telephone
1876	Emile Berliner	Microphone
1879	Thomas Edison	Light Bulb

**8 The entries on the table are listed in order according to —**

- F year of invention
- G importance of invention
- H alphabetical order, last name of inventor
- J alphabetical order, name of invention

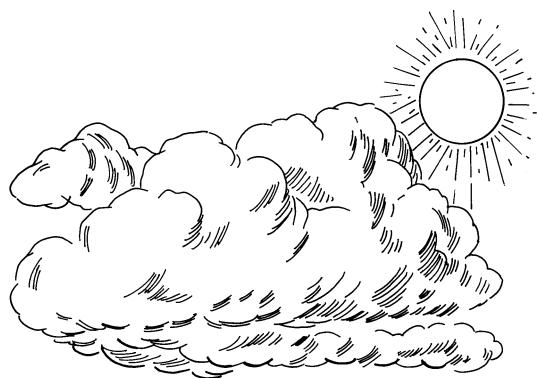
**9 Which two inventions came about in 1876?**

- A Telephone and sewing machine
- B Microphone and telegraph
- C Telephone and microphone
- D Light bulb and telegraph

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

## Wintermelt

- 1 The sun is warming. MMMM.
- 2 The river's melting. CRACK!
- 3 Frogs are waking. CROAK!
- 4 The beaver's swimming. SMACK!
  
- 5 Fish are jumping. SPLASH!
- 6 Birds sing CHICKADEE!
- 7 Buds are bursting. POP!
- 8 Days are longer. WHEE!
  
- 9 Kites are flying. WHOOSH!
- 10 Ice is breaking. CRUNCH!
- 11 Flies are hatching. BZZZZ!
- 12 Let's have a picnic lunch.
  
- 13 Geese are returning. HONK!
- 14 Baseball players SWING!
- 15 Ice cream stands are open.
- 16 Kids are screaming. SPRING!



## Canoe

- 1 April is almost through.
- 2 Let's take the red canoe
- 3 and paddle all the way
- 4 to the thirty-first of May
- 5 until the river bends
- 6 until the story ends
- 7 until the day is night
- 8 until the time is right.
- 9 Maybe we'll go so far
- 10 we'll tie up to a star,
- 11 and ask the sun and moon
- 12 to paddle us into June.

- 10** Which line from the poem “Wintermelt” tells about flowers blooming?
- F 5  
G 6  
H 7  
J 8
- 11** In the poem “Wintermelt,” words like “bursting” and “breaking” make spring seem like —
- A a party  
B an explosion  
C a quiet event  
D a sport
- 12** In “Wintermelt,” lines 13–16 are *most* likely to make the reader feel —
- F calm  
G afraid  
H curious  
J excited
- 13** Which rhyme scheme is used in the poem “Canoe”?
- A aabb  
B abab  
C abba  
D abc
- 14** Lines 9–12 in the poem “Canoe” describe —
- F a flight of imagination  
G an invitation to the reader  
H an actual event  
J a plan for a summer vacation
- 15** If the poet who wrote “Canoe” had wanted to find another word to use in place of *story*, which of these sources would have been *most* helpful?
- A Thesaurus  
B Encyclopedia  
C Dictionary  
D Atlas
- 16** We can tell that these poems are *not* free verse because they both have —
- F punctuation marks  
G titles  
H rhyming words  
J capital letters
- 17** The poets wrote these poems *mostly* to —
- A explain  
B persuade  
C inform  
D entertain

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

## The Woman Behind *Little Women*



LOUISA MAY ALCOTT

- 1 One of America's best-known and most-loved authors is Louisa May Alcott. She wrote poems, plays, short stories, and books. For over a hundred years, her works have been popular among both adults and children. How did Alcott become a famous writer?
- 2 Born in 1832, Alcott grew up in Massachusetts with her three sisters. From an early age, she loved to write. She would think up wonderful stories that she turned into plays. Alcott and her sisters acted out the dramas. Alcott always played the most exciting parts: ghosts, bandits, and evil queens. She also loved playing and wandering outdoors. In fact, she was considered quite a "tomboy." In those days, girls were expected to be ladylike, which meant mostly sitting around looking pretty. This was not Alcott's way! She once said that no boy could be her friend until she had beaten him in a race. Girls had to climb trees and leap fences with her if they wanted to be her friends.
- 3 Alcott's family was poor. At age fifteen, Alcott decided to help out. However, it was not easy for women to find work in the 1800s. Alcott worked at any job she could find. She took care of children, she taught, and she washed laundry for other people.
- 4 Alcott's love of writing was always an essential part of her. She believed that it was as much a right and duty for women to do something with their lives as it was for men. So, wanting to work and loving to write, she began her career as an author. Her first poem was published in a magazine in 1852. She didn't earn a lot of money for that first work. She was on her way, though, to a career that would bring her fame—and bring the security that she had wanted for her family. They soon would be free from worry about earning a living.
- 5 Alcott wrote from her own life experiences and from her imagination. During the Civil War, Alcott volunteered to work as a nurse. She wrote about this work in her book *Hospital Sketches*. She also wrote thrillers that were full of suspense. When her publisher asked her to write a book for girls, Alcott turned to her own life.

- 6 It was then, in 1868, that she wrote what was to become her most popular book, *Little Women*. The novel is set in New England during the Civil War. It tells the story of four sisters growing up. The family is very similar to the Alcotts. The book's main character, Jo, is based on Alcott herself. Like Alcott, Jo is a determined young woman with a mind of her own. The book was an instant success. It is still popular today and has been made into a movie. Alcott also wrote children's books with boys as the main characters. This was the case in two other Alcott books, *Little Men* and *Jo's Boys*.
- 7 Early in her career someone once told Alcott that she should give up writing and "stick to teaching." It is fortunate that Alcott paid no attention to this misguided person. She knew what she wanted to do with her life—and she did it!

**18 Use this dictionary entry to answer the next question.**

**works** \‘wûrks\ *n.* 1. the moving parts of a machine. 2. results of creative talent. 3. everything available. 4. full treatment.

**Which definition is the correct meaning for the word works as it is used in the first paragraph?**

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4

**19 Which words in paragraph 2 help readers know what the word dramas means?**

- A grew up in Massachusetts
- B loved to write
- C turned into plays
- D wandering outdoors

**20 Which question does paragraph 3 answer?**

- F How did Alcott help her family?
- G What kind of work did Alcott's father do?
- H Where did Alcott go to school?
- J Why was it difficult for women to find work in the 1800s?

**21 In paragraph 6, why are the words *Little Men* and *Jo's Boys* written in italics?**

- A To make the words easier to read
- B To show that they are titles of books
- C To make them more interesting to readers
- D To show that they are different from other books

- 22** The author *most* likely included the last paragraph to —
- F point out that Louisa May Alcott obtained what she wanted out of life  
G explain why some people should not give advice  
H convince readers to read more about Louisa May Alcott’s life  
J encourage readers to write stories about their own experiences

- 23** The idea that Alcott liked adventure can be supported with all of these EXCEPT —

- A she played the exciting parts in her plays  
B she loved playing and wandering outdoors  
C she washed laundry for other people  
D she wrote thrilling stories that were full of suspense

- 24** Which word *best* describes Alcott as an adult?

- F Determined  
G Amusing  
H Delicate  
J Mysterious

- 25** Which word in this passage has a root word that means “to form an idea”?
- A experiences  
B imagination  
C wonderful  
D fortunate

- 26** A student does an Internet search and finds the following information.

Keyword: Louisa May Alcott

- The Complete Works of Louisa May Alcott
- Little Women: What It Means
- Modern Women Writers
- Novels and Movies: Little Women
- Putting Together Life and Writing: Alcott
- Women and Writing

Which website would be *most* helpful for a student looking for information on how Alcott’s family affected her writing?

