

**VIRGINIA  
STANDARDS OF LEARNING ASSESSMENTS**

**Spring 2001 Released Test**

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**GRADE 3  
ENGLISH: READING/WRITING**

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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**

**Swing**

- 1 Swing low,
- 2 Swing high.
- 3 Until your tiptoes
- 4 Touch the sky.
  
- 5 Swing high,
- 6 Swing low.
- 7 Swing where grownups
- 8 Cannot go.

**SAMPLE A**

**Which of these words from the poem rhymes with the last word in line 6?**

- A** touch
- B** your
- C** go
- D** high

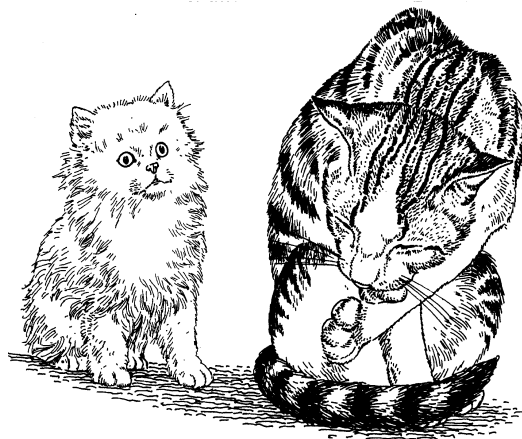
**SAMPLE B**

**This poem is mostly about —**

- F** touching the sky
- G** riding on a swing
- H** standing on tiptoe
- J** swinging your arms

## The Cat Who Caught His Own Tail

- 1 Ting was a gray and white striped ring-tailed cat. He lived in a small house with flowers all around it. The people in the house fed Ting twice every day, which gave him plenty of time to rest and play. Ting spent the warm summer days dozing in the sunshine. When he awoke, he liked to chase butterflies and field mice. He also liked to chase his own fine tail. He chased it to the right, and then he chased it to the left. Sometimes he came close to catching his tail, but it was always just out of his reach.
- 2 One day, a fluffy white kitten came to live at Ting's home. The people named her Missy. Ting tried to pretend Missy wasn't there, but it was hard to ignore her. Missy was friendly, and she liked Ting. She especially enjoyed watching him chase his beautiful tail.
- 3 "You'll never catch it," said Missy, rolling onto her back. She purred in the warmth of the bright sun. Missy's words made Ting want to catch his tail all the more. Finally, early one morning, he caught it! Ting firmly held the end of his tail with his teeth. He decided that now that he had caught it, he would never let his tail go.
- 4 Missy laughed in surprise and went over to lick Ting's ears. It tickled, and Ting wanted her to stop. Usually he would tell her this by thumping his tail on the floor. With his tail in his mouth, though, he couldn't do this. He couldn't speak, either. He just had to put up with the licking.
- 5 Then, the cats heard their favorite sound. Their food was being poured into two small dishes. Missy ran over to her bowl and started eating, purring loudly with pleasure. Ting tried to run too, but he kept falling down. He reached his bowl just in time. Missy had finished her food. What if she ate his too? He had to stop her!
- 6 "Ting, you can't eat with your tail in your mouth. Shall I eat your food for you?" asked Missy, licking her whiskers.
- 7 "No!" said Ting, and his tail popped out of his mouth. Quickly, he ate his food. As though happy to be free, his fancy tail twitched in the air.
- 8 After that, Ting still liked to chase his tail. But if he did catch it, he just held it for a second. Then he set his tail free so he could enjoy chasing it again.



**1 What does Ting learn in the story?**

- A Mice are easier to catch than butterflies.
- B Eating is more important than resting.
- C Chasing his tail is more fun than catching it.
- D His tail is longer than his friend's tail.

**2 Which words in the story help the reader know the meaning of ignore in paragraph 2?**

- F pretend Missy wasn't there
- G it was hard
- H was friendly
- J enjoyed watching him

**3 You would suggest this story to someone who —**

- A reads the news
- B catches butterflies
- C grows flowers
- D likes animals

**4 Read this sentence from the story.**

**He also liked to chase his own fine tail.**

**Which word has the same vowel sound as the word fine?**

- F friend
- G deep
- H hive
- J chief

**5 Look at this picture.**



**Which word from the story begins with the same sound as what you see in the picture?**

- A twice
- B stop
- C thumping
- D free

6 Read this sentence from the story.

Ting firmly held the end of his tail with his teeth.

