

VIRGINIA STANDARDS OF LEARNING

Spring 2005 Released Test

**GRADE 5
ENGLISH: READING**

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

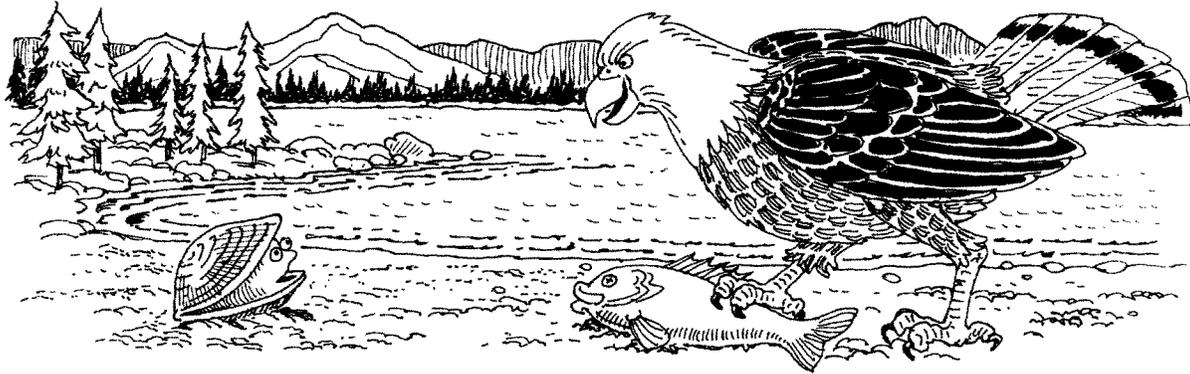
B In this passage, a book is compared to a —

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

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

The Gossiping Clams

A Suquamish Native American Tale



- 1 Long, long ago, when the world was new and the animals could talk, clams were the most talkative of all. And no wonder, for their mouths stretched the full length of their bodies. The clams not only loved to talk, they told stories as well. Some of the stories were true and some were not.
- 2 “Did you know,” said one clam to Eagle, who was eating a fish on the beach, “that Raven says he is a much better hunter than you?”
- 3 Eagle’s feathers ruffled in annoyance. “Perhaps that is true,” scoffed Eagle, “if picking at carrion¹ can be called ‘hunting.’”
- 4 Once when Otter came down to the beach to splash in the water, another clam said to him, “I don’t think you make yourself look foolish when you come down to play in the waves.”
- 5 “Who said I look foolish?” demanded Otter.
- 6 “I really shouldn’t say,” said the clam, “but you might go and ask Beaver. Beaver thinks that everyone should work as hard as she does.”
- 7 It wasn’t long before all the animals were quarreling with each other, and all because of the stories that the clams were spreading. Raven finally got so tired of all the gossiping that he called a council meeting and invited all the animals. Bear, Eagle, Mink, Otter, Wolf, and many others came. It was decided at that meeting that, in order to preserve the peace, a way must be found to put a stop to these unkind stories.
- 8 “Beaver,” said Raven, “we cannot decide how to punish the clams. You are a good worker. We know that you will keep working until you discover a solution, so we have chosen you to rid us of this problem.”
- 9 Beaver thought and thought, and at last she thought of a plan. She gathered up armloads of the clams—every last one of them—and carried them to the edge of the water.

¹**Carrion** is the meat of other animals that are already dead.

- 10 “What are you doing?” they asked in alarm.
- 11 “You shall see soon enough,” replied Beaver. “Never again will you spread your mean-spirited tales.”
- 12 Beaver waited there until the tide went out and then, quickly, she buried each and every one of those clams in the sand. The clams were outraged! When Bear came down to walk along the beach, one of the clams opened its mouth to tattle on Beaver. But as soon as it did, sand and water ran in. The clam sputtered and spit out the water. Again it opened its mouth, but as soon as it did, the sand and water ran into it, and all the poor clam could do was spit out the water and close its mouth.
- 13 Even today, if you walk along the beach at low tide, you might see a little spurt of water squirting up from beneath the sand here and there. That is just a clam spitting out the water it swallowed when it opened its mouth to gossip!

