

VIRGINIA STANDARDS OF LEARNING

Spring 2009 Released Test

# GRADE 4 READING

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Form R0119, 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

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

## **Campout Surprise**

- 1 "Come on, Buddy!" Todd urged. "You're riding in back with me!"
- 2 Buddy, the big, yellow dog, jumped eagerly into the van. Today Todd's family was leaving for their yearly camping trip. Todd watched his father check the gear they had packed the night before. The tent was placed next to plastic tubs filled with food and supplies.
- 3 "When are we leaving, Dad?" Todd asked.
- 4 "I think we're ready," his father answered, as he patted Buddy on the head. Soon Todd's sister Katie was seated next to him, and the family was on its way. The drive was long, and they arrived at Silver Creek Park in the late afternoon.
- 5 Todd and Katie jumped from the van, and Buddy followed.
- 6 "Dad, can we go down to the creek?" Todd begged.
- 7 "We have a couple of hours before dark," his father explained. "Let's explore the creek after we get the campsite ready." The family pitched the tent, making sure it was standing up correctly, as Buddy dashed happily among the trees and bushes. As the family walked along the path by the creek, Dad whistled and Buddy followed behind. Todd and Katie tossed stones in the water. Dad searched for a good fishing spot, while Mom snapped pictures.
- 8 "It's almost dark," Mom said. "Who's ready for hot dogs?" The family agreed it was time for dinner, so they headed toward camp. After they ate, Todd's parents put away the food and supplies from the picnic table, and the family settled in for the night. Todd was drifting off to sleep when he heard a scraping sound that stood out from the other night noises. Todd sat up as it grew louder, and he wondered if he should wake his father. Suddenly, a deafening crash broke the quiet night, as his father awoke.
- 9 "Dad! What was that?" Todd whispered.
- 10 "I'm not sure, son." Dad grabbed a flashlight, and Todd followed just in time to see a dark shape standing near the picnic table. Todd held his breath as the bright beam from the flashlight outlined the familiar figure. All of a sudden, Todd and his father burst into laughter. Buddy stood over a plastic tub of food he had dragged from the picnic table.
- 11 "I guess Buddy was still hungry!" Dad grinned and looked at Todd. "Why don't we put the food in the van for tonight? Then we can all get some rest!"

**1 Which question is answered in paragraph 2?**

- A** How often does the family go on a camping trip?
- B** When will the family return from the trip?
- C** When does the family go to the creek?
- D** How many people are in the family?

**2 Read this dictionary entry.**

**gear** (gîr) *n.* **1.** A machine part that fits into another part to cause the machine to move. **2.** A harness. **3.** Items used for a special purpose. *v.* **4.** To adjust something.

**Which meaning of gear is used in paragraph 2?**

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

**3 Where do paragraphs 1–3 take place?**

- A** On the road
- B** At the family’s house
- C** On the creek
- D** At the family’s campsite

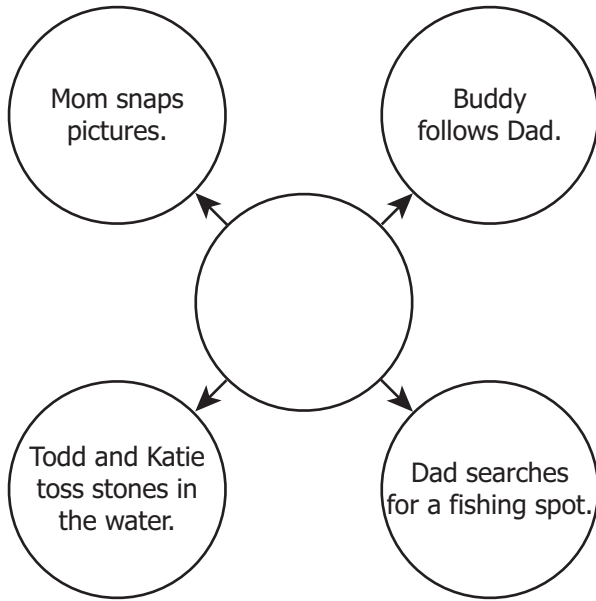
**4 What does the word deafening mean in paragraph 8?**

- F** loud
- G** distant
- H** exciting
- J** mysterious

**5 Todd and Dad laugh in paragraph 10 because they —**

- A** hear a funny sound
- B** tell each other jokes
- C** are nervous about what they see
- D** realize what was making the noise

**6 Look at the web.**



**Which of these belongs in the empty circle?**

- F** Planning for a Camping Trip
- G** Wandering Along the Creek
- H** Hearing Noises in the Night
- J** Preparing the Campsite

**7 What causes the scraping sound in the night?**

- A** Buddy is trying to climb into the van.
- B** Buddy is scratching to come inside the tent.
- C** Buddy is digging in the dirt near the picnic table.
- D** Buddy is pulling a food tub off the picnic table.

**8** What will the family *most* likely do the next night?

- F** Guard the tent
- G** Eat dinner earlier
- H** Stay awake with a flashlight
- J** Store the food tub away safely

**9** The author *most* likely wrote "Campout Surprise" to —

- A** entertain readers with a tale about camping
- B** explain to readers the steps to prepare for camping
- C** describe to readers items needed for a camping trip
- D** persuade readers to plan a family camping trip



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

**Directions: Read the handout and answer the questions that follow.**

# Fun With Shadow Puppets

People around the world have been making shadow puppets for a very long time. In a shadow puppet show, the puppets cannot be seen. Only their shadows can be seen.