In which word does ly mean the same as it does in firmly?

- F family
- G jelly
- H flying
- J slowly

7 Read this sentence about the story.

Cats love \_\_\_\_ spend \_\_\_\_ resting and playing.

Which pair of words makes the sentence correct?

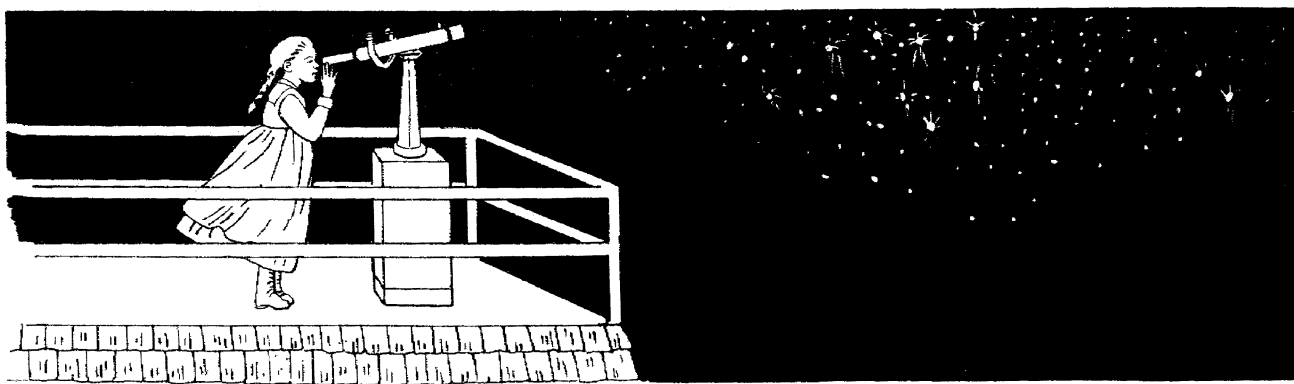
- A to, hours
- B two, ours
- C too, hours
- D to, ours

8 You can tell that this is NOT a true story because the cats —

- F purr in the sunshine
- G chase mice and butterflies
- H talk and think like people
- J eat food from little bowls

## On the Roof

- 1 A lot of interesting things happened at Maria Mitchell's house. She was part of a big family with a lot of children. Something was always going on. Some of the most interesting things that happened took place on the roof of the house!
- 2 Maria's father was an astronomer. Maria liked to climb the stairs to the roof and watch the sky and stars with her father. She would press her face against the long metal telescope and "sweep" for hours. That's what she called looking back and forth across the sky. Maria would move her gaze the same way she would move a broom back and forth to sweep the floor. The telescope made the stars look bigger so she could see them better.
- 3 Maria wanted to observe the stars all the time. She spent many hours on the roof. In the early 1800's, there were no women astronomers, but that did not stop Maria!
- 4 It did not stop Maria's father from helping her, either. He knew Maria needed to read and study. The house was busy. There was no quiet place to study. He asked Maria's mother to take all the sheets out of a closet. He turned the closet into a cozy room where Maria could study. It had a window, a desk, and a light. Maria studied hard. She wanted to learn all she could about the stars.
- 5 As a young woman, Maria continued to go up to the roof. In the fall of 1847, while she was "sweeping," she saw a shiny light that she had not seen before.
- 6 Maria kept notes of what she saw in the sky. She knew that area had been dark before. She was excited. She knew she was seeing something special. It was a comet — a bright hunk of ice, gas, and dust. Maria was the first person to recognize it!
- 7 Maria became famous for discovering the new comet. She was known as America's first woman astronomer. In her honor, a crater on the moon was named after her. Maria later became a teacher and taught others what she knew. She helped many people learn that they too could reach for the stars.



