

VIRGINIA STANDARDS OF LEARNING

Spring 2010 Released Test

GRADE 5 READING

Form R0110, CORE 1

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Directions

Read the passage. Then read each question about the passage and choose the best answer.

SAMPLE A

Aunt Jackie's Ring

- 1 For Mary's birthday, her aunt gave her a ring that was more than 100 years old. "Take good care of it," her aunt warned. She did just that until one day Mary looked down at her hand and noticed the ring was gone.
- 2 "Aunt Jackie is going to be so disappointed in me," thought Mary. Then Mary remembered she put the ring in her pocket when she washed her hands at the sink. "Thank goodness!" Mary said to herself. After that, she never took off Aunt Jackie's ring again.

This story is mostly about —

- A** a normal day
- B** Mary's aunt
- C** a special ring
- D** Mary's birthday

Directions

You do not need to read a passage to answer the following question. Read and answer the question.

SAMPLE B

Read this sentence.

“Mrs. Johnson is my favorite teacher, and I really enjoy her class,” Mario told his mother.

In this sentence, the word enjoy means —

- F** like
- G** hear
- H** notice
- J** save

**Go to the next
page and continue
working.**

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

A Rescued Project

- 1 It was Monday morning, and Katie hurried down the hallway to her classroom. She was meeting her best friend, Sarah, to work on their science fair project. The two girls were excited because the project was going well.
- 2 Katie and Sarah were testing various plant foods on the same type of plant. Their teacher, Mr. Hollander, let them use a table in the back of the classroom as a science lab. Each morning before school, the girls measured the plants. In the afternoons they took turns watering the plants with different types of food mixtures.
- 3 When Katie opened the classroom door, she gasped at the sight of their four plants. They had been standing tall on Friday afternoon, but now they drooped dangerously low. Katie touched the soil in the pots and discovered that it was almost dry. "Oh, no!" she said to herself. "Sarah must have forgotten to water them on Friday!" She was staring at the plants in horror when Sarah came into the classroom.
- 4 Sarah saw the distress on Katie's face and felt awful when she noticed the condition of the plants. "I'm so sorry, Katie. I was in a hurry to get to softball practice Friday afternoon, and I forgot to water the plants," Sarah said as she dropped her gym bag on the floor and walked over to the plants.
- 5 Katie held in the harsh words she felt. She did not want to be angry with Sarah. They had been friends since second grade, and whenever they worked on a project together, Sarah always had good ideas. Sometimes she was not responsible, though. Last week, for example, Sarah had misplaced their project journal. Katie helped Sarah retrace her steps that day. The girls had a big laugh when they found the journal in her gym bag, buried under Sarah's softball uniform.
- 6 Katie sighed. She knew Sarah regretted overlooking the plants on Friday. "What do we do now?" Katie asked as she touched one of the sagging leaves. "Do you think our project is ruined?"
- 7 "Let's try to save the project," Sarah suggested with new hope. "Maybe Mr. Hollander can help." Almost as if he had heard them mention his name, their teacher entered the room.
- 8 "Good morning," he said as he walked to where the girls were standing. "What happened here? It looks like someone forgot to water the plants before the weekend."
- 9 "I'm the one who forgot, Mr. Hollander," admitted Sarah. "Is there anything we can do?" Their teacher looked thoughtful as he felt the soil in the pots.
- 10 "The soil is still damp, so the plants are not completely out of water," he informed them. "Go ahead and water them now. By the end of the day you should be able to tell if any permanent damage has been done."
- 11 The girls smiled at each other with new enthusiasm. They quickly combined the different plant foods with water and carefully poured the mixtures into each of the pots.

Throughout the day they eyed the plants hopefully. Slowly the sagging leaves perked up, and by the afternoon the plants looked healthy again.

- 12 Before going home, Sarah and Katie measured the plants. Sarah then pointed to a piece of paper under the clear plastic pocket of her binder. She had listed the days she was responsible for watering the plants. "Now I won't forget," she said.
- 13 With a sigh of relief, Katie patted Sarah on the back and teased, "Clever idea, Sarah!"

1 Read this sentence from paragraph 3.

They had been standing tall on Friday afternoon, but now they drooped dangerously low.

The author uses the phrase "drooped dangerously low" to —

- A** describe the exact height of the plants for the project
- B** tell how the plants will look at the end of the project
- C** explain that the damage to the plants may be serious
- D** suggest that the plants are harmful to other students

2 What causes Katie to gasp in paragraph 3 of the story?

- F** The empty classroom
- G** Sarah's lateness
- H** The appearance of the plants
- J** Mr. Hollander's words

3 Read this sentence from paragraph 5.

Last week, for example, Sarah had misplaced their project journal.

