

VIRGINIA STANDARDS OF LEARNING

Spring 2010 Released Test

GRADE 3 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.

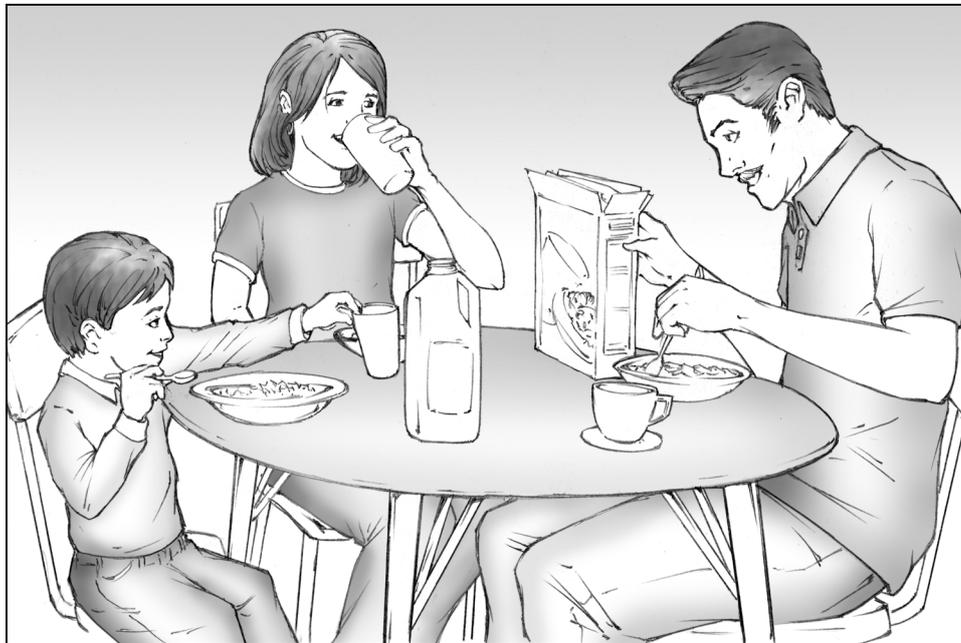
In this sentence, the word enjoy means —

- 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.

Pass the Milk



- 1 Sonia stared at the dry cereal in her bowl. The milk carton was sitting across the table in front of Sonia's little brother, Trenton. Sonia was calmly waiting for Trenton to stop talking so she could ask him to pass the milk.
- 2 "I hope I have enough pencils," Trenton said. "Maybe they should all be sharpened before we leave." It was Trenton's first day of school. He was starting kindergarten, and he was very excited as well as a little nervous.
- 3 Sonia sighed. She knew it was rude to interrupt, but what if Trenton never stopped talking? A growl came from Sonia's stomach, and the third grader decided not to wait anymore. Sonia knew what to expect at school. She couldn't understand what all the excitement was about. All she wanted to do was eat her cereal, but she needed the milk.
- 4 "Trenton—" said Sonia.
- 5 "I think Jorge is in Ms. Rick's class too," Trenton said. He had not even heard his sister call his name. He was too busy talking to his father about what might happen on his first day of school.
- 6 "Trenton—" said Sonia a little louder.

- 7 "I wonder if I'll be able to find the lunchroom. Dad, do you think that I will be able to find my way around? What if I am late for lunch?"
- 8 "Trenton, you will be fine!" said Dad.
- 9 "Trenton!" Sonia said loudly.
- 10 Trenton stopped talking. Dad looked up from his cup of coffee and raised his eyebrows.
- 11 "I'm sorry, but I've been trying to ask Trenton to pass the milk," Sonia said. "He's been talking nonstop for an hour. What is the big deal about Trenton starting kindergarten?"
- 12 "I have not been talking for an hour," Trenton said.
- 13 "You have too," Sonia said.
- 14 "Have not," Trenton said.
- 15 "That's enough," Dad said to Trenton.
- 16 Sonia grinned at her brother. Dad frowned at Sonia. "I remember breakfast on your first day of kindergarten," said Dad.
- 17 Sonia thought back to that day. She had been nervous, and she had asked Dad a million questions. Dad had answered every one. Maybe she needed to show a little more understanding toward her younger brother. It would be neat to have him at the same school that she had been attending for almost four years now.
- 18 Sonia turned to Trenton. "Don't worry about getting lost. Your teacher will take you where you need to go. I can look in your backpack to see if you have everything you need," she said.
- 19 Trenton's face brightened. "Really?"
- 20 "But you have to do something first," Sonia said.
- 21 "What's that?" Trenton asked.
- 22 Sonia smiled at her little brother. "Pass the milk."

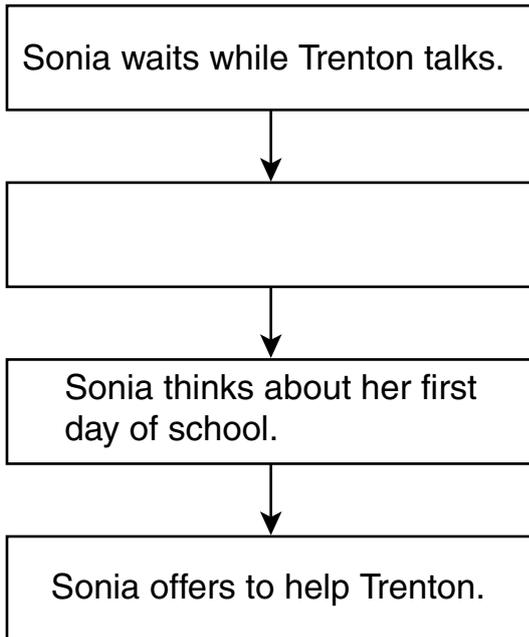
1 Which question does paragraph 2 answer?

- A** Who is Trenton’s teacher?
- B** What is Trenton’s favorite food?
- C** Where does Trenton go to school?
- D** Which grade is Trenton in this year?

2 How does the reader know that Trenton is unsure about school?

- F** He eats breakfast quickly.
- G** He tries to find something to do.
- H** He wants to get to school early.
- J** He asks a lot of questions.

3 Look at the flow chart.



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

- A** Sonia eats her breakfast without milk.
- B** Sonia tells Trenton about school.
- C** Sonia tries to speak to Trenton.
- D** Sonia gets ready for school.

4 Based on the story, why does Sonia decide to help Trenton?

- F** She begins to understand how Trenton feels.
- G** Her teacher wants her to be kind to Trenton.
- H** Her dad asks her to take care of Trenton.
- J** She wants Trenton to pass the milk.

5 Why is Dad important to the story?

- A** He passes the milk to Sonia.
- B** He makes breakfast for Trenton.
- C** He helps Sonia remember her first day of school.
- D** He shows Trenton where his classroom is at school.

6 What is the main problem in the story?

- F** Trenton and Sonia are late for school.
- G** Sonia does not want to help her brother.
- H** Sonia is not able to make Trenton listen to her.
- J** Trenton wants to stay home from school.

7 Based on the story, what will Sonia MOST likely do after she eats breakfast?

- A** She will ride the bus.
- B** She will check Trenton’s backpack.
- C** She will make her bed.
- D** She will prepare Trenton’s lunch.

8 The main reason to read this story is to —

- F** understand how a boy feels about starting school
- G** learn about favorite foods to eat at home
- H** discover how to make breakfast at home
- J** find out what supplies are needed for school

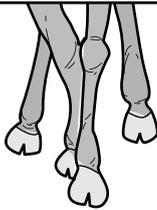
9 Which sentence shows that something belongs to Trenton?

- A** Trenton’s almost finished eating.
- B** Trenton’s backpack is on the table.
- C** Trenton’s glad his friend will be in his class.
- D** Trenton’s going to the same school as his sister.

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



**NORTH
PARK
ZOO**



Field Trip Day

On Friday, May 6, our class will take a field trip to North Park Zoo. The zoo has lions, elephants, and other interesting animals. Many of the animals we have been studying will be there for us to closely examine.

Our class will be divided into six teams. Each team will have five students and one leader. The leaders are listed in the table.

Team 1	Miss Banker
Team 2	Mrs. Lopez
Team 3	Mr. Harper
Team 4	Miss Abel
Team 5	Mr. Soto
Team 6	Mrs. Thomas

What You Need to Know

On the morning of the trip, the students will be divided into teams. One student from each team will receive a camera. The camera person will take pictures of the team, the animals, and other fun sights at the zoo.

All students should wear blue shirts. Be sure to wear comfortable shoes because we will be walking all day. Please bring a bag lunch and a drink. We will have a picnic at the park inside the zoo. Bring a healthy snack, such as a piece of fruit and a drink, for later in the day.

When we are at the zoo, always remain with your team. Do not leave the team without asking permission from the team leader.

Feeding the Animals

The **ONLY** animals that students are allowed to feed are those in the Children's Zoo. Special food can be bought at the zoo for 25 cents and given to these animals. Do not feed your lunch to them. It is not good for the animals.

Parent Information

The cost is \$1.00 for students and \$3.00 for adults to enter the zoo. The students will leave the school at 9:00 A.M. and return at 2:30 P.M.

Please sign the permission slip. Return it along with the money to your child's teacher by Monday, May 2. Both the permission slip and the money should be in an envelope with your child's name written on the outside.

FIELD TRIP PERMISSION SLIP

Child's Name _____

Parent's Name _____

My child will go on the field trip **YES** or **NO**

Number of adults that will go on the field trip _____

Parent's Signature _____

10 Read this dictionary entry.

park (pärk) *n.* **1.** A place where cars are kept. **2.** A piece of land where children can play. **3.** A building used for team sports.
v. **4.** To leave a car for a short time.

Under “What You Need to Know,” which meaning of park is used?

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

11 Read this sentence from the flier.

When we are at the zoo, always remain with your team.

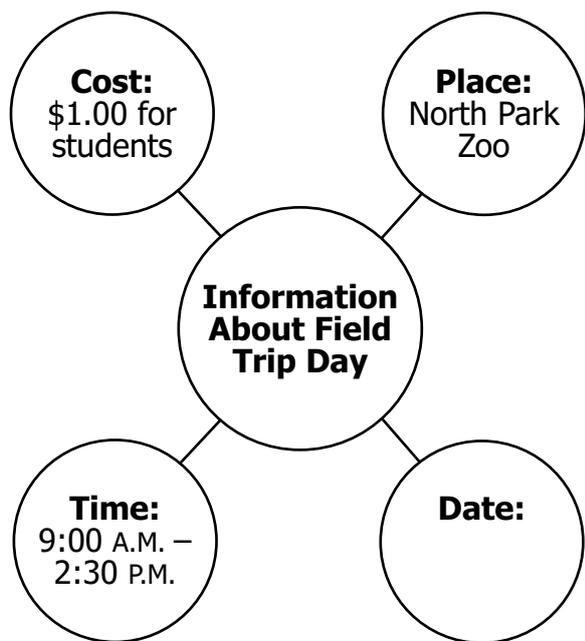
Which word means the opposite of remain?

- A** meet
- B** enter
- C** leave
- D** gather

12 Miss Abel will be the leader for Team —

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

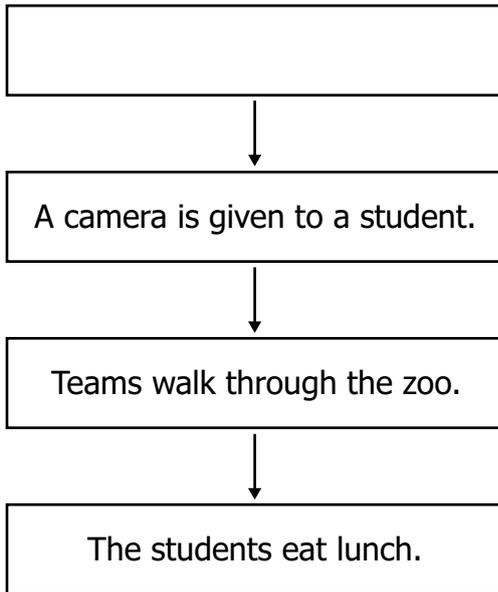
13 Look at the web.



What information belongs in the circle titled “Date”?

- A** May 2
- B** May 3
- C** May 6
- D** May 9

14 Look at the flow chart.



Which of these belongs in the empty box?

- F** The class is divided into teams.
- G** The class is given blue shirts.
- H** The class visits the animals.
- J** The class stops for a snack.

15 Students should not feed their lunches to the animals because —

- A** the team leaders need snacks later
- B** the animals like their own food better
- C** the food may make the animals sick
- D** the students will become hungry later

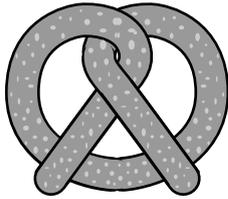
16 The BEST reason to have the field trip is because the students will —

- F** see animals they have studied
- G** work with team leaders
- H** have a picture taken
- J** eat healthy snacks

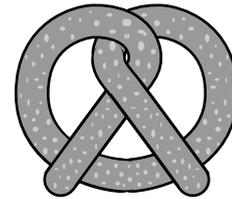
17 One reason to read this flier is to —

- A** understand directions to the zoo
- B** discover a new fact about animals
- C** find out what animals are at the zoo
- D** learn what is needed for the field trip

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



Twists and Turns



- 1 Things were not going well for Henry, the village pretzel maker. The Great Pretzel Contest was today. People from across the land would try to win the title of the best pretzel maker. The villagers wanted Henry to win, but Henry had problems. There was not enough wood in the oven to bake a single pretzel. Mice had eaten half the flour during the night. There was a leak in the roof. The night before, rain had dripped through the roof and ruined the salt.
- 2 The villagers saw Henry's troubles. The woodsman brought wood for the oven. The farmer gave Henry more flour. The fisherman brought dried salt from the sea. This was all very good except for one thing. There was hardly enough time for Henry to make his pretzel and take it to the contest. Henry was determined, though.
- 3 As fast as he could, Henry put the wood in the oven. He gathered all his supplies and made the dough. Henry rolled the dough into the shape of a long snake as he thought about the help from the villagers.
- 4 "When I had no wood," Henry thought as he made a loop in the dough, "the woodsman brought me wood."
- 5 "When I had no flour," he made a second loop, "the farmer brought me flour."
- 6 "When I had no salt," he tucked the ends of the dough under the loops, "the fisherman brought me salt."
- 7 "My good friends," Henry thought to himself, "helped me." He sprinkled the sea salt on top of the pretzel.
- 8 Henry baked the pretzel in the hot oven. Then he ran as fast as he could to the contest.
- 9 "I'm sorry, Henry," one of the judges said. "You have come too late."
- 10 Henry's friends were sad for him, but Henry just laughed.
- 11 "I'm not sad!" he shouted. "I have good friends who helped me. Now I have a wonderful pretzel to share with them!"

18 Which question does paragraph 2 answer?

- F** Where does Henry live?
- G** What time is the contest?
- H** What does the farmer give Henry?
- J** How much salt does the fisherman bring?

19 Based on paragraph 11, which of these would Henry MOST likely do next?

- A** Get rid of the mice
- B** Fix the leak in his roof
- C** Buy more flour and salt
- D** Share the pretzel he baked

20 The woodsman, the farmer, and the fisherman are alike because they all —

- F** have the same troubles as Henry
- G** want Henry to win the contest
- H** enjoy making pretzels
- J** work near the sea

21 What is Henry's biggest problem?

- A** The salt is wet.
- B** He has little time.
- C** He needs more wood.
- D** The flour is half gone.

22 Which of these is MOST important to Henry?

- F** Having good friends
- G** Being prepared
- H** Making fine pretzels
- J** Winning contests

23 The main reason to read this story is to —

- A** learn how to make pretzel dough
- B** find out how to enter a contest
- C** discover how to become a baker
- D** understand how kindness helps others

24 Which two words from the story have the same meaning?

- F** problems, troubles
- G** late, fast
- H** judges, friends
- J** gathered, made

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



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

Speedy and Spotty

- 1 Imagine you are in Africa. Suddenly, a group of spots streaks past you. What was it? It may have been a cheetah, the fastest animal on land. It can run up to 70 miles per hour, which is faster than most cars travel on the highway!



A Fast Cat

- 2 In many ways, the cheetah is built for speed. Even though this animal is a cat, its paws are much more like a dog's paws. The paws allow the cheetah to grip the ground when it makes quick turns. A cheetah also has long legs that help it take big steps. It can jump as far as 20 feet in one leap! Even the cheetah's backbone helps it move quickly. Its backbone twists and turns, letting the cheetah zigzag across the ground easily. The backbone acts as a spring, moving the cheetah forward with sudden bursts of energy. Although the cheetah can run fast, it cannot run for long distances. It uses its energy quickly and becomes tired. If the cheetah cannot catch its dinner in a hurry, it will have to rest awhile before trying again.

Made to Hunt

- 3 A cheetah is also made to be a great hunter. It has sharp eyesight. A cheetah can see other animals up to three miles away. Good eyesight helps the cheetah find its prey so it can plan an attack. A cheetah's coat is also very useful. The coat is tan with black spots. This coloring allows a cheetah to blend in with the tall, brown grass in Africa. Other animals do not see it hiding, so a cheetah can sneak up on rabbits, birds, and other animals.

Saving the Cheetah

- 4 Today there are many threats to the cheetah. Parts of Africa are being turned into farms and ranches. This change forces the cheetah and other animals to find new places to live, which is not always easy. Cheetahs are also being hunted by other animals such as lions and hyenas. However, zookeepers and wildlife experts are trying to save the cheetah. Maybe with their help, cheetahs will grow larger in number.

25 What is the meaning of streaks in paragraph 1?

- A** searches for food
- B** lives in a large group
- C** moves with great speed
- D** makes marks in the dirt

26 Read this dictionary entry.

sharp (shärp) *adj.* **1.** Having an edge.
2. Sudden. **3.** Fierce. **4.** Better than usual.

Which meaning of sharp is used in paragraph 3?

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

27 The cheetah's coat is MOST useful because it —

- A** keeps the cheetah cool after a long run
- B** lets the cheetah move with great speed
- C** helps the cheetah hide in the grass
- D** protects the cheetah from the sun

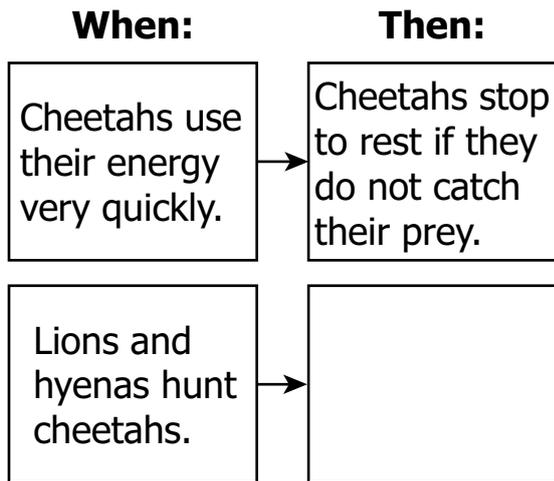
28 Farmers are a problem for cheetahs because they have —

- F** forced cheetahs to find new places to live
- G** moved other animals near the cheetahs
- H** caught cheetahs and sent them to zoos
- J** asked hunters to trap cheetahs

29 A cheetah's backbone is like a spring because of the —

- A** shape
- B** size
- C** way it moves
- D** way it feels

30 Read this chart.



The chart shows some information from the article. Which of these belongs in the empty box?