**9 What kind of story is this?**

- A Mystery
- B Folk tale
- C Myth
- D Biography

**10 The author tells about Maria Mitchell by —**

- F showing how she was the same as other women
- G telling about events in the order they happened
- H making up a story that might not be true
- J asking questions and then answering them

**11 Which is the BEST summary of paragraph 2?**

- A Maria's father had wanted to find a comet since he was a child.
- B Maria and her father looked at the stars from their roof.
- C Maria knew how to sweep a floor well, by moving the broom from side to side.
- D Maria and her brothers and sisters spent a lot of fun time on the roof.

**12 The main reason someone would read this story is to —**

- F find out how to use a telescope
- G find out how comets are discovered
- H learn about a famous person's life
- J learn how to study the stars

**13 Read this sentence from the story.**

**She wanted to learn all she could about the stars.**

**Which word has the same vowel sound as could?**

- A house
- B took
- C lot
- D moon

**14 Read this sentence from the story.**

**She was known as America's first woman astronomer.**

**In this sentence, America's means —**

- F from America
- G America is
- H by America
- J America was



15 Read this sentence about the story.

Maria said, “Come \_\_\_\_ and I will show you something \_\_\_\_ !”

Which pair of words makes the sentence correct?

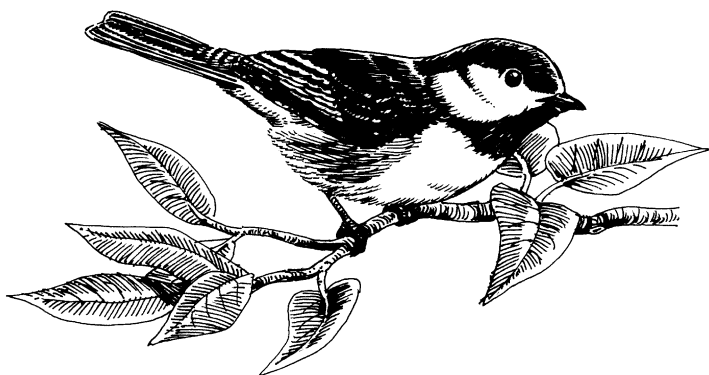
- A hear, new
- B here, knew
- C hear, knew
- D here, new

16 If you wanted to learn about the history of telescopes, where would be the BEST place to look?

- F In a dictionary
- G In a book about stars
- H In an encyclopedia
- J In any science magazine

## Chickadee

- 1 Chick-a-dee-dee-dee!
- 2 Look at me-me-me!
- 3 In the tree-tree-tree —
- 4 Can you see-see-see?
- 5 Black and gray-gray-gray.
- 6 Sunny day-day-day.
- 7 Chirp away-way-way!
- 8 Want to play-play-play?
- 9 Hide and seek-seek-seek.
- 10 Don't you peek-peek-peek!
- 11 Flutter wing-wing-wing.
- 12 Hear me sing-sing-sing.
- 13 Way up high-high-high —
- 14 Bluest sky-sky-sky.
- 15 Let us soar-soar-soar!
- 16 Who needs more?



17 This poem is mostly about —

- A different kinds of chickadees
- B building nests in trees
- C a chickadee enjoying life
- D recognizing bird calls

18 Which of these does the chickadee “talk” about first?

- F What it wants to do
- G Where it is
- H What the weather is like
- J Where it wants to go

19 The poem tells us that chickadees can do all of these EXCEPT —

- A play
- B swim
- C fly
- D sing

20 From the poem, you can tell that chickadees nest in —

- F caves
- G barns
- H trees
- J bushes

21 The poet probably wants readers to —

- A like chickadees
- B catch chickadees
- C play with chickadees
- D fly with chickadees

22 The last word in line 16 rhymes with the last word in line —

- F 12
- G 13
- H 14
- J 15

23 Read this line from the poem.

Way up high-high-high —

Which word has the same sound as the underlined part of high?

- A big
- B day
- C pie
- D girl

Look at this part of the table of contents from the book containing the poem “Chickadee.” Read and use it to answer the next two questions.

Red-Headed Robin .....	7
Wise Old Owl .....	8
Chickadee.....	9
Soaring Eagle .....	10
Blue Jay Playing Tricks.....	11
The Feathered Thief.....	12
Bluebird .....	13

24 Which poem comes right after “Chickadee”?

- F “Wise Old Owl”
- G “Soaring Eagle”
- H “Red-Headed Robin”
- J “Bluebird”

25 Where will you find a poem about a bird who steals things?

- A On page 7
- B On page 8
- C On page 12
- D On page 13



**DIRECTIONS**

Read the passage in each shaded box. Read each question after the passage. Choose the best answer. Then mark the space in the answer booklet for the answer you have chosen.

