

VIRGINIA STANDARDS OF LEARNING

Spring 2009 Released Test

GRADE 3 READING

Form R0119, 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

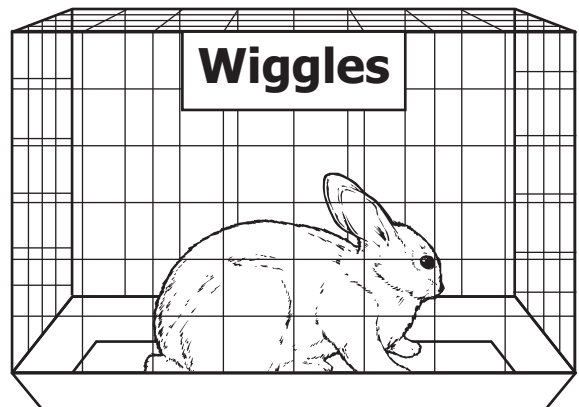
- F** like
- G** hear
- H** notice
- J** save

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

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

Special Jobs

- 1 It was Monday! Today, Mr. Romo would stand in front of the class and read a list of special jobs. He wanted each student to try a different job every week. Jocelyn liked Mondays because she enjoyed the different jobs. Her favorite, though, was Computer Helper. She loved helping other students use the computer.
- 2 Jocelyn looked at a table near the window. On top of the table was a big cage. Inside the cage was a bunny named Wiggles. Taking care of Wiggles was the one special job Jocelyn didn't want.
- 3 Jocelyn liked Wiggles, but she just didn't know how to take care of him. She watched her classmates feed him and clean his cage. Jocelyn didn't know how they made caring for him seem easy. All she knew was that it would never be easy for her.
- 4 At the front of the room, Mr. Romo had only two special jobs left: Lunchroom Leader and Bunny Buddy. Jocelyn held her breath. Then she heard Mr. Romo say her name, followed by "Bunny Buddy."
- 5 Mr. Romo walked towards Jocelyn's desk, and there was only one thing she could say. "I can't be the Bunny Buddy!"
- 6 Mr. Romo looked surprised. "Why not?" he asked.
- 7 Jocelyn lowered her eyes. "I don't know how to take care of Wiggles. What will happen to him if I do something wrong? I have never had to take care of a real, live animal," she said.
- 8 When Jocelyn looked up, Mr. Romo was smiling. "That's why I have printed directions. The list will show you how to take care of Wiggles," Mr. Romo said as he handed the paper to Jocelyn.



- 9 Jocelyn slowly walked over to the cage where Wiggles lived. Wiggles hopped up to the side of the cage where she was standing, as if to tell her hello. While Jocelyn watched him, he sat there wiggling his nose and looking at her. “Wiggles, will you forgive me if I mess up?”
- 10 Wiggles seemed to understand, and Jocelyn knew that everything would be all right.
- 11 By the end of the day, Jocelyn had two favorite jobs.

1 Read the dictionary entry.

stand (stănd) v. **1.** To get up on one’s feet. **2.** To set up in a certain way. **3.** To last a long time. **4.** To remain true.

Which meaning of stand is used in paragraph 1?

- A** 1
B 2
C 3
D 4

2 Why does Jocelyn like Mondays?

- F** Wiggles has a different buddy.
- G** Students receive classroom jobs.
- H** Students can choose where to sit.
- J** Mr. Romo brings games for the computer.

3 Read this sentence from paragraph 4.

Then she heard Mr. Romo say her name, followed by "Bunny Buddy."

What does this sentence tell the reader?

- A** Jocelyn wants to feed the rabbit.
- B** Jocelyn has been picked to care for Wiggles.
- C** Jocelyn's teacher wants to talk to her about the rabbit.
- D** Jocelyn's fears of caring for Wiggles have gone away.

4 In paragraph 7, what does “lowered her eyes” mean?

- F** Jocelyn watched the rabbit.
- G** Jocelyn saw the teacher.
- H** Jocelyn stared outside.
- J** Jocelyn looked down.