## HOW TO PREPARE THE STAGE

A cardboard puppet stage can be made using a piece of poster board.

- Lay the poster board down flat.
- Fold the edges in 6 inches on each side.
- Cut out a rectangular opening from the center of the poster board.
- Cover the opening with a piece of white cloth. Fasten it with tape. This cloth will be the stage "curtain."
- The puppets hide behind the curtain. Have a bright light set up behind the puppets. When the light behind the puppets is turned on, black shadows that resemble, or look like, the puppets appear on the white curtain. When the puppets move, the shadows move.



## HOW TO MAKE SHADOW PUPPETS

1. Choose a story with two or three talking characters.
2. Draw the shape of each person or animal on a piece of black poster board. It will be easy to follow the lines if you draw them with a white pencil or crayon.
  - Make the characters so that they are facing to one side.
  - Make each character different. Remember that only the shadow will show, so the outside shape is what is important.
3. Use scissors to cut out the puppets carefully.
4. Attach a drinking straw to the back of each puppet with tape. Let the bottom of the straw hang below the body of the puppet. This will be used as a handle. Use it to control the movements of the puppets across the stage.
5. Have a friend read the story while you move the puppets. Then you can take turns.
6. You are now ready.



LET THE SHOW BEGIN!

**10** The bullets at the top of the page are a list of —

- F** steps
- G** choices
- H** ideas
- J** characters

**11** Read this sentence from the handout.

**Use it to control the movements of the puppets across the stage.**

The word across means to —

- A** be in touch with
- B** move in a winding motion
- C** be next to something
- D** go from one side to the other

**12 Why does the stage need a light?**

- F** The light helps locate the puppets.
- G** The light gives the stage a fancy look.
- H** The light helps to make a shadow on the curtain.
- J** The light signals that the show has started.

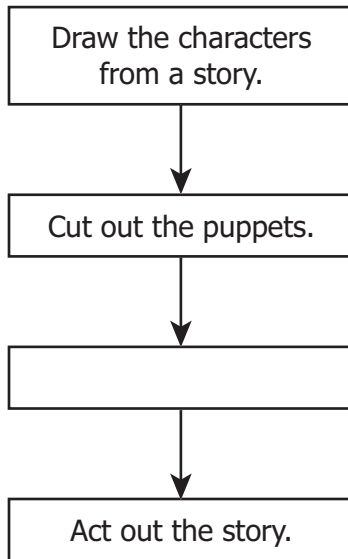
**13 A student makes a list of supplies needed to make a shadow puppet stage.**

●	<u>Supplies Needed</u>
	1. <i>Poster board</i>
	2. <i>White cloth</i>
	3. <i>Scissors</i>
●	4. _____

**Which item belongs on the blank line?**

- A** Marker
- B** Glue
- C** Tape
- D** Paper

**14 Read the flow chart about making shadow puppets.**



**Which of these belongs in the empty box?**

- F** Use a marker to color the puppets.
- G** Attach a straw to the puppets.
- H** Fasten the curtain to the stage.
- J** Set up a light behind the stage.

**15 A white crayon is used on black poster board to make lines that —**

- A** are easy to see
- B** have thick marks
- C** are neatly drawn
- D** have straight edges

**16** Which item could *best* be used in place of a drinking straw?

- F** A pencil
- G** A ribbon
- H** A broom
- J** A string

**17** The purpose of this handout is to —

- A** tell the history of shadow puppets
- B** share a story about shadow puppets
- C** present an opinion about a shadow puppet show
- D** give directions for making a shadow puppet show

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

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

## **The Sounds of Success**

- 1 The leaves fluttered over Josh’s head. The park near his home had always been one of Josh’s favorite places. He liked to watch the colors of the trees glow through the sunlight. His favorite was the golden tree. It was the same color as his trumpet. He smiled when he thought of the music the leaves made. Maybe one day he could play his trumpet along with the rustling music of the golden tree. Josh sat up and looked at his watch. His father would meet him in a few minutes for their first practice in the park.
- 2 Josh and his family lived in an apartment building. When Josh first began playing his trumpet two weeks ago, he practiced in his own living room. Then the family next door had a new baby. To keep from waking the baby, Josh was going to spend his practice time in the park. His father told him it would be good to practice in a wide, open space like the park. The baby next door would be able to sleep peacefully, but Josh was not very happy with the arrangement. He enjoyed visiting the park, but he didn’t want to practice his music there.
- 3 Josh was afraid that he would embarrass himself in a public place if he played the wrong notes. Trumpet players sometimes made funny faces when they played. He imagined his cheeks looking like a red, blown-up balloon. He didn’t want people watching him as he practiced his music in the middle of the park.
- 4 Josh’s father was a great trumpet player. Sometimes his father even played in a jazz band. Josh liked to listen to him practice his music. His father couldn’t possibly understand how embarrassing it would be to practice in the park!
- 5 His father interrupted Josh’s daydream. “Josh, are you ready to practice?” Josh watched as his father sat down and pulled his own horn from its case. He placed the horn to his lips and began to play. The brassy music lifted into the blue afternoon sky. His face wasn’t red and puffed up like a balloon.
- 6 Josh looked up at the golden tree. The leaves seemed to be dancing with the tune his father was playing. