

VIRGINIA STANDARDS OF LEARNING

Spring 2007 Released Test

GRADE 4 READING

Form R0117, CORE 1

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Directions

Read the 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.”

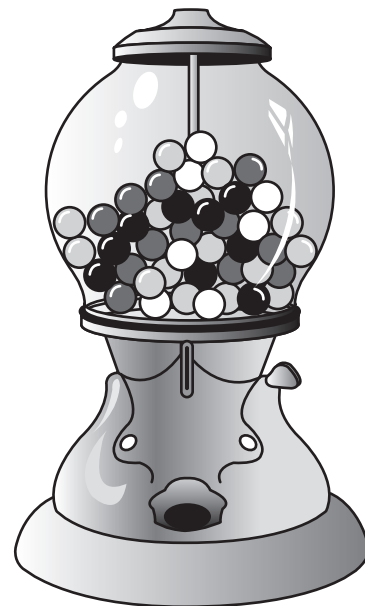
In this paragraph, the word enjoy means —

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

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

A New Chewing Gum

- 1 Thomas Adams was a curious man who lived in the 1800s. He worked at many different jobs, but what he loved most was inventing things. Adams spent most of his free time in his workshop trying to discover something new.
- 2 In 1869 Adams got the chance to meet General Santa Anna, a famous general of the Mexican Army. Santa Anna was from Mexico but lived with Adams at his home for a short time. Santa Anna introduced an interesting object called *chicle* to Adams. *Chicle* is a sticky, white material that comes from a special tree in Mexico.
- 3 Adams thought about the *chicle*. Maybe he could turn the sticky stuff into something useful. As Adams molded the sticky mass into a ball, it made him think of rubber. At that time, rubber was expensive. His invention would sell if he could make something that was like rubber, but cheaper. Adams agreed to buy a large amount of *chicle* and began his experiments. He mixed the *chicle* with rubber to make tires. It did not work. Next, he tried making toys, masks, and boots. Nothing worked. After a year, he thought about throwing the sticky stuff away.
- 4 One day Adams stopped at a store on his way home. He watched a little girl come in and buy some chewing gum. The gum was made from wax. Adams got an idea from watching her chew the gum. He hurried home to talk to his son, Tom Jr.
- 5 Adams told Tom Jr. about the little girl and the chewing gum. He remembered that an old custom in Mexico was to chew *chicle*. He suggested that they make the *chicle* into chewing gum. Tom Jr. agreed that it was a great idea.
- 6 They decided to wrap the gum in small pieces of paper and sell it. Adams and his son worked quickly. They made enough gum to fill twenty-five boxes. Each piece would cost one cent. They named their flavorless gum *Adams New York No. 1*.
- 7 On his first trip, Tom Jr. did not sell any gum. No one wanted to try it. On his next trip, some stores were willing to put the gum on their counters. Customers began trying this new item. Gum with *chicle* was smooth, springy, and satisfying and became more popular than the wax gum. Before long his father received orders for three hundred boxes!
- 8 Adams kept making changes to the gum. He also added different flavorings to it. Then he invented the gumball machine. His new company grew rapidly. It became the largest company in the nation that made gum. At last, Thomas Adams' love for inventing had made him a success, and he had created something everyone could enjoy.



1 What question does paragraph 2 answer?

- A** Why did Thomas Adams want to buy *chicle*?
- B** What things can be made from white *chicle*?
- C** Who showed Thomas Adams some *chicle*?
- D** What was used to make gum before *chicle*?

2 In paragraph 3, why did Thomas Adams buy a large amount of *chicle*?

- F** He needed it in order to experiment.
- G** He wanted to sell a great deal of gum.
- H** He thought he could sell it to inventors.
- J** He knew the price would soon go up.

3 What question is answered in paragraph 4?

- A** Why was a little girl buying something at a store?
- B** Where did Adams get the idea to make *chicle* gum?
- C** What is the most popular gum in Mexico?
- D** How did Adams sell the chewing gum?

4 At first Tom Jr. did *not* sell any gum because —

- F** no one was interested in trying it
- G** customers liked the chewing wax
- H** the gum had an unusual taste
- J** it was not wrapped in pretty paper

5 What information *best* supports the idea that Adams did not give up?

- A** He asked his son to sell *chicle* gum.
- B** He worked at many different jobs.
- C** He worked with the *chicle* for a year.
- D** He met General Santa Anna.

6 *Chicle* gum became more popular than wax gum because it —

- F** had a good name
- G** seemed smoother
- H** was wrapped in paper
- J** cost only one cent

7 If the author added information about gum flavors, in which paragraph would it fit *best*?

- A 5
- B 6
- C 7
- D 8

8 Read this dictionary entry.

ma•te•ri•al (mə-tîr'ē-əl) *n.* **1.** Cloth. **2.** Tool for a task. **3.** Part out of which a thing is made. *adj.* **4.** Very necessary.

In paragraph 2, which meaning of material is used?

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

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

Finding a Home

- 1 As usual, Jenny was sitting alone during recess. As she sat, she heard a quiet “meow” nearby and looked around. She found a tiny kitten sitting beside the bench. He wore a collar showing the name “Lucky.”
- 2 She picked up the kitten as recess ended, walked up to her teacher, and said, “I found this kitten on the playground. He has a collar, so he has owners, but there’s no address or phone number on the collar. Could we help find his home as a class project?”
- 3 Mrs. March thought about her plans for the rest of the afternoon. As she stared at Jenny’s hopeful face, Mrs. March knew she would have to change them.
- 4 “Are you willing to lead the class in this project?” Mrs. March asked. She had tried for months to get Jenny to speak up in class, but Jenny had stayed quiet. Maybe this was her chance to shine!
- 5 Jenny thought for a moment and looked at the kitten before going back to class. Once she had lost a pet of her own. How could she help? She thought of an idea and began taking charge. “Okay, we’ll need to make signs to put up around the neighborhood. We should call the newspaper. What else?” she asked the class.
- 6 John suggested that they call the animal shelter in case the owners called there. “Good idea!” Jenny said as she added it to her list.
- 7 Soon students were busy drawing posters and choosing where to hang them. Two students were making phone calls. Mrs. March looked on in surprise. Jenny was so confident and in complete control of the project. She was really showing an ability to lead.
- 8 Jenny, however, was not thinking about being a leader or being shy. Her mind was on finding this lost kitten’s home.
- 9 The two students making phone calls came back from the office and announced, “The animal shelter said that a family reported a lost kitten named Lucky! They said they’d call the family to come get him!” The class cheered.
- 10 Ten minutes later a woman showed up at the students’ classroom door. The woman said with joy, “Thank you! We’ve been looking all over for our cat!”
- 11 The next day pizzas were delivered to their classroom at lunch, along with a note that said, “Thank you for returning Lucky. He was very ‘lucky’ to have been found by such a caring group of students.”

- 12 The class celebrated their success. Mrs. March celebrated too. Jenny sat comfortably with her classmates for the first time, laughing and joking. Mrs. March thought it was indeed lucky that Jenny had found the kitten—lucky for both of them!

9 In paragraph 7, what does the word confident mean?

- A** certain of her actions
- B** curious about people
- C** pleasant to work with
- D** quick to say something

10 Which word means the opposite of success in paragraph 12?

- F** plan
- G** failure
- H** victory
- J** trick

11 Which paragraph shows that Jenny feels better being around other students?

- A** 4
- B** 8
- C** 9
- D** 12

12 Read this sentence about the story.

The students thought of different ways to locate Lucky’s owners.

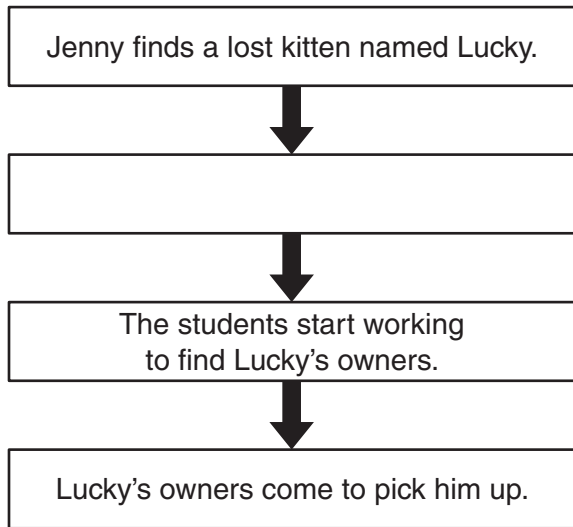
Which detail from the story supports this sentence?

- F** “Are you willing to lead the class in this project?”
- G** “We should call the newspaper.”
- H** “We’ve been looking all over for our cat!”
- J** “Thank you for returning Lucky.”

13 At the end of the story, the students have pizza because —

- A** the shelter has pizza sent to thank the students
- B** the teacher has pizza sent to reward the class
- C** Jenny’s parents send pizza to help her make friends
- D** Lucky’s owners send pizza to thank the class

14 Read the events from the story in the boxes.



Which event belongs in the empty box?

- F** Mrs. March decides to allow the class to find Lucky's owners.
- G** Jenny sits with some other students and laughs comfortably.
- H** Jenny tells the students to begin making posters of Lucky.
- J** Two students report that the shelter may know Lucky's owners.

15 What is this story mainly about?

- A** A lost kitten shows up at an elementary school at recess to search for his owners.
- B** A strong girl leads her class in making posters for a school project.
- C** A shy young girl becomes a leader while working to find a lost kitten's home.
- D** A group of students try to help a girl feel at home in her new school.

16 What lesson does Jenny learn in this story?

- F** Sometimes a student feels nervous around other students.
- G** Finding a lost kitten can be hard work.
- H** If you want something done right, do it yourself.
- J** Working together helps people feel like part of a group.

**Turn the
page and continue
working.**

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

The Mystery of the Flashing Fireflies



- 1 During summer nights fireflies flash in the darkness. They look like bright spots of light dancing on the breeze. Catching them in a jar for a few minutes can be fun. Fireflies are not really flies, though. They are winged beetles. Scientists are using these special beetles to learn more about our world.
- 2 The reason a firefly flashes its light is to find a mate. There are around two thousand species, or kinds, of fireflies. Fireflies mate only with their own species. Each kind of firefly has its own flash pattern. It is important that fireflies recognize this pattern. That way they can find bugs of their own kind. The male firefly flies around in the sky while the female firefly stays close to the ground.
- 3 For many years, how a firefly flashes its light was a mystery. Scientists now know that a firefly's light is a cold light. It gives off all of its power as light. It does not produce heat. A normal light bulb gives off only ten percent of its power as light. The rest of the power is wasted as heat. That is why a light bulb that has been on for a while is very hot. The firefly's light does not feel hot like a light bulb.
- 4 Scientists have also learned that fireflies have a small built-in lantern. This special lantern is located inside a firefly's body. To create light, a gas flows through tiny tubes. This causes the firefly to light up. A firefly can also turn its light on and off quickly. This puzzled scientists. They learned that short bursts of this gas make the firefly glow. When the gas fades, the light goes out. This process happens very rapidly.

- 5 Scientists know that what they learn from fireflies will be important. Medical studies using fireflies are helping scientists fight illnesses in human beings. They have made new medicines from the chemicals used by fireflies to make light. Fireflies have also helped with new discoveries. New flashlights and flares have been made based on fireflies. These new flashlights and flares produce a cold light like a firefly. This way all the power makes the light shine. This little bug may be a pleasure to watch, but it is also an important part of our lives.

17 What is another word for recognize as it is used in paragraph 2?

- A keep
- B make
- C know
- D watch

18 Why did the author *most* likely include paragraph 4?

- F To explain how fireflies make light
- G To describe different kinds of fireflies
- H To show how much power fireflies use
- J To describe why fireflies make light

19 Which of these is the *best* choice for a heading for paragraph 5?

- A** The Cool Light of Fireflies
- B** Watching Fireflies Flash
- C** Understanding the Patterns
- D** Learning From Fireflies

20 What happens when gas flows through tubes in the firefly?

- F** The firefly lights up.
- G** The gas begins to fade.
- H** The gas heats up.
- J** The firefly flies in the sky.

21 According to the article, a firefly's light is different from a light bulb's light because the firefly's light —

- A** shines brighter
- B** does not fade
- C** lasts longer
- D** is not hot

22 A student asks this question about the article.

How many different kinds of fireflies are there?

Which paragraph from the article answers this question?

- F** 2
- G** 3
- H** 4
- J** 5

23 The author *most* likely wrote this article in order to —

- A** tell why fireflies light up
- B** give facts about fireflies
- C** show how fireflies help doctors
- D** compare a firefly to a light bulb

24 Read this sentence from the article.

The male firefly flies around in the sky while the female firefly stays close to the ground.

Which word sounds exactly like “male” but is spelled in a different way and has a different meaning?

- F meal
- G mile
- H mall
- J mail

25 Which sentence is an *opinion* from the article?

- A It is a pleasure to watch fireflies.
- B Fireflies flash their lights at night.
- C Fireflies waste less power than light bulbs.
- D It is common for female fireflies to fly low.

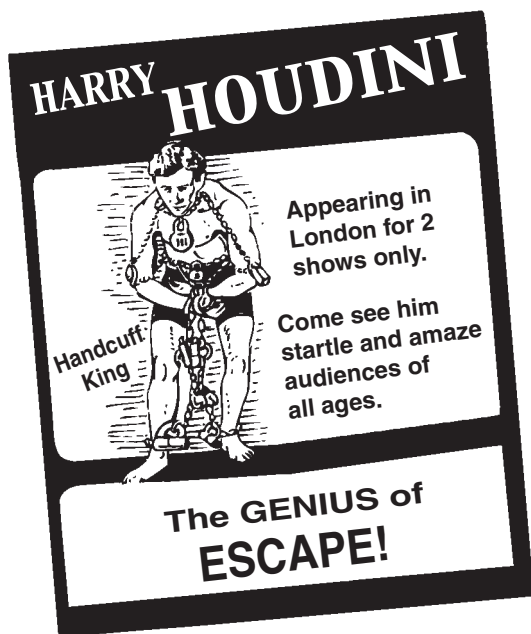
26 To find the meaning of the word “puzzled,” a student should look in —

- F an encyclopedia
- G an almanac
- H a dictionary
- J an atlas

**Turn the
page and continue
working.**

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

Genius of Escape



- 1 The wind was cold against Robert's cheek as he walked to his grandmother's house, but he was too excited to care. She was taking him to the theater to see Harry Houdini, "The Genius of Escape!"
- 2 Robert was a fan of Houdini's escape artist tricks but never imagined he would see the man on stage. Until now, he had only read about Houdini and tried tricks on his own. For Robert, this was the biggest night of his life!
- 3 The only person Robert knew that was a bigger Houdini fan than himself was his grandmother. She had seen Houdini perform and had a favorite story about him. She told Robert that Houdini called two police officers to the stage during his performance. Houdini

told the police officers to put handcuffs on him. The police officers made sure the cuffs were secure. Houdini amazed everyone, including the officers, with his ability to escape from the cuffs. At that point, Robert's grandmother became a big fan of Houdini.

- 4 When Robert arrived at his grandmother's house on the night of the show, he could barely eat.
- 5 "Aren't you hungry, Robert?" his grandmother asked. She had noticed his plate of food was untouched.
- 6 Robert could only shake his head and watch the time slowly tick by on the grandfather clock against the wall.
- 7 Soon enough, however, Robert was in the audience in London's best theater house. The lights came up and shone on Harry Houdini. He looked strong and had wild, curly hair.
- 8 Houdini began the show but was stopped when another escape artist, P.H. Cironc, jumped on the stage. He announced to the audience that Houdini was a fake.
- 9 Houdini stayed calm. He took out a huge pair of handcuffs called "Bean Giants" and offered them to Cironc. Houdini dared him to escape from them, but Cironc refused to try.

- 10 Houdini shrugged and put the cuffs on himself. Cironc tightened and checked them. Robert felt his grandmother squeeze his hand. His lungs felt like balloons ready to burst! He was so excited over what was about to happen.
- 11 He watched in wonder as Houdini freed himself from the cuffs. The audience clapped with excitement. Cironc laughed and said the cuffs were fake. Houdini placed them on Cironc and gave him the keys. Cironc, however, could not open them and left the stage in shame.
- 12 Robert looked over at his grandmother. She was laughing so hard that tears were streaming from her eyes. As they left the theater, Robert knew that he had witnessed a performance by the world's greatest "Genius of Escape."

27 Read this dictionary entry.

perform (pər-fôrm´) *v.* **1.** To put on a show in public. **2.** To take action on. **3.** To complete a task. **4.** To do something as promised.

In paragraph 3, which meaning of perform is used?

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

28 Read this sentence from paragraph 10.

His lungs felt like balloons ready to burst!

This sentence tells the reader that Robert is —

- F** afraid that Houdini is a fake
- G** holding his breath in excitement
- H** frightened that Cirnoc will escape
- J** hurt when his hand is squeezed

29 Another word for streaming as it is used in paragraph 12 is —

- A** appearing
- B** jumping
- C** beginning
- D** flowing

30 Why is Robert eager to see Houdini?

- F** He reads books about Houdini.
- G** He wants to see Cirnoc on stage.
- H** He is a big fan of Houdini.
- J** He likes to watch Cirnoc escape.

31 Why does Robert *not* care that the wind is cold?

- A** He is wearing a warm coat and hat.
- B** He knows the trip to his grandmother's is brief.
- C** He is thinking about the show that he will see.
- D** He knows he will have some warm soup.

32 On stage, Houdini can *best* be described as —

- F** foolish
- G** exciting
- H** fake
- J** cheerful

33 How does the reader know that Robert's grandmother is a fan of Houdini's career?

- A** She encourages Robert to practice tricks like Houdini.
- B** She tells Robert what will happen in the act.
- C** She has seen Houdini perform and has a favorite story about him.
- D** She writes down stories about Houdini in a notebook.

34 What conclusion can the reader make about Houdini from this story?

- F** He appears on stage nightly.
- G** He is a clever man.
- H** He enjoys making fun of others.
- J** He has a quick temper.

35 The author *most likely* wrote this story to —

- A** explain about stage shows
- B** tell about a famous escape artist
- C** show how artists learn their jobs
- D** explain why people love the theater



Answer Key-4061-R0117

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

Grade 4 Reading, Core 1

If you get this many items correct:	Then your converted scale score is:
0	000
1	134
2	179
3	207
4	228
5	244
6	259
7	271
8	282
9	293
10	302
11	312
12	320
13	329
14	337
15	345
16	353
17	361
18	368
19	376
20	384
21	392
22	400
23	409
24	417
25	426
26	436
27	446
28	457
29	470
30	484
31	500
32	521
33	548
34	593
35	600