5 Why does Mr. Romo smile in paragraph 8?

- A** He feels happy about the jobs.
- B** He knows how to help Jocelyn.
- C** He thinks Jocelyn is funny.
- D** He likes to watch students do their work.

6 Mr. Romo MOST likely chooses Jocelyn to be the Bunny Buddy because —

- F** he wants her to try something different
- G** she asks him for a better job
- H** the classroom computer is not working
- J** the other students do not want the job

7 Why is Jocelyn worried about being Bunny Buddy?

- A** She does not like to hold Wiggles.
- B** She does not have food for Wiggles.
- C** She does not have a place to keep Wiggles.
- D** She does not want to make a mistake with Wiggles.

8 Why does Jocelyn like being Computer Helper?

- F** She wants to learn how to use the computer better.
- G** She wants to play games on the computer.
- H** She likes to show other students how to use the computer.
- J** She likes to write stories using the classroom computer.

9 Who would be MOST helped by reading this story?

- A** A student who likes to do class jobs
- B** A student who wants to buy a pet rabbit
- C** A student who is shy about helping others
- D** A student who is worried about trying something new

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

A Good Night's Sleep

- 1 Have you ever stayed up late one night? Did you feel tired the next day? Did you feel grouchy? It is because your body missed its sleep! So why does a good night's sleep make you feel better?
- 2 Scientists have studied sleep to find the answer to this question. They have found some different reasons. First, sleep helps your body stay healthy. Even though you are sleeping, your body is still active. Sleep gives your body a chance to repair itself. New cells grow while you sleep. Your muscles and bones grow too!
- 3 Sleep also helps your body to rest. How? Your body does not need as much energy when it slows down. The beat of your heart and your breathing rate become slower, which lowers your body's energy level. Your body needs rest after a busy day.
- 4 Sleep is important for your brain too. During the day your brain gathers information. Whether you read a book, taste an orange, or hear a song, your brain stores this information. At night while sleeping, your brain reviews everything that you did during the day. It saves some of your experiences so you can remember them. Some scientists think all this reviewing causes you to dream.
- 5 What happens if you do not have enough sleep? People who miss too much sleep have trouble paying attention. They make more mistakes in their work. Scientists believe that people who miss more than three days of sleep may become sick and even start seeing something that is not really there.
- 6 Most students need between ten and eleven hours of sleep each night. What can you do to help give your body a good night's sleep?

WAYS TO HELP YOU SLEEP

1. Run and play outside during the day.
 2. Drink a glass of milk before going to bed.
 3. Go to bed on time.
 4. Read a book in bed.
 5. Have a dark, quiet room.
- 7 Follow these steps and you will begin to feel rested and happy. Nothing else will help your body like a good night's sleep!

10 Read this sentence from paragraph 1.

Did you feel grouchy?

Which word means the opposite of grouchy?

- F** angry
- G** greedy
- H** happy
- J** lively

11 Paragraph 5 is MOSTLY about the —

- A** best place to sleep
- B** best time for sleeping
- C** reasons for sleeping
- D** problems caused by missing sleep

12 In paragraph 6, what does the author say might help a person sleep?

- F** staying up late each night
- G** listening to a favorite song
- H** listing experiences of the day
- J** drinking a glass of milk

13 Plenty of sleep will MOST likely cause a student to —

- A** have trouble making choices
- B** remember lessons easier
- C** breathe faster
- D** make mistakes in class

14 A student made this list about why sleep is important.

- | |
|--|
| <ol style="list-style-type: none">1. keeps the body healthy2. _____3. good for the brain |
|--|

What belongs on the blank line?

- F** helps the body rest
- G** makes the body tired
- H** causes low energy
- J** makes the heart stronger

15 Which paragraph answers the question, “How much sleep do students need?”

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

16 This article could BEST help a student who wants to learn —

- F** the reason the heart slows down when a person sleeps
- G** how the brain works
- H** how sleep is important for the body and the mind
- J** the reason for too much sleep

17 How should the word “trouble” be divided?

- A** tro – u – ble
- B** trou – ble
- C** tr – ouble
- D** tr – ou – ble

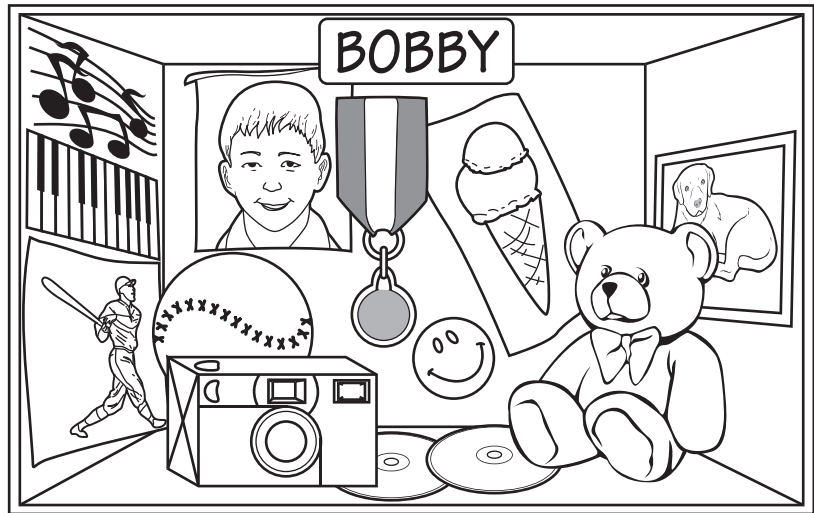
Directions: Read the homework paper and answer the questions that follow.

ALL ABOUT ME

What is an **ALL ABOUT ME** box? It is a box that tells about you. It explains who you are and what you like.

WHAT YOU NEED:

- **A shoebox.** The box should be a large, adult-size shoebox. The lid of the box should be left off.
- **Scissors**
- **Glue**
- **Tape**
- **Colored markers and paint**
- **Some of your favorite objects**
- **Picture of yourself**



WHAT TO DO:

1. **Color or paint the inside of your box.**
2. **Turn your box on its side so that it has a floor, a roof, two sides, and a back.**
3. **Put your name and a picture of yourself inside the box. Use markers to write your name neatly.**
4. **Now think of what makes you special. What do people think of when they hear your name? Here are a few examples:**
 - * Do you take piano lessons? If so, you could cut out a picture of a piano and tape or glue it in your box.
 - * If you like to watch TV, draw a little box and make it look like a television.
 - * Do you like to play sports? Place a small baseball in your box. You could also glue a picture of a basketball player inside your box.
 - * If you like playing at the beach, put a little sand shovel in the box.
 - * Glue a picture of a place you have visited.
 - * Make a list of your favorite foods and place that in your box.
 - * Draw a picture of your pet on the inside of the box.
 - * Add the name of a book or game you like.
 - * Put a small, favorite toy in your box.
 - * Glue a photo of yourself with a friend or family member.

Use your imagination to think about new and interesting ways to tell people about yourself. You will see how much fun it is to make your ALL ABOUT ME box!

Bring your project in next week to share with your classmates.

18 Why are there stars under step 4?

- F** To give ideas of what to put in the box
- G** To list the number of things in the box
- H** To show what is needed in the box
- J** To tell what the boy put in the box

19 Read this sentence from the homework paper.

Use your imagination to think about new and interesting ways to tell people about yourself.

What does the word imagination mean?

- A** colorful things
- B** different ideas
- C** pictures at home
- D** books from school

20 Which question may BEST be answered by looking at the picture of the boy's project?

- F** What sport does the boy like to play?
- G** What size is the box the boy used?
- H** Where does the boy live?
- J** How old is the boy?

21 What should Bobby do right after painting the box?

- A** Glue pictures inside the box
- B** Write his name on the box
- C** Put a game inside the box
- D** Turn the box on its side

22 The lid of the box should be left off to —

- F** make a space to set the box
- G** be able to see inside the box
- H** make it easy to carry the box
- J** keep the things inside the box

23 Why are there numbers in part of the homework paper?

- A** To show the order of the steps
- B** To show which step is the easiest
- C** To show which steps are important
- D** To show which step takes the longest

24 Which question is answered in the homework paper?

- F** How old are the students?
- G** What size shoebox should be used?
- H** How many children are in the class?
- J** How many things must be inside the box?

25 The main purpose of this project is to —

- A** learn about taking pictures
- B** show what to do with an old shoebox
- C** show what is special to each student
- D** learn about fun games to play

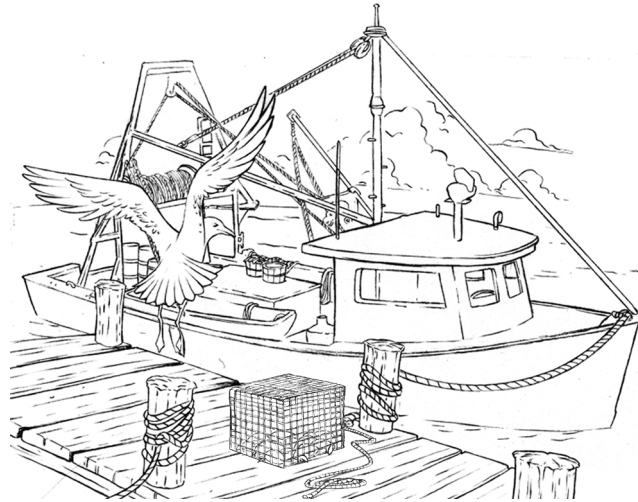
**Do not turn
the page until
you are told.**



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

A Summer to Remember

1 It was the first week of Mike's summer vacation. Mom and Dad told him that they needed to talk to him. "Charlie hurt his foot and can't work for two weeks," Dad said. Charlie was Dad's helper on the fishing boat. Dad trapped crabs in cages and sold them to stores.



2 Mom said, "Dad thought you might be able to work with him on the boat until Charlie's foot heals. We know you had plans with your friends this summer, but Dad really needs your help."

3 Mike thought about what his mom said. He knew Dad was busy and would really need the extra help. "Sure, Dad, I would love to work with you," Mike replied.

4 Dad and Mike left early the next morning. First, Mike put bait in the metal crab cages. When they reached the right spot, Dad and Mike threw the baited crab cages over the edge of the boat. "This is a tough job," Mike thought. He kept working, though, and did not stop until the last cage was in the water.

5 After an hour had passed, it was time to check the cages. They pulled the first one up into the boat. There was nothing, not one single crab. Mike's heart sank a little. However, as they pulled up the other cages, they found more and more crabs. Mike was so excited.

- 6 Dad was proud of Mike’s hard work and had a special reward for him. “This time it is your turn to steer the boat back to shore.” Dad had shown him how to do it before, and now Mike was able to show off what he learned. It was late afternoon by the time they returned home. Mom had dinner ready for them, but Mike was so tired he went straight to bed.
- 7 The next morning Mike’s arms hurt from lifting the cages. He had such a good time with Dad, though, that he wanted to keep helping him. Once again, he came home very tired and half asleep. The two weeks passed, and Mike’s aches and pains slowly went away. One day they saw Charlie standing on the docks, the place where boats are kept. “It looks like he’s ready to come back to work,” Dad said.
- 8 Mike stared at the boat. He enjoyed being out on the ocean and spending time with Dad. “May I come too?” he asked.
- 9 Dad looked surprised and said, “Sure, I would love for you to come along. Charlie, do you mind?”
- 10 Charlie grinned and said, “I’m always willing to have extra help.”
- 11 They all jumped aboard the boat and headed off to the ocean. The rest of the summer would prove to be a great one for all three of them.