In which word does mis- mean the same as it does in misplaced?

- A** mischief
- B** miserable
- C** mission
- D** mistreat

4 The author uses paragraph 5 mainly to help the reader understand that Katie and Sarah —

- F** enjoy school together
- G** have a sense of humor
- H** work on many projects
- J** share a special friendship

5 Sarah does not water the plants because she —

- A** wants her teacher to be responsible for the plants
- B** is involved in another activity
- C** thinks the plants have already been watered
- D** is working on another science project

6 What does Mr. Hollander discover about the girls' project?

- F** The plants have been broken.
- G** The mixture is not helpful.
- H** The soil has some water in it.
- J** The pots are not large enough.

7 The main difference between Katie and Sarah is that Katie is more —

- A** active
- B** forgiving
- C** responsible
- D** relaxed

8 Mr. Hollander and Sarah both suggest —

- F** trying to save the plants
- G** increasing the amount of food for the plants
- H** adding more soil to the plants
- J** entering the plants in a science fair

9 What event causes Sarah to make a list at the end of the story?

- A** Her conversation with Mr. Hollander
- B** Her earlier mistake with the plants
- C** Her ability to work well with Katie
- D** Her measurement of the plants

10 The girls' problem is solved when they —

- F** find new plants for their project
- G** follow advice from their teacher
- H** locate their missing journal
- J** mix their own plant food

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

Shades of History

- 1 Trees are an important part of American history. All 50 states in America have official state trees, but many people do not know how or why these trees were chosen. Each state has its own special story about how its official state tree was selected.

How It All Began

- 2 Texas was the first state to have a state tree. Texans made the pecan tree their official state tree in 1919. When people in other states heard about this decision, they decided to have official state trees too. The people of Connecticut chose the white oak tree in honor of their famous Charter Oak, which was used to hide the colony's charter from the English in 1687. The official state tree of Massachusetts is the elm tree, chosen to honor the Sons of Liberty who would often meet under an elm tree to discuss plans to rebel against British rule over the American colonies.

The Choice Is Clear

- 3 The choices in Connecticut and Massachusetts were easy to make, but how did other states choose their trees? The people in Maine and Minnesota picked conifer trees because the trees are used for lumber and shipbuilding, important industries in the two states. Maine chose the white pine, and Minnesota chose the red pine. The people of Alaska named the Sitka spruce as their official state tree. It provided a lightweight wood that served many purposes. Hawaii is the only state that chose a tree that was not native to its own state. The people of Hawaii chose the candlenut tree, which originally came from southeastern Asia. The paste of candlenut kernels was once used to make candles. That is why it is called the candlenut tree. Virginia chose the flowering dogwood as its tree. The flowering dogwood blooms in the spring and grows throughout the state.



The flowering dogwood, Virginia's official state tree, blooms beautifully in the spring.

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Let the Students Decide

- 4 Mississippi and West Virginia had a unique way of picking their official state trees. They asked schoolchildren to vote for the tree they liked best. In Mississippi, the children voted for the magnolia tree. The popular sugar maple was chosen by children in West Virginia.

Being a Part of History

- 5 The next time you enjoy the shade of a tree, it might just be an official tree of the state you are in or a tree that helped build America. In many ways, you could be standing in the shades of history.

11 The author begins paragraph 3 with a question to —

- A** keep the reader interested in the article
- B** find out how much the reader knows
- C** suggest the reader research the topic
- D** tell the reader to ask others for help

12 People in Minnesota chose the red pine as the state tree because they —

- F** felt its flowers reflected features of the state
- G** knew its wood supported many industries
- H** thought its size made it an ideal building material
- J** believed its blooms were favored by schoolchildren

13 Hawaii’s state tree is different from other state trees because it —

- A** is not native to its home state
- B** has not provided a useful product
- C** represents the shipbuilding industry
- D** was chosen based on its colorful flowers

14 A student made these notes after reading the article.

<i>Facts About State Trees</i>	
•	<i>West Virginia—flowering dogwood</i>
•	<i>Maine—white pine</i>
•	<i>Mississippi—magnolia</i>
•	<i>Hawaii—candlenut</i>

Which statement in the notes shows that the student misread the article?