- F** The number of cheetahs in Africa becomes smaller.
- G** Zookeepers start catching cheetahs.
- H** Ranchers ask wildlife experts for help to find new land.
- J** People in Africa hunt lions and hyenas.

31 Animal experts in Africa will MOST likely —

- A** send cheetahs to zoos when they bother ranchers
- B** teach cheetahs to stay away from lions and hyenas
- C** pay farmers to grow extra crops to feed cheetahs
- D** find ways to set aside land where cheetahs can be safe

32 One reason that “Speedy and Spotty” is a good title for this article is because it —

- F** gives the names of two cheetahs
- G** describes two facts about cheetahs
- H** uses silly words to tell about cheetahs
- J** explains how cheetahs act in the wild

33 This article would be MOST useful to a student who wants to —

- A** understand facts about cheetahs in Africa
- B** find out how many cheetahs live in zoos
- C** learn ways to save cheetahs from other animals
- D** know how a cheetah is like other African animals

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

34 Which is the correct way to show we are as one word?

- F** we're
- G** wer'e
- H** wear'e
- J** wea're

35 Which group of words is listed in alphabetical order?

- A** paper, past, pail, pants
- B** pants, paper, past, pail
- C** pail, pants, paper, past
- D** past, pail, pants, paper



Answer Key-3060-R0110

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	D	002	Demonstrate comprehension of printed materials
2	J	002	Demonstrate comprehension of printed materials
3	C	002	Demonstrate comprehension of printed materials
4	F	002	Demonstrate comprehension of printed materials
5	C	002	Demonstrate comprehension of printed materials
6	H	002	Demonstrate comprehension of printed materials
7	B	002	Demonstrate comprehension of printed materials
8	F	002	Demonstrate comprehension of printed materials
9	B	001	Use word analysis strategies and information resources
10	G	001	Use word analysis strategies and information resources
11	C	001	Use word analysis strategies and information resources
12	J	002	Demonstrate comprehension of printed materials
13	C	002	Demonstrate comprehension of printed materials
14	F	002	Demonstrate comprehension of printed materials
15	C	002	Demonstrate comprehension of printed materials
16	F	002	Demonstrate comprehension of printed materials
17	D	002	Demonstrate comprehension of printed materials
18	H	002	Demonstrate comprehension of printed materials
19	D	002	Demonstrate comprehension of printed materials
20	G	002	Demonstrate comprehension of printed materials
21	B	002	Demonstrate comprehension of printed materials
22	F	002	Demonstrate comprehension of printed materials
23	D	002	Demonstrate comprehension of printed materials
24	F	001	Use word analysis strategies and information resources
25	C	001	Use word analysis strategies and information resources
26	J	001	Use word analysis strategies and information resources
27	C	002	Demonstrate comprehension of printed materials
28	F	002	Demonstrate comprehension of printed materials
29	C	002	Demonstrate comprehension of printed materials
30	F	002	Demonstrate comprehension of printed materials
31	D	002	Demonstrate comprehension of printed materials
32	G	002	Demonstrate comprehension of printed materials
33	A	002	Demonstrate comprehension of printed materials
34	F	001	Use word analysis strategies and information resources
35	C	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	96
2	144
3	173
4	194
5	212
6	226
7	240
8	252
9	263
10	273
11	283
12	292
13	301
14	310
15	319
16	327
17	336
18	344
19	353
20	362
21	370
22	379
23	389
24	398
25	408
26	419
27	430
28	443
29	456
30	472
31	490
32	512
33	542
34	590
35	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.