26 By looking at the title, the reader can tell the story is about —

- F** an enjoyable summer
- G** a boy named Mike
- H** how Dad traps crabs
- J** what to do in the summer

27 Which question does paragraph 1 answer?

- A** What is Dad’s job?
- B** How old is Mike?
- C** How can Mike help?
- D** What color is Dad’s boat?

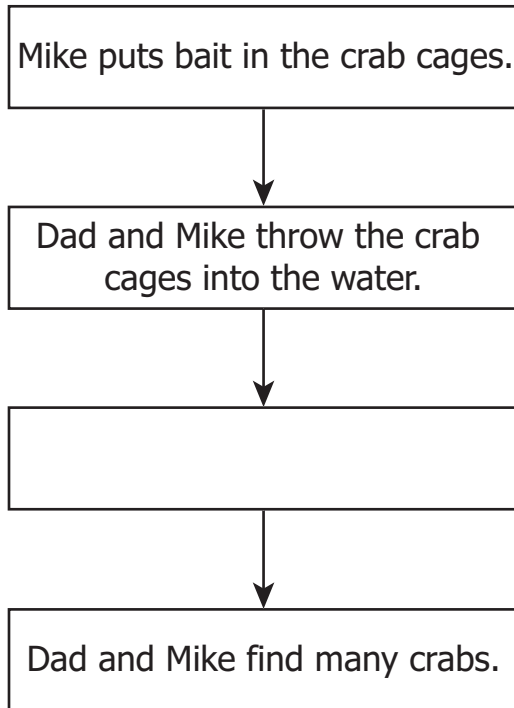
28 In paragraph 6, Dad shows that he is pleased with Mike’s work by letting Mike —

- F** go to bed early
- G** check the crab cages
- H** work on the boat again
- J** steer the boat to shore

29 Mike helps Dad on the fishing boat because —

- A** Mom has other things to do
- B** Charlie hurt his foot and cannot work
- C** Mike does not have any plans for the summer
- D** Mike wants to work and earn extra money

30 Look at the flow chart.



**The chart shows what happens in the story.
Which of these belongs in the empty box?**

- F** Dad shows Mike how to steer the boat.
- G** Dad and Mike leave early in the morning.
- H** Dad helps Mike pull the crab cages into the boat.
- J** Dad and Mike reach the right spot to throw the crab cages.

31 The reader can tell that crab cages are heavy because —

- A** Mike’s family is surprised he lifted the cages
- B** Mike’s arms hurt the next day
- C** Mike throws the cages into the water
- D** Mike asks for extra help

32 At the end of the story, Mike will MOST likely —

- F** fish with Charlie the rest of the summer
- G** swim with Mom and Dad
- H** help Mom with dinner
- J** help Dad and Charlie the rest of the summer

33 Read this sentence.

We put the _____ up on our boat and went out on the _____.

Which pair of words makes the sentence correct?

- A** sale, sea
- B** sail, see
- C** sail, sea
- D** sale, see

34 Which two words have opposite meanings?

- F** great, special
- G** stared, looked
- H** early, late
- J** kept, asked

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

35 A student who searches for information about polar bears finds these websites.

Search: <input type="text" value="Polar Bear"/>	Results: 1-4 of 61,685,000
<u>Polar Bear Tracks</u> Follow the trail of the wild polar bear .	
<u>Discover Polar Bears</u> Find interesting facts about the mighty polar bear .	
<u>Polar Bear Friends</u> Polar bears need your help! Find out how.	
<u>Diving Polar Bear</u> Zoo visitors find that polar bears are fun to watch.	

Which website would MOST likely tell how large a polar bear will grow?

- A Polar Bear Tracks
- B Discover Polar Bears
- C Polar Bear Friends
- D Diving Polar Bear



Answer Key-3060-R0119

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

Grade 3 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	99
2	146
3	176
4	197
5	215
6	230
7	243
8	255
9	266
10	276
11	286
12	295
13	304
14	313
15	321
16	330
17	338
18	347
19	355
20	364
21	372
22	381
23	390
24	400
25	409
26	420
27	431
28	443
29	456
30	471
31	489
32	511
33	540
34	587
35	600