- F The Complete Works of Louisa May Alcott  
G Modern Women Writers  
H Novels and Movies: Little Women  
J Putting Together Life and Writing: Alcott

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

## Strawberries



- 1 Several members from the Lansdale Garden Club came to Ben's school to announce a "Container Garden" contest. To enter, a student could grow any type of plant in a pot. In three months, the Garden Club members would return to judge the plants. They would choose winners and award gift certificates for plants and gardening supplies.
- 2 Ben's grandmother loved working in her garden, and her birthday was coming up. If Ben won, he could give her the gift certificate!
- 3 First, he checked out a gardening book from the library. It was full of colorful pictures. There were daisy patches, rose beds, and ponds of water lilies. There were even pansies in pots. None of these inspired Ben. He couldn't decide what he wanted to grow.
- 4 In a shed behind his house, Ben found a bag of potting soil leaning against a wall. Next to the bag was a funny-looking pot. It was knee high and measured about ten inches across the top. Sticking out from the rounded sides of the pot were seven little pockets.
- 5 Ben went back to his gardening book and looked until he found a picture just like it. The pot was called a strawberry jar. The picture showed strawberry plants with dark, fuzzy leaves, tiny white blossoms, and ripe red fruit spilling from the top and the pockets.
- 6 Ben showed his mom the picture and asked, "Can I use the soil and pot that are in the shed? Then I'll only need to buy strawberry plants."
- 7 His mom agreed and drove him to the garden shop. Ben had six dollars he had saved for Grandma's gift. He bought two six-packs of tiny strawberry plants and still had three dollars left.
- 8 At home Ben filled the pot with soil and tucked the long roots of the strawberry plants into the soil-filled top and pockets. Since the plants were newly planted, he watered them every day.
- 9 He was disappointed when the green leaves started turning yellow. In the library book, Ben looked in the chapter called "Troubleshooting." He learned that too much water could cause yellow leaves. The article suggested watering only when the soil felt dry.

- 10 As he reviewed the book, Ben learned that his plants needed more than water. They also needed nutrients to help them grow. Ben’s mother had two kinds of plant food. One was for leafy houseplants, and the other was for plants with flowers, fruits, or vegetables. Ben began adding the second kind of plant food to the water for the strawberry plants.
- 11 After a couple of weeks, white flowers began to appear. Ben continued caring for the plants. The day for judging the contest finally arrived. The jar overflowed with healthy green leaves, papery white blossoms, and bright-red strawberries. It was hard for the judges to find a place to attach the deep-blue first place ribbon!
- 12 Grandma’s favorite birthday gift was the pot of strawberries. When she saw the gift certificate, she told Ben they would share it. After all, they were both gardeners now!

**27 The author included the second paragraph because it —**

- A describes the garden club members
- B explains what the contest prizes will be
- C tells why Ben wanted to grow a plant
- D shows how long the contest will last

**30 Ben solved his problem with the yellow leaves by —**

- F changing how often he watered them
- G using a bigger pot
- H changing their potting soil
- J calling the garden shop

**28 In paragraph 3, the word inspired means —**

- F deserved
- G comforted
- H warned
- J interested

**31 Which sentence is the *best* summary for this passage?**

- A Ben used a library book that was full of colorful pictures to help him decide what he wanted to plant in a pot.
- B Ben entered a plant-growing contest at school, learned all about growing strawberry plants, and won first place with his strawberry jar entry.
- C Ben used the money he had saved to buy two six-packs of tiny strawberry plants with which to enter the contest.
- D Ben had a problem, looked in a book to find out what to do, and used plant food so his plants would bear flowers and fruit.

**29 Ben decided on the plants he wanted to grow when he —**

- A visited the garden shop
- B remembered his mother had plant food
- C saw a commercial about strawberries
- D looked up a pot in the gardening book

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

- F convince readers to garden by advertising plants
- G entertain readers with an informative story
- H give step-by-step instructions on how to plant strawberries
- J express a concern about mistakes made in growing plants

**33** What information from the passage supports the idea that Ben loved his grandmother?

- A She loved working in her garden.
- B Her birthday was coming up.
- C If he won, he would give her the prize.
- D They were both gardeners.

**34** If the author included more information about what is needed for growing plants, it would belong in paragraph —

- F 1
- G 3
- H 10
- J 11

This index page is from a book titled *Making Jellies and Jams From Berries*. Use it to answer the next question.

