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Topic: 1

Paragraph (1)

Refer to the following for questions 1—3:

Jo's face was a study next day for the secret rather weighed upon her, and she found it hard not to look mysterious and important. Meg observed it, but did not trouble herself to make inquiries, for she had learned that the best way to manage Jo was by the law of contraries, so she felt sure of being told everything if she did not ask. She was rather surprised, therefore, when the silence remained unbroken, and Jo assumed a patronizing air, which decidedly aggravated Meg, who in turn assumed an air of dignified reserve and devoted herself to her mother. This left Jo to her own devices, for Mrs. March had taken her place as nurse, and bade her rest exercise, and amuse herself after her long confinement. Amy being gone, Laurie was her only refuge, and much as she enjoyed his society, she rather dreaded him just then, for he was an incorrigible tease, and she feared he would coax the secret from her.
(Little Women by Louisa May Alcott)

Question: 1

From what point of view is this passage written?

- A. First person
- B. Second person
- C. Third person
- D. Fourth person

Answer: C

Explanation:

Point of view refers to the vantage point from which a story is written. First person uses the pronoun I. Second person uses the pronoun you. Third person uses the pronouns he/she/they. There is no fourth person point of view. This passage was written in the third person.

Question: 2

The phrase "was a study" implies that

- A. Jo looked jubilant.
- B. Jo looked secretive.
- C. Jo looked disheveled.
- D. Jo looked angry.

Answer: B

Explanation:

The words "mysterious" and "important" used in the sentence help the reader deduce that Jo looked secretive. Jo neither looked jubilant, or joyful; disheveled, or disarranged; or angry.

Question: 3

What can you infer about Laurie?

- A. He was stoic.
- B. He was taciturn.
- C. He was unruly.
- D. He was uncanny.

Answer: C

Explanation:

The last sentence states that Laurie was "an incorrigible tease." From this statement you can infer that Laurie was unruly or unmanageable. Stoic means not showing passion or emotion. Taciturn means silent. Uncanny means supernatural. There is nothing in the passage to imply he had any of these characteristics.

Topic: 2

Paragraph (2)

Refer to the following for questions 4—7:

George Washington Carver was always interested in plants. When he was a child, he was known as the "plant doctor." He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants.

Sometimes he'd take their plants to his garden and nurse them back to health.

Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land.

Cotton plants use most of the nutrients in the soil. (Nutrients provide nourishment to plants.) So the soil becomes "worn out" after a few years. Eventually, cotton will no longer grow on this land.

This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was dedicated to helping those farmers, so he came up with a plan.

Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut! Peanuts are also a source of protein.

Carver thought that if those farmers planted peanuts, the plants would help restore their soil, provide food for their animals, and provide protein for their families—quite a plant! In 1896 peanuts were not even recognized as a crop in the

United States, but Carver would help change that.

Carver told farmers to rotate their crops: plant cotton one year, then the next year plant peanuts and other soil-restoring plants, like peas and sweet potatoes. It worked! The peanut plants grew and produced lots of peanuts. The plants added enough nutrients to the soil so cotton grew the next year.

Question: 4

According to the passage, what problem were cotton farmers facing?

- A. They needed food for their animals.
- B. Peanuts were not recognized as a crop in the United States.
- C. They were growing too much cotton.
- D. The cotton had stripped the land of its nutrients.

Answer: D

Explanation:

The second paragraph discusses the problem the cotton farmers were facing. The cotton crops had depleted the nutrients from the soil.

Question: 5

How did Carver resolve the farmers' problem?

- A. He told the farmers to rotate their crops.
- B. He came up with a plan.
- C. He invented the peanut.
- D. He gave advice to farmers with sick plants.

Answer: A

Explanation:

The last paragraph answers this question. "Carver told farmers to rotate their crops: plant cotton one year, then the next year plant peanuts and other soil-restoring plants, like peas and sweet potatoes. It worked! The peanut plants grew and produced lots of peanuts."

Question: 6

This passage is mainly about

- A. how George Washington Carver became a teacher at the Tuskegee Institute.
- B. how George Washington Carver helped farmers improve their crop production.
- C. why George Washington Carver studied plants.
- D. how George Washington Carver made peanuts a recognized crop in the United States.

Answer: B

Explanation:

Answer choice B best summarizes what this passage is mainly about. Choices A, and C are not even discussed in this passage. Paragraph 5 does discuss choice D, but it is not the main focus of the passage.

Question: 7

According to this passage, "crop rotation" can be described as

- A. Planting a soil-depleting crop like cotton one year and then planting a soil-restoring plant like peanuts the next year
- B. Growing only one crop on the land year after year
- C. Nursing sick plants back to health
- D. Studying plants at an institute

Answer: A

Explanation:

Answer choice A best defines "crop rotation," as the passage gives the definition in the last paragraph.

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