

VIRGINIA STANDARDS OF LEARNING

Spring 2008 Released Test

GRADE 3 READING

Form R0118, CORE 1

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Directions

Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.

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

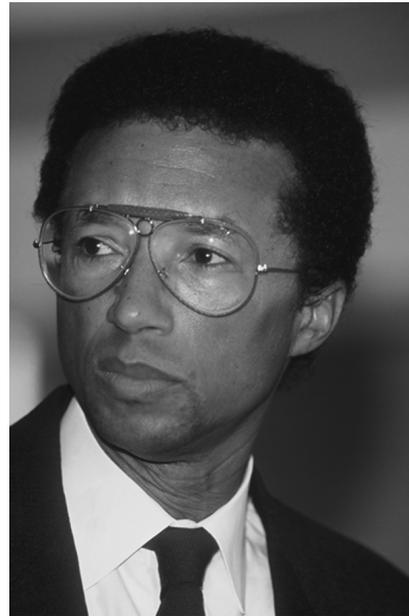
**Go to the next
page and continue
working.**

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

The Kid Who Could Play Tennis

1 As a child, Arthur Ashe, Jr. leaned against a tree and watched the players on the tennis court. One player hit the ball over the net. The other player hit the ball and sent it back. A young Arthur swung his arm as if he were playing tennis too. "I bet I could hit it really hard," he thought.

2 Arthur lived near a large park in Richmond, Virginia. His father was the manager of the park. He took care of the park and made sure everything was right. Arthur lived with his father and his brother.



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3 Arthur was allowed to play in the park when he was seven years old. He was small and athletic. A swimming pool, tennis courts, and baseball diamonds were in the park. Arthur spent a lot of time playing there. He did well in sports, but he had never tried to play tennis.

4 He often watched the tennis players. Sometimes there were tennis lessons being given, and Arthur would watch even more carefully. The young man teaching the lessons noticed Arthur. His name was Ronald Charity.

5 Mr. Charity asked Arthur if he wanted to learn to play tennis. Arthur was excited. Soon he was hitting the ball back and forth with Mr. Charity. Arthur was very fast and hit the ball hard. Mr. Charity could see that Arthur would grow up to be a good tennis player. By the time he was ten, Arthur won a tournament. Many older and bigger players came to the park trying to win the prize, but Arthur beat them. He became known as "the kid who could play tennis."

6 Arthur grew up to be one of the first successful African-American tennis players. He played and won all over the world. Arthur Ashe was more than an amazing tennis player, though. He started a program that gave children living in cities a chance to learn how to play tennis. He cared about people. He often spoke about how important it is to be fair to everyone.

1 Which question is answered in paragraph 2?

- A** Where did Arthur grow up?
- B** Why did Arthur like tennis best?
- C** When was Arthur born?
- D** What did Arthur like to do at school?

2 In the article, the park offered all of these EXCEPT —

- F** tennis
- G** football
- H** baseball
- J** swimming

3 How did Arthur meet Mr. Charity?

- A** Arthur's father asked Mr. Charity to give his son tennis lessons.
- B** While swimming at the pool, Mr. Charity met seven-year-old Arthur.
- C** While teaching tennis, Mr. Charity saw young Arthur watching the lessons.
- D** Mr. Charity noticed that Arthur was playing tennis well for a young man.

4 What did Arthur do for the first time at age ten?

- F** He entered the park where his father worked.
- G** He copied tennis movements without holding a racket.
- H** He pretended to hit a tennis ball back and forth over a net.
- J** He played tennis better than players who were older than he was.

5 In this article, what did Arthur do first when learning about tennis?

- A** He took lessons from a tennis teacher at school.
- B** He helped players carry their rackets and tennis balls.
- C** He watched the tennis players and pretended to play.
- D** He listened to tennis games announced on the radio.

6 The reader knows this is a biography because it tells about a —

- F** real person
- G** famous game
- H** hopeful child
- J** fun park

Here is part of a table of contents. Use it to answer question 7.