	Page
Introduction .....	1–2
Preparing Your Tools and Jars .....	3–6
Choosing Your Berries .....	7–8
Preparing Your Berries .....	9–12
Recipes .....	16–45

**35** If you wanted to know how many strawberries you will need to make two pints of strawberry jam, you should look in the section entitled —

- A Recipes
- B Choosing Your Berries
- C Introduction
- D Preparing Your Tools and Jars

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

## What's for Dinner?

Rhonda Spatz Darnell

### Zookeepers work hard to keep the animals happy and healthy.

- 1 *Clatter, clank, chop-chop.* It's early morning, and the Sacramento Zoo will not open for a few hours. But feeding the animals is a big job, and busy sounds are already coming from the zoo kitchen.
- 2 Fresh fruits and vegetables are being chopped. Ground meat is thawing, and vitamins are being measured out. Live mealworms and frozen crickets and mice are being prepared for some of the zoo animals.
- 3 All of this happens in the zoo kitchen. It is a large room, about three times the size of a household kitchen. The floor is made of cement, so it's easy to hose down. The refrigerator and freezer are big enough to walk into. Twice a week, trucks deliver enough food for 213 animals. It takes ten zookeepers to prepare this food.
- 4 The workers at the Sacramento Zoo care about their animals. They know that their work is important. Zoos help by breeding animals and protecting rare species from dying out. Zoos also make it possible for people to learn about and enjoy wild animals. Zookeepers need to keep zoo animals healthy and happy.
- 5 One of the hardest parts of the job is choosing healthy foods that the animals will like. How do zookeepers know what to feed them? By doing lots of research!
- 6 Scientists study what animals eat in the wild. Zookeepers try to feed zoo animals the same foods, but they might not be easy to find. Then, zookeepers serve similar foods that are just as healthy. For instance, a wild wolf might catch a rabbit for dinner. That wolf eats rabbit meat, bones, and organs. It also eats the *plants* the rabbit ate that day. So, a zoo wolf must be fed some plants along with its diet of meat, bones, and organs.
- 7 Scientists also study the *way* animals eat. Some animals like to eat in groups. Others fight over food, so they are fed alone.
- 8 Most zoos belong to groups that study animals and their needs. The zoos in these groups share what they learn with other zoos. For example, a zoo that plans to get a koala can find out what koalas are fed at other zoos. This information will help the zoo keep the new koala healthy.
- 9 Food can also be a zoo animal's entertainment. In the wild, animals spend much of their time looking for food. To prevent zoo animals from getting bored, many zookeepers give them treats to keep them busy. A bear may be given peanuts buried in a box of sand. The bear must sniff and dig to find the peanuts. Chimpanzees may be given sunflower seeds to crack open and eat or frozen treats with fruit inside.
- 10 Zookeepers work hard to keep their animals happy, healthy, and able to breed. And just like humans, animals stay healthy by eating right.

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**36 Which statement can be supported with information in the first paragraph?**

- F People must pay money to see the animals in the zoo.
- G Most of the food is cooked before it is fed to the animals.
- H People often spend all day visiting the animals at the zoo.
- J Some animals are fed before the zoo is open to the public.

**37 Which question does paragraph 8 answer?**

- A Why do zoos belong to zoo groups?
- B What do koalas eat?
- C Where are the other zoos located?
- D Where do koalas come from?

**38 In which word does -ment mean the same as it does in entertainment?**

- F cement
- G mention
- H achievement
- J moment

**39 Zookeepers bury peanuts in boxes of sand so bears will —**

- A eat only a few at a time
- B eat healthy foods
- C have a place to put the peanut shells
- D spend time looking for them

**40 “What’s for Dinner?” is mainly about —**

- F animals that fight over food
- G when and where animal food is bought
- H a zoo that has 213 animals
- J how and what zoo animals are fed

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

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

**42 To find the *most* current information about the animals at the Sacramento Zoo, you should look —**

- F in an encyclopedia under “Sacramento”
- G in an encyclopedia under “zoos”
- H on the website for the city of Sacramento
- J on the website for the Sacramento Zoo



## Answer Key

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