“The Gossiping Clams”. Copyright © 1990 by Arthur Griffin. Reprinted by permission of Hancock House Publishers.

1 In which word does -ance mean the same as it does in the word annoyance?

- A ancestor
- B balance
- C disturbance
- D advance

2 The word scoffed in this story means —

- F retreated
- G discovered
- H chuckled
- J sneered

3 Which question does paragraph 7 answer?

- A Where was the council meeting held?
- B What did the wolf say at the meeting?
- C Why were all the animals quarreling?
- D How long did the animals’ meeting last?

4 The beaver in this story is shown as the —

- F group leader
- G party giver
- H silent partner
- J problem solver

5 The author uses the term “mean-spirited” to show that the clams —

- A had strong ideas
- B wanted to cause problems
- C said things that had two meanings
- D showed unusual qualities

- 6 How did the animals solve their problem?**
- F They asked the clams to quit talking so much.
 - G They left the beach when the clams started talking.
 - H They found a way to shut the clams up.
 - J They told funny stories about the clams.

- 7 Which information from the story supports the idea that the clams thought they were being treated unfairly?**
- A One of the clams opened its mouth to tattle on the beaver.
 - B The clams talked with everyone who visited the beach.
 - C One of the clams said something unkind about the raven.
 - D The clams' mouths stretched the full length of their bodies.

- 8 The clams in this story are mostly shown as —**
- F troublemakers
 - G entertainers
 - H caretakers
 - J complainers

- 9 What is the *most* likely reason that the author wrote this story?**
- A To encourage readers to listen to each other
 - B To explain why readers should become storytellers
 - C To tell readers how to take care of a problem
 - D To teach a lesson about the harm of gossiping

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

Animal Dances

1 Little Liza Lillian never could sit down.
2 She was always dancing, around and around.
3 She'd knock over furniture, room by room,
4 Until she made her mother fume:

5 "Little Liza Lillian Brown,
6 What keeps you dancing around and around?
7 You should sit quietly in your chair
8 And really, show a bit more care!"

9 "What is it that goes through your head,
10 That makes you want to dance in bed,
11 And makes you dance through dinner too?
12 This house feels just like a zoo!"

13 But Liza Lillian could not stop.
14 It was in her nature to spin and hop.
15 She let her arms flow below and above,
16 Pretending she was a snow-white dove.

17 As she scuffed and rumped all the rugs,
18 She jumped and leaped like toads and frogs.
19 As she swayed and fluttered from side to side,
20 She thought how butterflies would glide.

21 Like swift cheetahs¹ running up and down,
22 She raced at top speed, all over town.
23 Like fishes gurgling in the ocean deep,
24 She swam and swam—even while asleep.

25 "Little Liza Lillian Brown,
26 You really are too much of a clown.
27 I do not like this dancing, no.
28 You need to be serious, still, and slow."

29 But Little Liza Lillian Brown
30 Never stopped dancing around and around.
31 She danced through school without a pause,
32 And then danced on stage to loud applause.

33 Liza Lillian is little no more.
34 She still finds joy in the dance, like before.
35 Now she has fame and admiring glances,
36 As she shares with the world her animal dances.

¹**cheetah** – a long-legged wild cat with black-spotted tan fur found in Africa and southwest Asia.



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

- F entertain readers
- G inform readers
- H show readers how to dance
- J convince readers to behave

11 As it is used in this poem, the word fume means to be —

- A angry
- B brave
- C hopeful
- D sorry

12 Which question is answered in lines 5–8?

- F What is Liza Lillian’s last name?
- G How old is Liza Lillian?
- H Which dance does Liza Lillian do most often?
- J Does Liza Lillian take dancing lessons?