- F** West Virginia – flowering dogwood
- G** Maine – white pine
- H** Mississippi – magnolia
- J** Hawaii – candlenut

- 15 The people of Massachusetts chose the elm tree for their state tree because they —**
- A** thought it made a good place to hide things
 - B** knew it was already famous in other states
 - C** wanted the citizens to share its beauty
 - D** saw it as a symbol of events in their history

- 16 The reader may *best* conclude that some states chose a state tree on the basis of —**
- F** age
 - G** height
 - H** shape
 - J** usefulness

- 17 The state trees of Mississippi and West Virginia are different from other state trees because they were —**
- A** chosen for their appearance
 - B** selected by children
 - C** planted in front of schools
 - D** decided on by state officials

18 The photograph helps the reader understand information in paragraph —

F 1

G 2

H 3

J 4

**Go to the next
page and continue
working.**

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

As Easy as 1, 2, 3

- 1 “*Uno, dos, tres . . .*” James counted out loud the number of pages in his history report. His older brother, Matt, sat across the kitchen table from him.
- 2 “What are you doing now, James?” asked Matt, slightly annoyed by James’s loud voice. “I’m trying to study for my math test. I can’t concentrate if you keep talking,” Matt complained.
- 3 “I need to count the number of pages in my history report. We need to have at least five pages about the American Revolution. So far I only have three.”
- 4 “Why do you have to count out loud? Why does it have to be in Spanish?” Matt asked, even more upset than before.
- 5 “I’m counting in Spanish because we’re learning our numbers in Spanish class. My Spanish teacher, Mr. Folley, said that we should practice out loud. Speaking to others instead of reading to ourselves will help us with our pronunciation.” James had always wanted to learn Spanish, and Mr. Folley helped him realize the importance of knowing a second language.
- 6 “I’m going to another room,” Matt said as he picked up his books and walked away.
- 7 “Okay, but you’ll be sorry when the day comes that I know Spanish and you don’t,” James joked as his brother let the kitchen door shut behind him.
- 8 A few weeks later, James and Matt visited the local grocery store. While they were there, Matt saw a sign written in Spanish. Matt quickly ran to the sign and covered the words written in English.
- 9 “James,” Matt yelled to his brother. “Come here. I have something I want you to read.” James walked to where his brother was standing and saw the sign. “Do you know what this sign says?” Matt asked, expecting James to stare at the sign with a look of confusion. To Matt’s surprise, James read the sign out loud.
- 10 “The sign says, ‘Hello. Welcome to our store,’” James said. Matt was surprised that his brother could read the words. He knew that James had been practicing Spanish, but he did not realize that his brother was advancing that quickly. Only a few weeks ago James was practicing simple numbers in Spanish. Now he was translating entire sentences.
- 11 “I can also read that sign over there,” James said, pointing to a sign warning customers about the wet floor. James continued reading signs and some food labels, stumbling over only a few words here and there.
- 12 “Well, James,” Matt said as they walked out of the store. “I’m impressed by how quickly you are learning to speak Spanish.”

- 13 "Spanish is easy, Matt, and fun to learn," James replied, beaming with confidence after hearing his brother's compliment. "You should practice with me. We could both speak Spanish at home."
- 14 Matt thought about James's comment. "A new student from Mexico joined my math class last week, and he asked if I could help him study for an upcoming quiz. Maybe I could invite him home for dinner. I could help him with his math homework, and he could help us with our Spanish. How does that sound?"
- 15 "That's a great idea!" James exclaimed. He couldn't wait to tell Mr. Folley about his brother's new plan.

19 The author gains the reader's attention in the first paragraph by —

- A** presenting the central problem
- B** using words in another language
- C** explaining the setting of the story
- D** describing the characters

20 In paragraph 2, the word annoyed means —

- F** bothered
- G** bored
- H** puzzled
- J** worried

21 In paragraph 9, why is Matt surprised?

- A** He had never seen words written in Spanish.
- B** He had never heard his brother say anything in Spanish before.
- C** He thought his brother would be confused by the unfamiliar words.
- D** He expected the store to have more signs.

22 Read this dictionary entry.

ad·vance (ăd-văns') *v.* **1.** To bring forward. **2.** To make progress. **3.** To raise to a higher position. **4.** To give and expect to be paid back.

Which meaning of advancing is used in paragraph 10?

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

23 Read this sentence from paragraph 11.

James continued reading signs and some food labels, stumbling over only a few words here and there.

The author *most* likely included this sentence to show that James —

- A enjoys reading to his brother
- B is not fully interested in speaking Spanish
- C does not want to read all the words on the labels
- D is still learning Spanish

24 Read this dictionary entry.

beam (bēm) *n.* **1.** A long heavy piece of wood or metal used as a main support of a building or ship. **2.** A ray of light. *v.* **3.** To send out beams of light. **4.** To smile with joy.

