

VIRGINIA STANDARDS OF LEARNING

Spring 2007 Released Test

# GRADE 3 READING

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Form R0117, CORE 1

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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 on your answer document for the answer you have chosen.

### SAMPLE

**“Mrs. Johnson is my favorite teacher,”  
Maria told her mother. “I really enjoy the  
lessons in her class.”**

**In this paragraph, the word enjoy means —**

- A** like
- B** hear
- C** notice
- D** save

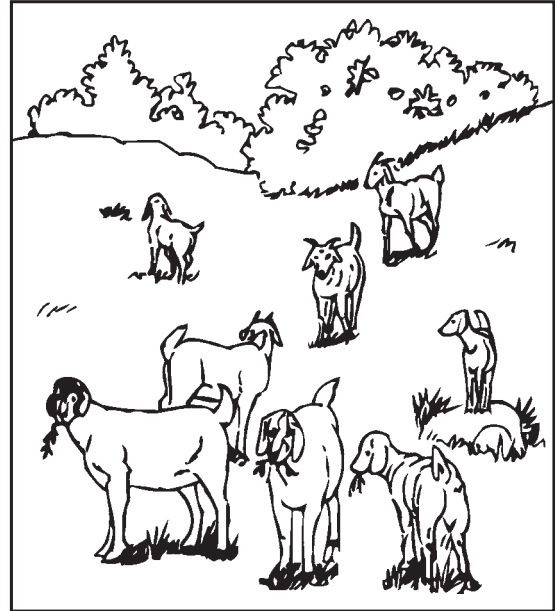
## Directions:

Read the article and answer the questions that follow.

### Scared Stiff

1 Imagine driving down a country road past a huge, open field where goats are grazing. Some are lazily munching on weeds, while others are happily running and leaping about. Suddenly a truck backfires. BOOM! Just as suddenly, the goats fall to the ground.

2 A few moments pass. The goats pop back up onto their feet. What just happened? Well, the goats were scared stiff and dropped to the ground, but not all goats act like this. There is only one kind of goat that behaves this way when it is surprised. It is called a Tennessee Fainting Goat.



3 In the 1800s a man arrived in Marshall County, Tennessee. People say he came from Nova Scotia, Canada. The man had a few goats and one cow. Since the man did not talk much, no one knew where he got these goats. When he left, he took the cow, but he sold the goats.

4 The behavior of at least one of the goats was different from most others. Being frightened caused the goat's body to go stiff and sometimes fall over. No one had seen goats do this before. They began to call this new goat a Tennessee Fainting Goat.

5 This special kind of goat does not actually faint. They just look like they do. The fainting goats stay awake and not all of them really fall over. The baby goats, however, usually do fall over, but the good thing is they do not have far to fall. Some older ones learn to stand near something like a fence or a tree, just in case they are frightened.

- 6 Now there are about three thousand fainting goats in the United States. People who have these animals love them. Goats of this kind are gentle, smart, and playful. They just get scared stiff now and then. The moment of stiffness only lasts about ten or fifteen seconds. Then the goats are back on their feet, good as new.

**1 Which question is answered in paragraph 3?**

- A** Who brought the first fainting goats to Tennessee?
- B** How did the fainting goats get their name?
- C** What do the fainting goats do when they sleep?
- D** Where are fainting goats in the United States today?

**2 In paragraph 4, behavior is what the goat —**

- F** does
- G** eats
- H** sees
- J** hears

**3 In paragraph 5, how do some fainting goats keep from falling to the ground?**

- A** They sit down if they are surprised.
- B** They gather together in large groups.
- C** They stand close to a tree or a fence.
- D** They run to their owners to find help.

**4 Which sentence from the article shows that fainting goats make good pets?**

- F** "The goats pop back up onto their feet."
- G** "No one had seen goats do this before."
- H** "This special kind of goat does not actually faint."
- J** "Goats of this kind are gentle, smart, and playful."

**5 Which of these would MOST likely cause a fainting goat to fall?**

- A** loud thunder
- B** pleasant smell
- C** green field
- D** gentle breeze

**6 This article is MOSTLY about an animal that —**

- F** sleeps during the day
- G** trips in open fields
- H** walks with stiff legs
- J** acts in an odd way

**7 Which sentence shows something belongs to a goat?**

- A** The goat's body is small.
- B** Goats are grazing animals.
- C** It's a friendly goat.
- D** The goat is easily scared.

**8 In a book on farm animals, which is the BEST way to find pages about goats?**

- F** use the glossary
- G** read the title page
- H** look in the index
- J** check each chapter

## Directions:

Read the story and answer the questions that follow.

### Shootin' Hoops



- 1 Ms. Cooper worked with Meg, her daughter, to help her make free-throw shots. "A free-throw is when a player stands back at a line to make a basket with no other players trying to get the ball," explained Ms. Cooper. Standing at the free-throw line, Ms. Cooper dribbled the basketball. "Okay, Meg," she said to her eight-year-old daughter. "Put your right hand on top. Left hand on bottom. Aim toward the basket, and—shoot!" Meg watched as her mom's shot went into the net with a swish.
- 2 Meg tried it the same way. The ball didn't reach the net. "It's hard to throw it that far," she said.
- 3 "Here's another way," Mom said. "We used to call it 'granny style.' It might help you get started, until you get stronger." Then she showed Meg how to do it.
- 4 Holding the ball with both hands, Meg held it down in front of her legs. Then she pushed the ball upward, throwing it underhanded. Using both hands gave her enough power to push the ball up to the hoop. It went in!
- 5 Meg smiled happily, feeling encouraged. "I'll practice that way for now," she said.
- 6 Three months later, Meg entered a citywide free-throw contest called Shootin' Hoops. Whoever made the most free throws in two minutes would win the contest. Meg was entered in the nine-year-old and younger group.



- 7 During warm-ups, Meg noticed that all the other kids were shooting with one hand. She was the only one shooting “granny style.” She wondered if she should shoot with one hand. She knew she couldn’t, so she decided to do it her own way.
- 8 Meg’s turn came. There were some surprised laughs when she started shooting with two hands. She didn’t mind. She just kept shooting the ball into the hoop. Most of her throws made it in!
- 9 At the end of the two minutes, Meg had made 12 free throws. A boy named Andy had made 14. A girl named LaWanda had made 11. Meg came in second place in her age group!
- 10 Meg hung her Shootin’ Hoops medal up in her room. It was gold with a shiny red ribbon hanging from it. Nowhere on that medal did it say “Granny Style.” She had practiced hard and succeeded in her own way, without fretting or feeling bad about what other people thought.

**9 In the first paragraph, the word swish is used for —**

- A** a body movement
- B** a sound
- C** a whispered message
- D** a scent

**10 How long had Meg been practicing when she entered the contest?**

- F** two weeks
- G** two months
- H** three weeks
- J** three months

**11 Paragraph 7 shows that Meg —**

- A** knows that she will be the one who wins the contest
- B** wishes she had not entered the contest
- C** feels angry at her mother for showing Meg the wrong way to shoot
- D** cares more about doing her best than about being like everyone else

**12 How does Mom help Meg win a medal?**

- F** She lets Meg choose the way she would throw the ball.
- G** She enters Meg in a contest for younger kids.
- H** She shows Meg an easier way to shoot baskets.
- J** She makes Meg practice over and over with one hand.

**13 Mom suggests that throwing the basketball “granny style” might help Meg —**

- A** aim better
- B** throw the ball farther
- C** make others laugh
- D** throw the ball like everyone else

**14 Which question is answered in the last paragraph?**

- F** What did Meg do with her medal?
- G** How big was Meg's medal?
- H** What did Meg's room look like?
- J** Where did Meg practice?

**15 How does Meg feel at the end of the story?**

- A** disappointed
- B** comforted
- C** proud
- D** confused

**16 If Meg grows up to be a famous basketball player, this story would be part of —**

- F** a biography
- G** a legend
- H** a fairy tale
- J** a mystery

## Directions:

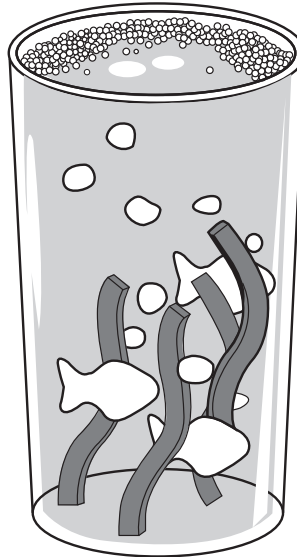
Read the recipe and answer the questions that follow.

### A “Fishy” Dessert

Have you ever eaten the ocean? This dessert will show how you can!

#### What you will need:

- 1 box of blue JELL-O™
- 1 packet of unflavored JELL-O
- 1 bag of Goldfish™ crackers
- 1 bag of small marshmallows
- 1 box of green fruit strips
- 1 cup of ice cubes
- 1 cup of graham cracker crumbs
- 4 clear drinking glasses
- Water
- Measuring cup
- Large mixing bowl
- Spoon



#### What to do:

1. Open both boxes of JELL-O. Pour them into the large mixing bowl.
2. Have a grownup add two cups of boiling water and stir with a spoon. Then add two cups of cold water and stir.
3. Put 1 cup of ice cubes into the mixture. This will cool the JELL-O and make it thicken faster.
4. When the mixture is as thick as pudding, carefully spoon the JELL-O into the clear glasses until they are almost full.
5. Tear the green fruit strips into smaller strips. These will be the seaweed in your ocean dessert. Using your spoon, carefully push the fruit strips into different places in the JELL-O—some high and some low.
6. Tear the small marshmallows in half. Using your spoon, push these down into the JELL-O. These will be the bubbles for the fish.
7. Carefully push the Goldfish down into the JELL-O.
8. You should be able to see the marshmallow bubbles, the Goldfish, and the seaweed fruit strips from outside the glass.
9. Finally, sprinkle the graham cracker crumbs on top of the JELL-O along the edge of the glass. This should look like sand.
10. Place each glass in the refrigerator to cool for at least 15 minutes or until time to eat!

This recipe is untested. Do not try this at home.

“JELL-O” is a registered trademark of Kraft Foods Holdings, Inc.  
“Goldfish” is a registered trademark of PF Brands, Inc.

**17 Why does step 2 tell the reader to have a grownup help?**

- A** The measuring cup is difficult to fill.
- B** The ice cubes are not easy to handle.
- C** The directions are hard to understand.
- D** The boiling water could be harmful.

**18 Step 5 tells the reader how to —**

- F** add the fruit strips to the JELL-O
- G** make the fruit strips the same length
- H** pour the JELL-O over the fruit strips
- J** stretch the fruit strips into long pieces

**19 Which question is answered in step 6?**

- A** What spoon is best for stirring bubbles?
- B** How can a small marshmallow be measured?
- C** Which fish blow bubbles in the water?
- D** Why does the recipe use marshmallows?

**20** What does the word sprinkle mean in step 9?

- F** scatter
- G** pull
- H** hang
- J** clean

**21** This chart shows some of the steps in the recipe.

<b>Put the JELL-O in the glasses.</b>
<b>Add the fruit strips to the JELL-O.</b>
<b>Push the marshmallows into the JELL-O.</b>
<b>Put graham cracker crumbs on top.</b>

**Which sentence goes in the blank?**

- A** Push the Goldfish into the JELL-O.
- B** Add cold water to the blue JELL-O.
- C** Let the JELL-O cool for a while.
- D** Stir the JELL-O until it is thick.

**22 How many mixing bowls does the recipe use?**

- F** 1
- G** 2
- H** 4
- J** 6

**23 Which step explains when to put the JELL-O in the glasses?**

- A** 1
- B** 4
- C** 6
- D** 9

**24 Read this list from the recipe.**

- |   |
|---|
| <ol style="list-style-type: none"><li><b>1. JELL-O</b></li><li><b>2. Goldfish</b></li><li><b>3. marshmallows</b></li><li><b>4. fruit strips</b></li><li><b>5. graham cracker crumbs</b></li></ol> |
|---|

**What is the BEST way the reader could use this list?**

- F** to explain the best way to serve the dessert
- G** to collect the food for making the dessert
- H** to buy the glasses needed for the dessert
- J** to know how much the dessert costs

**25 What will MOST likely happen if the ice cubes are left out of the recipe?**

- A** The JELL-O will take longer to thicken.
- B** There will be more room for the fruit strips.
- C** The Goldfish will be harder to see in the glass.
- D** There will be less time to make the dessert.

**26 All of these are compound words EXCEPT —**

- F** cracker
- G** grownup
- H** seaweed
- J** outside



**Do not turn the  
page until your  
teacher tells you  
to do so.**



## Directions:

Read the story and answer the questions that follow.

### Taj and Berto

- 1 The school bus had arrived. Taj's mother handed him a paper bag of warm samosas. This was his favorite food from his home in India. They were crispy bread pockets filled with potatoes, peas, almonds, and golden raisins. The house smelled spicy. It was hard to leave, but Taj kissed his mother goodbye and headed off to school.
- 2 When Taj arrived at school that morning, a new student named Berto was in class. Mrs. Grant asked, "Who will be Berto's helper?" Taj raised his hand. He wanted a chance to help this new boy just as some other children had helped him. One month ago Taj was the "new kid" from a faraway country.
- 3 Berto was from Puerto Rico. He spoke Spanish and English. Taj showed him around the classroom. Mrs. Grant let them go out for a school tour. Berto smiled often, asking many questions on their walk around school. Taj thought, "Maybe I have a new friend!"
- 4 Berto was lively. His long legs always seemed ready to run. At recess, Berto joined a soccer game. He fit right in with the athletic group. Sports looked like fun. Taj played, but his mind and body didn't work well together. The harder he tried, the worse he played.
- 5 Before noon, Berto met other students. Some of them spoke Spanish. "Oh, well," Taj thought. "Berto has found friends who speak the same language as he does."
- 6 At lunch, Taj sat with some friends. He opened his lunch sack and took out the samosas. They weren't warm anymore, but they were still good. Taj bit into a tasty samosa.
- 7 Taj saw Berto walking toward him. He came and sat right next to Taj. Berto pointed to Taj's lunch. "What's that?" he asked.

- 8 "Oh, no. He's going to make fun of my lunch," Taj thought.
- 9 Then Berto took something from a brown bag. It looked like a samosa. "See? I have one too! Mine's an empanada. It is spicy inside!"
- 10 Berto smiled at the other students at the table. He said, "Taj is a great guy! He's my first new friend!" Taj grinned from ear to ear.

**27 In paragraph 2, why does Taj raise his hand?**

- A** He knows the new boy in his class.
- B** He does not want to stay in the classroom.
- C** He does not have any friends at school.
- D** He knows how it feels to be new at school.

**28 In paragraph 3, a tour means someone will —**

- F** learn about a place
- G** enter a contest
- H** have a fun vacation
- J** spend time outdoors

**29 Reread paragraph 5. Why does Taj say “Oh, well”?**

- A** He will have to learn Spanish from someone.
- B** He will have to sit alone at lunch.
- C** He has no hope of becoming a great soccer player.
- D** He thinks Berto will not be his friend.

**30 Which question is answered in paragraph 10?**

- F** What does Berto first say to Taj?
- G** When does Berto play soccer?
- H** Where do Taj and Berto sit during lunch?
- J** Why does Taj grin from ear to ear?

**31 When Berto points to Taj’s samosa and asks what it is, Taj —**

- A** worries that Berto will laugh at his unusual lunch
- B** thinks that Berto wants to eat his samosa
- C** feels angry about Berto’s question
- D** looks at Berto’s lunch to see what he brought

**32 What is the setting at the beginning of the story?**

- F** lunchroom
- G** Taj's home
- H** classroom
- J** Berto's home

**33 What do Taj and Berto have in common?**

- A** They are from Puerto Rico.
- B** They have almost the same lunches.
- C** They both speak Spanish and English.
- D** They both enjoy playing soccer.

**34 At the end of the story, the boys will MOST likely —**

- F** bring sandwiches for lunch
- G** become friends
- H** help the next new student
- J** play soccer together

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

**Berto was lively.**

**In which word is -ly used the same as it is in lively?**

- A** butterfly
- B** reply
- C** family
- D** slowly



**Answer Key-3060-R0117**

<b>Test Sequence Number</b>	<b>Correct Answer</b>	<b>Reporting Category</b>	<b>Reporting Category Description</b>
1	A	002	Demonstrate comprehension of printed materials
2	F	001	Use word analysis strategies and information resources
3	C	002	Demonstrate comprehension of printed materials
4	J	002	Demonstrate comprehension of printed materials
5	A	002	Demonstrate comprehension of printed materials
6	J	002	Demonstrate comprehension of printed materials
7	A	001	Use word analysis strategies and information resources
8	H	001	Use word analysis strategies and information resources
9	B	001	Use word analysis strategies and information resources
10	J	002	Demonstrate comprehension of printed materials
11	D	002	Demonstrate comprehension of printed materials
12	H	002	Demonstrate comprehension of printed materials
13	B	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	F	002	Demonstrate comprehension of printed materials
19	D	002	Demonstrate comprehension of printed materials
20	F	001	Use word analysis strategies and information resources
21	A	002	Demonstrate comprehension of printed materials
22	F	002	Demonstrate comprehension of printed materials
23	B	002	Demonstrate comprehension of printed materials
24	G	002	Demonstrate comprehension of printed materials
25	A	002	Demonstrate comprehension of printed materials
26	F	001	Use word analysis strategies and information resources
27	D	002	Demonstrate comprehension of printed materials
28	F	001	Use word analysis strategies and information resources
29	D	002	Demonstrate comprehension of printed materials
30	J	002	Demonstrate comprehension of printed materials
31	A	002	Demonstrate comprehension of printed materials
32	G	002	Demonstrate comprehension of printed materials
33	B	002	Demonstrate comprehension of printed materials
34	G	002	Demonstrate comprehension of printed materials
35	D	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	113
2	161
3	190
4	212
5	230
6	245
7	258
8	271
9	282
10	292
11	302
12	312
13	321
14	330
15	339
16	347
17	356
18	364
19	373
20	381
21	390
22	399
<b>23</b>	<b>408</b>
24	418
25	427
26	438
27	449
28	461
29	474
30	490
<b>31</b>	<b>507</b>
32	529
33	558
34	600
35	600