13 In lines 9–12, Liza Lillian’s mother does *not* understand why Liza Lillian —

- A dislikes dinner
- B gets so tired
- C likes zoos
- D is so active

14 Lines 13–16 show why Liza Lillian —

- F likes doves
- G keeps dancing
- H enjoys nature
- J keeps pretending

15 The word applause in this poem means —

- A clapping
- B stopping
- C crying
- D singing

16 The poet uses phrases in this poem that show Liza Lillian —

- F acting proper
- G moving constantly
- H wasting time
- J studying carefully

17 Which part from the poem shows that it is rhymed poetry?

- A The endings of each line
- B The unusual words it contains
- C The punctuation used
- D The number of syllables in each line

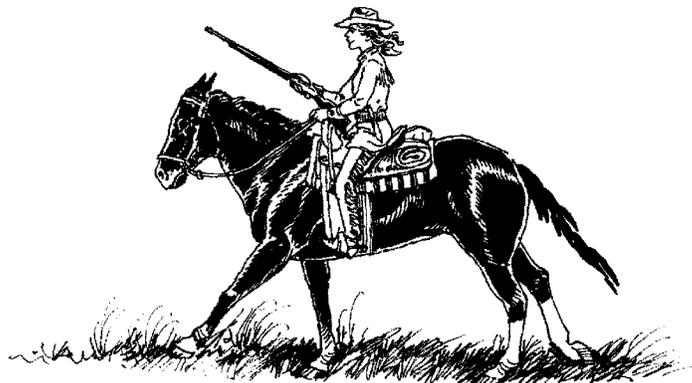
18 Which sentence is the *best* summary of what happens in this poem?

- F Dancing throughout her childhood, Liza Lillian grows up to become a famous dancer.
- G If furniture is in her way, Liza Lillian dances right through it.
- H Liza Lillian can never stop dancing and even dances while eating.
- J When Liza Lillian is not dancing, she is swimming like a fish in the ocean.

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

Anne Bailey, Brave Pioneer Scout

- 1 In the 1700s, the land that is now Virginia and West Virginia was a large stretch of untamed wilderness. As pioneers began moving into the area, it also became the site of many struggles between these settlers and the native people to whom this land had always been home.
- 2 One unlikely heroine of the time was a woman named Anne Bailey. Born in England in 1742, she came to Virginia in about 1761. Unlike most pioneer women, she wore buckskin leggings and carried a long rifle. She was respected as an excellent horsewoman and a skilled scout. Many stories are told of her courage and adventurous spirit.
- 3 One time Bailey was riding her fine, black horse, Liverpool, through the forest. She was being followed by one of the natives. When the woods became too thick for her horse to move swiftly, Bailey jumped off. She let her horse go free and crawled into a hollow log. Her enemy even stopped and rested on the very log in which she was hiding! When it was safe, she crept out of her hiding place and got away. She even managed to find her horse, Liverpool.
- 4 Bailey's most daring feat occurred in 1791. She was a scout for Fort Lee, which today is Charleston, West Virginia. The fort was surrounded and threatened with attack. Unfortunately, the people in the fort had very little gunpowder. The only hope was for someone to ride to the next fort to get more gunpowder. None of the soldiers wanted to take the risk.
- 5 Bailey offered to make the dangerous ride. She jumped onto her horse and raced through more than 100 miles of wilderness to Fort Lewisburg. She got the needed supplies and made the return trip in time to save Fort Lee!
- 6 Bailey had an important reason for the life she chose. Her first husband had died in the Battle of Point Pleasant in 1774. She wanted to make the frontier a safe place for her son, William. She did not want to wait and let others do that for her. So she left her son in the care of a trusted friend while she carried out her dangerous missions.
- 7 In 1795 the Greenville Treaty was signed, and the fighting ended. With peace in the area, Bailey did not need to be a scout any longer. Her experiences, however, served her well as she continued riding across the frontier. She worked as a messenger and trader, delivering goods to settlers.
- 8 Bailey was always eagerly welcomed. In addition to her much-needed services, she was also a thrilling storyteller. It is easy to imagine the pioneers receiving their food, supplies, and letters and settling down to hear her exciting tales of adventure. Anne Bailey was a brave and daring heroine of the Virginia frontier.



19 The word site in the first paragraph means —

- A an area filled with unusual plant life
- B a part of a telescope
- C a place where something is located
- D the ability to see

20 In paragraph 3, what happened just before Bailey jumped off her horse?

- F Bailey's enemy stopped and rested.
- G Bailey crawled into a hollow log.
- H Bailey rode into thick woods.
- J Bailey knew her horse would come back.

21 Why does the author use the words "jump" and "race" in paragraph 5?

- A To show that Bailey was a good horsewoman
- B To explain how fast Bailey liked to ride
- C To show that time was important for Bailey's mission
- D To explain what Bailey was going to get

22 In which paragraph is Bailey described as an entertainer?

- F Paragraph 2
- G Paragraph 4
- H Paragraph 7
- J Paragraph 8

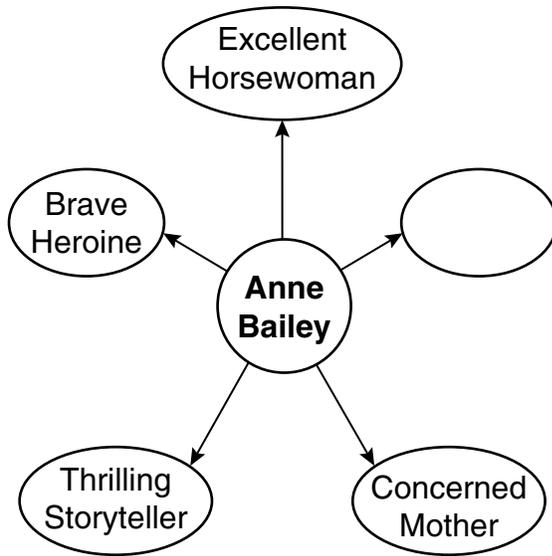
23 Which word *best* describes the pioneers' feelings for Bailey?

- A Shock
- B Appreciation
- C Disappointment
- D Amusement

24 Which paragraphs in this story would probably be headed: Saving Fort Lee?

- F Paragraphs 1 and 2
- G Paragraphs 2 and 3
- H Paragraphs 4 and 5
- J Paragraphs 7 and 8

- 25 This chart shows some of Anne Bailey's special qualities. Use it to answer the question below.



Which idea belongs in the empty circle?

- A Skilled Scout
- B Happy Housewife
- C Fearless Leader
- D Trusted Friend

- 26 This is a chart showing the dates of major events in Anne Bailey's life and her age at the time.

<u>Date</u>	<u>Age</u>
1742	Born
1761	19 years old
1774	32 years old
1791	49 years old
1795	53 years old

According to details in the passage, at what age did Bailey accomplish her most daring feat?

- F 19 years old
- G 32 years old
- H 49 years old
- J 53 years old

- 27 To find a picture of buckskin, the *best* place to look is —

- A in a rhyming dictionary
- B in a thesaurus
- C in an atlas
- D on the Internet

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

Haircuts from the Heart



- 1 Rebecca didn't enjoy having long hair. In the swimming pool, her waterlogged hair weighed her head down. If she braided it while it was wet, it took forever to dry. In gymnastics class, it often got in the way. Still, month after month for two and a half years, Rebecca let her hair grow until it nearly reached her waist.
- 2 Even though Rebecca thought long hair was a bother, the fifth grader had a good reason for letting it grow. At the right time, she would donate her beautiful hair to a group in Palm Springs, Florida called Locks of Love. She would have her hair cut and send it to them as a gift.
- 3 Rebecca first learned about Locks of Love from a television commercial. Locks of Love is a special organization called a charity. The members of this group work to help others in need. The members make no money. Using the healthy cut hair that Rebecca sends them, they will have a wig made for a child who needs it. After seeing the commercial, Rebecca thought for a while, and then decided to give away her hair.
- 4 Children who need wigs are those who lose all their hair because of illness or as a side effect from certain medicines they have to take. Rebecca's hair will be used to help replace the hair that another child has lost. It will also replace some of the bad feelings that child may have from not having hair.
- 5 Through Locks of Love, kids have the opportunity to help other kids. In fact, about 75 percent of the hair sent to this special charity comes from children. As many as twelve ponytails go into the making of each wig. It takes workers about four months to hand-make each hairpiece. If a family had to buy the hairpiece, it would cost about \$3,000.
- 6 The day finally came to cut her long locks. Rebecca had chosen a beauty shop in her city that gave to the Locks of Love program. The hairstylist who worked there took the time to make sure Rebecca's hair was cut and packaged properly.
- 7 First the hairstylist made sure that Rebecca's hair was clean, dry, and not damaged by chemicals. Since Rebecca had neither a permanent nor dye in her hair, there was no need to worry about that. The hairstylist also made sure that the cut hair would be at least ten inches long. Then, with a few snips of the scissors, he cut Rebecca's hair. Rebecca had chosen to have her cut hair bundled into a ponytail. She took great pride in placing the cut ponytail into a plastic bag and then a padded envelope to be mailed to Locks of Love. Finally, as her reward, Rebecca's short hair was styled.
- 8 Sometimes it was hard for Rebecca to have long hair. It seemed as if it took a long time to grow. Her mother kept encouraging her. Now with short hair, Rebecca made another important decision. She decided to let it grow long again! Again she will give it to Locks of Love. Judging from last time, she predicted it will take about three years. Even though Rebecca no longer has long hair, she certainly has a big heart.

28 This story is mainly about —

- F a girl who is in the fifth grade
- G a program that helps people
- H children who are ill
- J taking care of hair

29 Which question does paragraph 1 answer?

- A Where did this story take place?
- B What is Rebecca's last name?
- C When did this story take place?
- D How long was Rebecca's hair?

30 Which word in paragraph 3 helps readers know what the word organization means?

- F group
- G work
- H others
- J healthy

31 Which idea can be supported with information from paragraph 5?

- A More children than adults help the Locks of Love program.
- B The hairpieces are made by special machines.
- C Not all hairpieces are made from human hair.
- D The Locks of Love program was begun in 1997.

32 Which paragraphs in the passage would probably have this heading "Cutting It Just Right"?

- F Paragraphs 1 and 2
- G Paragraphs 3 and 4
- H Paragraphs 5 and 6
- J Paragraphs 6 and 7

33 The author used Rebecca’s experience to tell about the Locks of Love program in order to —

- A explain how hairstylists become involved in this program
- B give some examples of young people’s school activities
- C explain the process of making a wig
- D show how just one person can help this important program

34 Here are some notes that a student took about this passage. Use them to answer the next question.

Hair Requirements for Locks of Love		
<u>Quality</u>	<u>Preparing</u>	<u>Sending</u>
<ul style="list-style-type: none">• Clean• Dry• Chemical free• _____	<ul style="list-style-type: none">• Bundle into ponytail or braid• Tie with ribbon• Place in plastic bag	<ul style="list-style-type: none">• Put in padded envelope• Mail to Locks of Love

What important quality did the student leave off the list?

- F Hair from children for children
- G Ironed smooth
- H At least ten inches long
- J Cut straight across

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

Which Twin Are You?