**SAMPLE A**

*A Special Person*

In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother.

**Which of these would BEST help Sarah write her description of her older brother?**

- A Calling his friends and telling them about him
- B Thinking about all the things she likes about him
- C Making a list of things she wants him to do for her
- D Asking him to take her to the library

**SAMPLE B**

Here is the first part of Sarah's rough draft.

(1)A special person in my life is my big brother. (2)His name is Ben. (3)He is tall. (4)He is thin.

**How can sentences 3 and 4 BEST be joined?**

- F He is tall and thin.
- G He is tall, and is thin.
- H He is tall, and, is thin.
- J Tall, and thin is he.

**SAMPLE C**

Here is the next part of Sarah's rough draft.

(5)He help me with my homework.

**In sentence 5, He help should be written —**

- A He were helping
- B He have helped
- C He helps
- D as it is

## *Baby Songbirds*

Valerie's teacher has asked the students to write a short report about something to do with birds.

Valerie knows a lot about baby songbirds. She made this list about their lives. Use it to answer question 1.

### Baby Songbirds

1. hatch from eggs
2. live in nests
3. fed by parent
4. grow feathers
5. grow bigger
6. learn their song
- 7.
8. go out into the world

1 Which of these could Valerie add as #7 on her list?

- A birds aren't big
- B high in a tree
- C learn how to fly
- D very young birds

**Here is the first part of Valerie’s rough draft. Use it to answer questions 2–4.**

(1)Songbirds fill the world with beautiful music. (2)They hatch from eggs, but they can’t sing yet. (3)They don’t even have any feathers. (4)To stay warm and dry, they need to live in a cozy place. (5)Their parents must build a nest before the eggs arrive.

(6)A nest is made to be safe and comfortable. (7)It is made out of whatever materials the parent birds can find. (8)They use leaves and tiny sticks. (9)They also use animal fur and their own soft feathers. (10)Spider webs are also good for weaving nests. (11)Nest builders might also find useful things left by humans, like hair, string, and pieces of paper. (12)The nest is often hidden it is hidden high in a tree. (13)There the nest blends in with the leaves and branches so that it can’t be seen.

**2 How can sentences 8 and 9 best be joined without repeating information?**

- F They use leaves and tiny sticks, also use animal fur and their own soft feathers.
- G They use leaves and tiny sticks, animal fur and their own soft feathers also.
- H They use leaves and tiny sticks they also use animal fur and their own soft feathers.
- J They use leaves, tiny sticks, animal fur, and their own soft feathers.

**3 How should sentence 12 be written?**

- A The nest is often hidden is high in a tree.
- B The nest is often hidden high in a tree.
- C The hidden nest, often high in a tree.
- D The nest is often hidden it is high in a hidden tree.

**4 Which of these could best be added at the end of paragraph 2?**

- F The baby birds are protected there.
- G It is made of things like sticks and leaves.
- H Usually birds’ nests are found in trees.
- J Each kind of songbird sings its own song.

**Read this next section of Valerie’s rough draft and answer questions 5 and 6. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(14)When songbirds hatch, these tiny birds have no feathers. (15)They can’t see anything. (16)That’s why they also are unable to walk or fly.

(17)Early one summer I visited my grandmother’s farm. (18)She lives in idaho. (19)There are many songbirds there. (20)Grandma and me watched as the young songbirds learned how to fly. (21)We listened as they learned how to sing their beautiful songs. (22)I will never forget those songbirds.

**5 In sentence 18, in idaho, should be written —**

- A in Idaho.
- B in Idaho?
- C In Idaho.
- D as it is

**6 In sentence 20, Grandma and me should be written —**

- F Me and grandma
- G Grandma and Me
- H Grandma and I
- J as it is

## *Everyday Heroes*

Max wants to write a letter to Jamal Durston, the host of Max's favorite television program, *Everyday Heroes*.

Max made this chart about some of the *Everyday Heroes* shows. Use it to answer question 7.

<u>Date of Show</u>	<u>Hero</u>	<u>What the Hero Does</u>
January 3	Annie, a brave dog	Helps rescue swimmers
February 7	Tim Eaton, a 12-year-old boy	Collects clothing for homeless families
March 7	Shanta Hill, a 16-year-old girl	Sings to people in hospitals

**7 This chart will help Max to —**

- A decide what to write in his letter
- B find Mr. Durston's address
- C write without any mistakes
- D find good TV shows to watch



**Here is the first part of Max’s rough draft. Use it to answer questions 8–11.**

Dear Mr. Durston,

(1)My name is Maxwell Adam Byrne my friends call me Max. (2)I am eight years old, and I’m in the third grade at Featherstone Elementary School in Ridgely. (3)I think your program, *Everyday Heroes*, is the best one on television. (4) I watch *Everyday Heroes* every time it is on TV. (5)I finish my homework early. (6)I finish it early so that my parents will let me see the show.

(7)All of your stories are exciting to watch. (8)The ones about animal heroes are my favorites and the ones I like best. (9)I really enjoyed the story about the dog named Annie. (10)Annie has a lot of courage. (11)How did she become such a good swimmer? (12)The person who trained her did a great job. (13)She protects the lives of people who swim at that lake. (14)People who swim there will probably remember her for a long time. (15)I know I will.

**8 How should sentence 1 best be written?**

- F Maxwell Adam Byrne, that’s my name and my friends call me Max.
- G My name is Maxwell Adam Byrne, call me Max my friends do.
- H My name is Maxwell Adam Byrne, but my friends call me Max.
- J Maxwell Adam Byrne is my name my friends Max call me.

**9 Which sentence tells the main idea of Max’s letter?**

- A 2
- B 3
- C 12
- D 14

**10 How can sentences 5 and 6 best be joined without repeating information?**

- F** If I finish my homework my parents they will let me see the show early.
- G** I finish my homework early my parents will let me see the show.
- H** Finishing my homework early, my parents will let me see the show if I do.
- J** I finish my homework early so that my parents will let me see the show.

**11 Which sentence says the same thing twice?**

- A** 7
- B** 8
- C** 10
- D** 15

**Read this next section of Max’s rough draft and answer questions 12 and 13. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(16)It is also interesting to learn about human heroes. (17)They set a good example for us to follow. (18)One of my favorite heroes is Dr. Nicki Saltini. (19)She was on your show in April. (20)She travels around the world helping people for free.

(21)I like to see how other people live. (22)In this country, many people think that everyone in the world has television! (23)Not everyone is lucky enough to be able to watch your wonderful show. (24)I’m glad that I can learn about heroes. (25)Learning about good people helps make the world a gooder place.

(26)I have only one question to ask you. (27)Why is your show only on the first Saturday of every month? (28)I think *Everyday Heroes* should be on TV at least once a week. (29)It would be even better if we could learn about a hero every day!

(30)Yours truly

*Max Byrne*

Max Byrne

**12 In sentence 25, a gooder place should be written —**

- F a more better place
- G a more good place
- H a better place
- J as it is

**13 In the closing of the letter (30), Yours truly should be written —**

- A yours Truly
- B Yours Truly.
- C Yours truly,
- D as it is

## *Go Fly a Kite!*

Chen's teacher has asked the students to write a report about a game or sport that they enjoy.

- 14 **Chen doesn't know what to write about. Which of these would best help him get started?**
- F Reading a story that takes place at school
  - G Thinking about who his best friends are
  - H Listing games and sports he likes to play
  - J Asking his parents to teach him how to play a new sport

**Here is the first part of Chen’s rough draft. Use it to answer questions 15–17.**

(1)If someone said to you, “Go fly a kite,” what would you think? (2)You might think the person was telling you to go away. (3)I would just smile. (4)I would say, “Okay, I will!” (5)I love flying kites. (6)It is one of my very favorite things to do. (7)On a sunny and windy day. (8)I go fly a kite whenever I can.

(9)A kite is a frame that is covered with paper, cloth, or plastic. (10)It has a long string that you hold on to while you run along, trying to make the kite go up into the sky. (11)It is best to fly a kite on a windy day. (12)The wind will help lift the kite it will hold it up in the air. (13)When the wind blows really hard, the kite will swirl up and down and twist from side to side. (14)You have to hold on tightly to the string when the winds are strong. (15)You do not want your kite to fly away!