Which meaning of beaming is used in paragraph 13?

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

25 How does James feel when his brother compliments him?

- A** Proud of his achievement
- B** Excited about what his teacher will think
- C** Confused by what his brother has said
- D** Embarrassed about receiving praise

26 How does Matt change in the story?

- F** He becomes interested in learning to speak Spanish.
- G** He decides he would like to go to Mexico to improve his Spanish.
- H** He realizes how pretty Spanish sounds when spoken.
- J** He learns that knowing Spanish is necessary when grocery shopping.

27 When James realizes that his brother is impressed by how quickly he has learned Spanish, James —

- A** explains that he was told by his teacher to speak out loud in Spanish
- B** tells Matt why it is important to speak Spanish to others
- C** tries to think of others who can speak Spanish
- D** suggests that Matt practice with him so they can speak Spanish at home

28 Why does James count out loud in Spanish?

- F** To show his brother what he has learned
- G** To practice pronouncing words properly
- H** To show his brother how well he speaks
- J** To complete his history report

29 Matt leaves the kitchen because he —

- A** needs to go to the store
- B** cannot find his book
- C** wants to meet a friend
- D** cannot concentrate well

30 Why does James *most* likely want to tell Mr. Folley about Matt's plan?

- F** James knows his teacher will think it is a great way to practice Spanish.
- G** James thinks his teacher may want to join them sometime.
- H** James hopes his teacher will give him extra credit for helping others.
- J** James wants his teacher to teach other students to speak Spanish.

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

Monticello: A Mountaintop Treasure



- 1 Thomas Jefferson was a man of many achievements. He served as governor of Virginia, representative of America's government to France, vice president to President John Adams, and the third President of the United States. One of his greatest achievements, however, was designing and building his farm and plantation home, Monticello, located on a mountaintop near Charlottesville, Virginia.
- 2 Although Thomas Jefferson was an accomplished man, many people do not know that he was a talented gardener who devoted much of his time to caring for the land around his plantation home. It was here that Jefferson kept a diary to record his advancements in growing flowers, plants, fruits, and vegetables. His daughters and granddaughters even took part in this special hobby that was so dear to him. Today, the area is visited by thousands of people each year, but to truly appreciate the beauty of the stunning gardens and thriving trees, one must go back in history to learn about how this land gained the color and richness it boasts today.
- 3 Monticello was more than a house to Jefferson. It was also a working farm and plantation covering 5,000 acres. There were flower gardens, fruit and vegetable gardens, and fields. The two orchards grew 170 types of fruit, and the vegetable garden grew 250 kinds of vegetables and herbs. Monticello also was an experimental laboratory. Jefferson brought seeds and plants back from his travels. He even tried to grow broccoli from Italy and peppers from Mexico. In addition, Jefferson was one of the first Americans to practice a new method of farming. Every seven years he grew a different crop in a certain field. By changing the crops to different fields, Jefferson kept the soil fresh. First he grew wheat, then Indian corn, peas or potatoes, and clover.
- 4 Not only did Jefferson want a working farm, but he also enjoyed the beauty of the land. In the spring of 1808, Jefferson designed a winding walk bordered with colorful flowers from North America and Europe. This walkway circled the West Lawn and was the front area of the home. It was somewhat of an open garden, which was modeled after English gardens Jefferson had visited. In 1812 Jefferson decided to divide the walkway into different sections. A different type of flower grew in each section. Throughout the years, the flower gardens were cared for by his daughters and granddaughters.

- 5 Along with the attractive winding walk, 20 oval flower beds of beautiful, rich colors surrounded the home. Jefferson first began to plan for the flower beds in 1807, drawing a sketch of where they would be planted. Each bed contained a different flower, creating a diversity of plant life on the grounds. Some of the types of flowers planted that year were twinleaf, Columbian lily, and the Cardinal flower.
- 6 Thomas Jefferson lived the last 17 years of his life at his treasured home. There, he often entertained visitors, showing them the variety of plant life on the grounds of Monticello. Jefferson let everyone know that his home was his happiness.