- 1 I was hurrying to class one morning when Hillary Barnes, the most popular girl in school, stopped me. “Are you the twin who won the art contest?” she asked.
- 2 “No, that’s Christine. I’m Katie,” I said.
- 3 We’re not identical twins; we look quite different. Still, we’re the Carpenter Twins. It was maddening having a twin straight out of a fairy tale. She could defeat Snow White in a beauty contest and attract friends like the Pied Piper! Compared to Christine, I felt like one of Cinderella’s stepsisters.
- 4 In math class I rummaged through my backpack, searching for my homework. “Here, Katie,” said Christine, offering a crumpled paper. “It was under your pillow.”
- 5 “Thanks,” I mumbled. She’d made my bed again! Truly she was an amazing sister. How could I be angry with her? It wasn’t her fault I was the one with wild, unmanageable hair and no talent.
- 6 I’d tried to be artistic too. One Saturday Christine gave me a painting lesson. My red and green blended into brown, making my bouquet of roses resemble a rusty tractor! While pitching a fit over this sad result, I knocked over the real vase of flowers, spilling water onto Christine’s painting. Instead of becoming angry, though, she turned the whole mess into a dreamy masterpiece. You could look at it five different ways and see five different things. With this brilliant creation, she won First Prize in the art contest.
- 7 The bell rang, and I slapped my math book shut. “Katie, don’t forget our basketball game after school,” reminded Christine.
- 8 “I won’t,” I said. Joining Christine’s basketball team was my latest effort to be like her. Though I’d practiced hard all season, my shots still bounced off the rim of the basket. I stumbled when trying to dribble the ball. Once a pass I threw hit Coach Struthers in the shoulder, practically knocking her over.
- 9 This was a new day, a new game. As I was stretching, breathing slowly, thinking positive thoughts, Christine called, “Katie, here!” She tossed me a ball. I leapt for it; it slipped through my fingers and flew into the bleachers. No one was seated right there, but my relief disappeared when the ball crashed into the tape recorder that was used to play *The Star Spangled Banner* before each game.

- 10 I muttered apologies as I picked up the broken pieces of the recorder. Coach looked at the mess and asked, “How are we going to play the song now?”
- 11 Christine suggested, “Let Katie sing it! She’s always singing at home.”
- 12 Coach asked, “Would you?” I found myself nodding.
- 13 Coach announced the national anthem and everyone stood. Standing before a microphone, I looked at the flag and took a deep breath. The notes seemed to flow from deep inside me, and my voice was steady and clear. When I finished, the gym was silent. Then it filled with cheering. As the game started, teammates patted my back and gave me the “thumbs up” sign. Laura Jamison said, “You should try out for the school musical!” I nodded and said that I might.
- 14 The next morning, Hillary Barnes stopped me in the hallway and asked, “Are you the twin who sings?”
- 15 “Yes, that’s me,” I answered, grinning as I walked to class.

35 The author wrote this story *most* likely to —

- A show that people are talented in different ways
- B explain why some people are not talented
- C inform readers about making the most of bad situations
- D persuade readers to always be kind to others

36 Why did the author include paragraphs 2 and 3?

- F To compare the twins
- G To introduce a fairy tale
- H To reveal Katie and Christine’s last name
- J To describe Christine’s friends

37 Which question does paragraph 8 answer?

- A Is Christine taller than Katie?
- B How often does the team practice?
- C In what grade are the twins?
- D Why does Katie join the basketball team?

38 Which detail from the story supports the idea that Katie does a good job singing at the basketball game?

- F She looks at the flag and takes a deep breath.
- G A teammate says she should try out for the school musical.
- H Coach Struthers asks her to sing before the game.
- J Her sister says she is always singing at home.

39 How has Katie changed at the end of the story?

- A She has found something she can do well.
- B She knows she has as many talents as her sister.
- C She has learned to sing and play basketball.
- D She is now the most popular girl in school.

40 Based on the events described in this story, Katie can *best* be described as —

- F foolish
- G clumsy
- H sneaky
- J healthy

41 Which is the *best* summary of this story?

- A A girl finds out she has her own talents.
- B Two sisters make up after a long fight.
- C A girl learns to work as part of a team.
- D Two sisters learn not to be jealous of each other.

42 Which paragraphs in the story could have this heading: Problems on the Basketball Court?

- F Paragraphs 3 and 4
- G Paragraphs 5 and 6
- H Paragraphs 8 and 9
- J Paragraphs 12 and 13



Answer Key

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