**15 Which of these is not a complete sentence?**

- A 2
- B 6
- C 7
- D 8

**16 How can sentences 3 and 4 best be joined without repeating ideas?**

- F I would just smile, “Okay, I will!”
- G I would just smile I would say, “Okay, I will!”
- H I would just smiling say, “Okay, I will!”
- J I would just smile and say, “Okay, I will!”

**17 How should sentence 12 be written?**

- A The wind will help lift the kite hold it up in the air.
- B The wind will help lift the kite and hold it up in the air.
- C The wind will help lift the kite will help hold it up in the air.
- D As it is

**Read this next section of Chen’s rough draft and answer questions 18–20. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(16)My grandfather started teaching me how to fly a kite when I were a small boy. (17)When he was young, he came to the United States from China. (18)In his homeland, he didn’t learn just how to fly kites. (19)He also learned how to make them! (20)One time, Grandfather made me a kite that whistled as it flew through the air! (21)None of my friends had ever seen a kite like that before?

(22)Grandfather says that if you go to a high place and fly a kite, the kite will free you of your troubles. (23)The kite will carry away whatever is bothering you, far into the sky! (24)I think I might just try that!

**18 In sentence 16, I were should be written —**

- F i were
- G I was
- H i was
- J as it is

**19 In sentence 21, my friends should be written —**

- A my freinds
- B my Friends
- C mine freinds
- D as it is

**20 In sentence 21, like that before should be written —**

- F like that before,
- G like that before.
- H like that befour.
- J as it is



## Answer Key

<b>Reading</b>			
<b>Test Sequence</b>	<b>Correct Answer</b>	<b>Reporting Category</b>	<b>Reporting Category Description</b>
1	C	002	Understand a variety of printed materials/ resource materials.
2	F	001	Use word analysis strategies. (phonetic/ structural)
3	D	002	Understand a variety of printed materials/ resource materials.
4	H	001	Use word analysis strategies. (phonetic/ structural)
5	B	001	Use word analysis strategies. (phonetic/ structural)
6	J	001	Use word analysis strategies. (phonetic/ structural)
7	A	001	Use word analysis strategies. (phonetic/ structural)
8	H	003	Understand elements of literature.
9	D	003	Understand elements of literature.
10	G	003	Understand elements of literature.
11	B	002	Understand a variety of printed materials/ resource materials.
12	H	002	Understand a variety of printed materials/ resource materials.
13	B	001	Use word analysis strategies. (phonetic/ structural)
14	F	001	Use word analysis strategies. (phonetic/ structural)
15	D	001	Use word analysis strategies. (phonetic/ structural)
16	H	002	Understand a variety of printed materials/ resource materials.
17	C	002	Understand a variety of printed materials/ resource materials.
18	G	003	Understand elements of literature.
19	B	003	Understand elements of literature.
20	H	002	Understand a variety of printed materials/ resource materials.
21	A	002	Understand a variety of printed materials/ resource materials.
22	J	001	Use word analysis strategies. (phonetic/ structural)
23	C	001	Use word analysis strategies. (phonetic/ structural)
24	G	002	Understand a variety of printed materials/ resource materials.
25	C	002	Understand a variety of printed materials/ resource materials.
<b>Writing</b>			
<b>Test Sequence</b>	<b>Correct Answer</b>	<b>Reporting Category</b>	<b>Reporting Category Description</b>
1	C	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
2	J	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
3	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
4	F	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
5	A	005	Edit for grammar, capitalization, punctuation, and spelling.
6	H	005	Edit for grammar, capitalization, punctuation, and spelling.
7	A	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
8	H	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
9	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
10	J	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
11	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
12	H	005	Edit for grammar, capitalization, punctuation, and spelling.
13	C	005	Edit for grammar, capitalization, punctuation, and spelling.
14	H	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
15	C	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
16	J	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
17	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
18	G	005	Edit for grammar, capitalization, punctuation, and spelling.
19	D	005	Edit for grammar, capitalization, punctuation, and spelling.
20	G	005	Edit for grammar, capitalization, punctuation, and spelling.