Sports Magazine	
At the Baseball Field ...	12
Swimming Across the Lake	15
The Kid Who Could Play Tennis	17
Not Too Short for Basketball	18
The Fastest Legs in Town	20

7 On page 12, there is an article about —

- A** a place where a sport is played
- B** a child who is too small to play sports
- C** a body of water that is hard to swim across
- D** a boy or girl who is able to run quickly

8 Which word from the article has three syllables?

- F** player
- G** lessons
- H** excited
- J** children

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

Clean Your Room!

- 1 "Mom, may Patti come over?" asked Meg.
- 2 "Not until you clean your room," replied Mom.
- 3 Meg groaned into the phone, "I have to clean my room first."
- 4 At the other end, Patti laughed. She said to Meg, "That's funny. My mom just said I can't go anywhere until I clean my room."
- 5 The girls thought and thought. It was boring being alone. They wanted to do something together. There didn't seem to be any fun answers.
- 6 After hanging up, the girls went to their own rooms. There were clothes and shoes scattered everywhere. Each girl looked around at her mess and sighed. Slowly they started sorting through their tangled belongings.
- 7 Meg said to herself, "Maybe we could talk on the phone while we work. It would be hard to work and talk at the same time, though. I might put books in my sock drawer by mistake."
- 8 Patti thought out loud. "Until I clean my room, I can't leave. Meg may leave, but she can't have anyone over." Patti went to the study where her mom was working on the computer. "Mom, may Meg come over?" Patti asked.
- 9 "Sure, honey," Patti's mom said while still typing. "Remember, you must have your room clean before leaving the house."
- 10 Patti ran to the phone and called Meg. "I've got an idea!" she told Meg.
- 11 A few minutes later, Meg went over to Patti's house. Her mom allowed her to go because she had done some work on her room. Meg had also promised to finish when she returned.
- 12 Together, the girls made a plan for cleaning Patti's room. Patti turned on the radio. While dancing, singing, and talking, the girls worked. They started with the clothes. They put dirty ones in the hamper and clean ones in the closet and chest of drawers. They neatly lined up shoes in the closet. Then they gathered the books and put them on the bookshelves. One task at a time, the room became neat. It was fun! The room looked great. Patti's mom was delighted. She called Meg's mom to let her know what terrific work the girls had done. Meg's mom then said that Patti could come over to help Meg.

- 13 The girls quickly went to Meg’s house. They worked and played until the room was clean. When the girls had finished, Meg asked if Patti could stay overnight in her clean room. Both moms agreed that would be fine. The girls had learned that working together could make cleaning fun and easy!

9 What did each girl do right after talking on the phone?

- A** worked hard
- B** bothered her mother
- C** danced to music
- D** went to her room

10 Read this sentence from paragraph 6.

Slowly they started sorting through their tangled belongings.

In this sentence, what does the word tangled mean?

- F** worn-out
- G** arranged
- H** prepared
- J** mixed-up

11 In paragraph 7, if Meg talks on the phone while cleaning her room, she might —

- A** have fun while working
- B** put things in the wrong places
- C** not be able to work quickly
- D** not be able to hear her friend

12 In paragraph 8, Patti's idea is to —

- F** put her clothes in the hamper
- G** clean her room by herself
- H** talk to Meg on the phone while cleaning
- J** invite Meg to come over

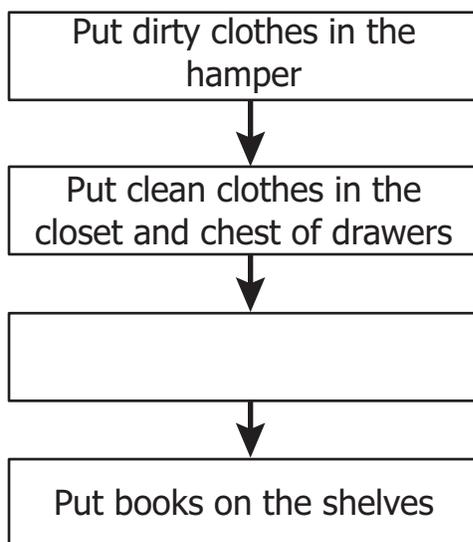
13 Which question is answered in paragraph 12?