31 The author gains the reader’s attention in the first paragraph by —

- A** giving information about France and the United States
- B** comparing Jefferson’s and Adams’ achievements
- C** describing the mountains near Charlottesville
- D** listing Jefferson’s many successes

32 In paragraph 2, the word accomplished means —

- F** successful
- G** popular
- H** humorous
- J** thoughtful

33 In paragraph 3, the word method means —

- A activity
- B area
- C business
- D system

34 According to the article, how was Jefferson different from *most* American farmers of his time?

- F He experimented with a new kind of farming.
- G His plantation was admired by others.
- H He lived on and farmed his land.
- J His family helped him care for the land.

35 The idea that Monticello continues to attract attention is *best* supported by the fact that —

- A thousands of people visit the home annually
- B his daughters and granddaughters were involved
- C many oval flowerbeds were planted around his home
- D the last years of his life were spent with family

36 Read these notes that a student wrote about the article.

	A. 170 types of fruit
	B. 250 types of vegetables
	C. Wheat and corn
	D. Flowers and herbs

Which is the *best* heading for the notes?

- F** How to Be a Good Farmer
- G** Colonial Countryside
- H** The Gardens of Monticello
- J** Life on a Mountaintop

You do not need to read a passage to answer the following questions. Read and answer the questions.

37 Read this sentence.

The students asked the student council to reconsider its decision to make the school colors blue and white.

In which word does re- mean the same as it does in reconsider?

- A rest
- B restaurant
- C review
- D reional

38 Read this sentence.

The artist mixed yellow and white paints to create an impure white for the sandy beaches in her painting.

In which word does im- mean the same as it does in impure?

- F imaginary
- G imitate
- H immense
- J impatient

39 Which sentence contains an underlined word with a root word that means to make clear?

- A** When Ricky declared he made an 'A' on his report, his parents were very proud.
- B** She replied cleverly in response to each question.
- C** The class waited early in the morning to receive their final grades.
- D** Her work on the class assignment showed that she was an earnest student.

40 Which book would give the *most* information about daily life in South America?

- F** *Famous Restaurants of South America*
- G** *Major Cities Around the World*
- H** *Languages, Music, and Foods of South America*
- J** *Visiting Countries Around the World*



Answer Key-5062-R0110

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	C	002	Demonstrate comprehension of printed materials
2	H	002	Demonstrate comprehension of printed materials
3	D	001	Use word analysis strategies and information resources
4	J	002	Demonstrate comprehension of printed materials
5	B	002	Demonstrate comprehension of printed materials
6	H	002	Demonstrate comprehension of printed materials
7	C	002	Demonstrate comprehension of printed materials
8	F	002	Demonstrate comprehension of printed materials
9	B	002	Demonstrate comprehension of printed materials
10	G	002	Demonstrate comprehension of printed materials
11	A	002	Demonstrate comprehension of printed materials
12	G	002	Demonstrate comprehension of printed materials
13	A	002	Demonstrate comprehension of printed materials
14	F	002	Demonstrate comprehension of printed materials
15	D	002	Demonstrate comprehension of printed materials
16	J	002	Demonstrate comprehension of printed materials
17	B	002	Demonstrate comprehension of printed materials
18	H	002	Demonstrate comprehension of printed materials
19	B	002	Demonstrate comprehension of printed materials
20	F	001	Use word analysis strategies and information resources
21	C	002	Demonstrate comprehension of printed materials
22	G	001	Use word analysis strategies and information resources
23	D	002	Demonstrate comprehension of printed materials
24	J	001	Use word analysis strategies and information resources
25	A	002	Demonstrate comprehension of printed materials
26	F	002	Demonstrate comprehension of printed materials
27	D	002	Demonstrate comprehension of printed materials
28	G	002	Demonstrate comprehension of printed materials
29	D	002	Demonstrate comprehension of printed materials
30	F	002	Demonstrate comprehension of printed materials
31	D	002	Demonstrate comprehension of printed materials
32	F	001	Use word analysis strategies and information resources
33	D	001	Use word analysis strategies and information resources
34	F	002	Demonstrate comprehension of printed materials
35	A	002	Demonstrate comprehension of printed materials
36	H	002	Demonstrate comprehension of printed materials
37	C	001	Use word analysis strategies and information resources
38	J	001	Use word analysis strategies and information resources
39	A	001	Use word analysis strategies and information resources
40	H	001	Use word analysis strategies and information resources

Grade 5 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	135
2	175
3	200
4	218
5	233
6	245
7	256
8	266
9	275
10	283
11	291
12	298
13	306
14	312
15	319
16	325
17	332
18	338
19	344
20	350
21	356
22	362
23	369
24	375
25	381
26	387
27	394
28	401
29	408
30	416
31	424
32	432
33	441
34	452
35	463
36	477
37	494
38	517
39	555
40	600

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

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