- A** Who was Meg talking to on the phone?
- B** How did Patti make her room neat?
- C** How did Meg's room become messy?
- D** Why was Patti spending the night with Meg?

14 Meg's mom allows her to go to Patti's house because Meg —

- F** promises to help clean Patti's room
- G** will invite Patti to her house the next time Meg's room is dirty
- H** will finish her schoolwork on Patti's computer
- J** promises to clean the rest of her own room when she returns from Patti's house

15 Here is a flow chart showing how the girls cleaned Patti's room.



What belongs in the empty box?

- A** Put phone on the desk
- B** Put blanket on the bed
- C** Put toys in the box
- D** Put shoes in the closet

16 From the title, the reader knows —

- F** the story is about two friends cleaning
- G** someone is told to clean a room
- H** many children need help cleaning
- J** a clean room is nice to have

17 Which guide words would appear on the same dictionary page with “closet”?

- A** chore – cliff
- B** climb – clip
- C** clock – clutter
- D** coast – cold

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

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

Mrs. Shirley read these directions to her third-grade students. She told them that each student would be selected to be on a team of three classmates. The team's job would be to work together on a storybook project that will later be used for a parade.



Monday, April 6
2:00 p.m.

STORYBOOK PARADE

DIRECTIONS FOR STORYBOOK PARADE:

- Each team will choose a favorite storybook.
- One person will be picked to dress like the storybook cover.
- The other two team members will dress like characters from the storybook.

STORYBOOK COVER:

- Cut two pieces of cardboard larger than your body. These will be the front and back covers of a very big storybook.
- Paint one side of each cardboard piece a light color like yellow or gray. Use dark colors for the storybook name.
- Print the name of the storybook in huge, clear letters. Make colorful pictures to go with the title. Use paint, crayons, or markers.
- Make small holes in the top of each piece of cardboard. Use string to tie the front and back covers loosely together.
- Slip the two covers over your head so that they hang on your shoulders.



TWO STORYBOOK PEOPLE:

- Find a picture of a storybook character.
- Ask someone to help make a costume that looks like the storybook character.

TEAM OF THREE:

- Bring the costumes and storybook covers to the lunchroom. Do this before classes start.
- When it's time for the parade, go to the lunchroom at 1:30 p.m. to get dressed.

18 These directions are MOSTLY about how to —

- F** prepare for a school parade
- G** decorate a school gym
- H** decide on a favorite storybook
- J** present a story to a class

19 Which sentence tells how to wear the storybook cover?

- A** These will be the front and back covers of a very big storybook.
- B** Make small holes in the top of each piece of cardboard.
- C** Slip the two covers over your head so that they hang on your shoulders.
- D** Find a picture of a storybook character.

20 For this activity, the teacher will NOT —

- F** put the students into teams
- G** tell the students which storybook to use
- H** decide when to have the parade
- J** give directions about painting a storybook

21 Who will MOST likely watch the parade?

- A** other students and teachers
- B** people who write storybooks
- C** students in high school
- D** people who make costumes

22 The cardboard should be painted a light color so —

- F** the pictures will stick better
- G** the pictures and words will be easier to see
- H** it will look like a storybook
- J** it will be different than other storybooks

23 What will MOST likely happen after the students read these directions?

- A** The students will watch a parade.
- B** Everybody will go to the lunchroom.
- C** The teams will choose a storybook.
- D** Parents will come to the school.

24 The main reason to read these directions is to —

- F** learn how to read a storybook
- G** learn how to share a storybook character
- H** find out how to paint cardboard
- J** find out how to draw pictures

25 How should the word “costume” be divided?

- A** cos – tume
- B** c – ostume
- C** co – stume
- D** costu – me

26 Read this sentence.

Bring the costumes and storybook covers to the lunchroom.

Which words mean the opposite of Bring?

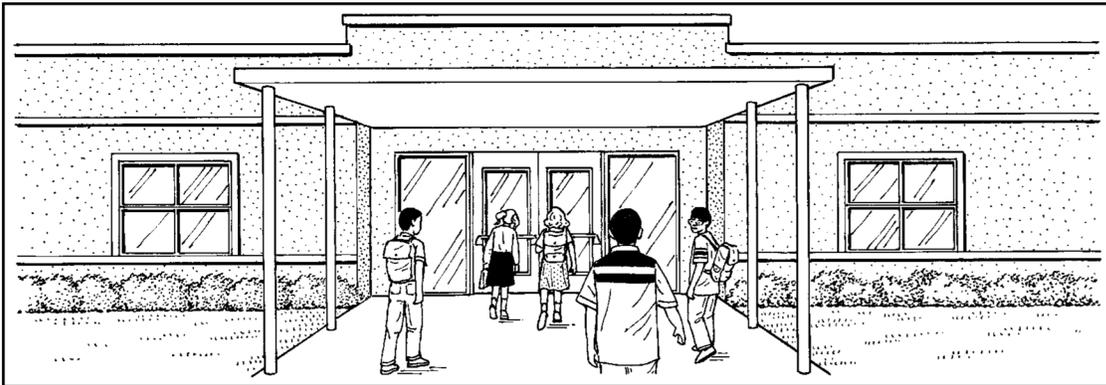
- F** gather up
- G** take away
- H** fill up
- J** walk with

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



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

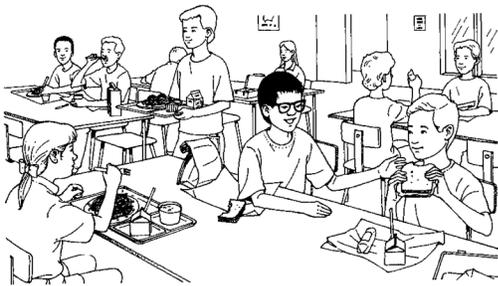
The Boy in the Back



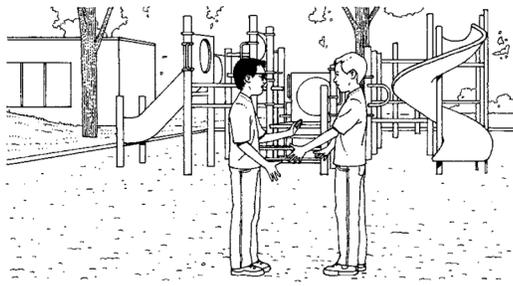
- 1 It was the first day of third grade. Samuel sat in the classroom next to his friend Jane. Samuel already knew most of the students in the class.
- 2 In the back of the classroom was a face that was not familiar. There sat a boy with dark hair and glasses. Samuel had never seen him before.
- 3 Mr. Dale called the students by their names. The students raised their hands when their names were called. "Ho Ming Yuan?" said Mr. Dale. The boy in the back raised his hand.
- 4 Ho Ming was from China. His family had moved to the United States during the summer. Ho Ming seemed quiet and shy.
- 5 Samuel tried to talk to Ho Ming, but he did not answer. He only smiled. Finally, Samuel solved the problem. This country was new to Ho Ming. Maybe the language was new to him too.
- 6 That night Samuel asked his mother for help. Together they looked up some Chinese words on the Internet. Mom and Samuel found a dictionary that was for Chinese and English. Mom helped Samuel pronounce the words over and over so that he could learn to say them correctly.
- 7 The next morning Samuel went to talk to Ho Ming. Then he stopped. He was afraid he would say something wrong. He was afraid he would sound foolish. "This must be how Ho Ming feels," he thought.
- 8 "Hello," he said, using the Chinese words he had learned. "I am your friend."
- 9 Ho Ming looked surprised. He answered Samuel in Chinese. Samuel had no idea what Ho Ming was saying.

- 10 "My English is not too good yet," explained Ho Ming.
- 11 "Neither is my Chinese," said Samuel.
- 12 "I will teach you," offered Ho Ming.
- 13 "And I will teach you," said Samuel.
- 14 Samuel pulled a ball out of his backpack. "Want to play catch?" he asked.
- 15 Ho Ming only smiled. Sometimes words are not even necessary.

27 Look at these pictures.



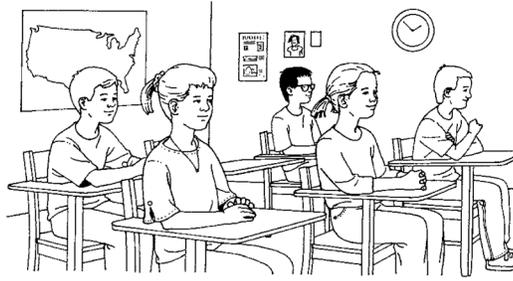
1



3



2



4

Which picture shows the setting at the beginning of this story?

- A** picture 1
- B** picture 2
- C** picture 3
- D** picture 4

28 Which question does paragraph 1 answer?

- F** How many students are in the class?
- G** In which city does Ho Ming live?
- H** In what grade are the boys?
- J** Where does Samuel live?

29 Which question does paragraph 3 answer?

- A** What is the name of the school?
- B** What is the name of the teacher?
- C** How old are the boys?
- D** Why did the boys talk to each other?

30 What is the main idea of paragraph 6?

- F** Samuel learns words to say to Ho Ming.
- G** Samuel and Ho Ming play together.
- H** Samuel tries to make Ho Ming feel welcome.
- J** Samuel and Ho Ming become friends.

31 Read this sentence from paragraph 7.

He was afraid he would sound foolish.

In which word does the -ish mean the same as it does in foolish?

- A** selfish
- B** dishes
- C** catfish
- D** wishful

32 Samuel and Ho Ming are alike because they both are —

- F** wearing glasses
- G** attending a new school
- H** from the same country
- J** in the same class

33 At the end of this story, Samuel and Ho Ming will MOST likely —

- A** go to the library
- B** study together
- C** throw the ball to each other
- D** visit with other students

34 This story is MOSTLY about two boys who —

- F** learn to talk to each other
- G** need help in school
- H** have few friends
- J** are very shy

35 Which sentence shows that something belongs to Samuel?

- A** Samuel's eager to talk to a new friend.
- B** Samuel's desk is on the second row.
- C** Samuel's playing ball on the playground.
- D** Samuel's listening carefully to the teacher.



Answer Key-3060-R0118

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	A	002	Demonstrate comprehension of printed materials
2	G	002	Demonstrate comprehension of printed materials
3	C	002	Demonstrate comprehension of printed materials
4	J	002	Demonstrate comprehension of printed materials
5	C	002	Demonstrate comprehension of printed materials
6	F	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	D	002	Demonstrate comprehension of printed materials
10	J	001	Use word analysis strategies and information resources
11	B	002	Demonstrate comprehension of printed materials
12	J	002	Demonstrate comprehension of printed materials
13	B	002	Demonstrate comprehension of printed materials
14	J	002	Demonstrate comprehension of printed materials
15	D	002	Demonstrate comprehension of printed materials
16	G	002	Demonstrate comprehension of printed materials
17	C	001	Use word analysis strategies and information resources
18	F	002	Demonstrate comprehension of printed materials
19	C	002	Demonstrate comprehension of printed materials
20	G	002	Demonstrate comprehension of printed materials
21	A	002	Demonstrate comprehension of printed materials
22	G	002	Demonstrate comprehension of printed materials
23	C	002	Demonstrate comprehension of printed materials
24	G	002	Demonstrate comprehension of printed materials
25	A	001	Use word analysis strategies and information resources
26	G	001	Use word analysis strategies and information resources
27	D	002	Demonstrate comprehension of printed materials
28	H	002	Demonstrate comprehension of printed materials
29	B	002	Demonstrate comprehension of printed materials
30	F	002	Demonstrate comprehension of printed materials
31	A	001	Use word analysis strategies and information resources
32	J	002	Demonstrate comprehension of printed materials
33	C	002	Demonstrate comprehension of printed materials
34	F	002	Demonstrate comprehension of printed materials
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	121
2	168
3	197
4	218
5	235
6	250
7	263
8	274
9	285
10	295
11	304
12	314
13	322
14	331
15	339
16	347
17	356
18	364
19	372
20	380
21	388
22	397
23	406
24	415
25	425
26	435
27	446
28	458
29	471
30	486
31	503
32	525
33	554
34	600
35	600

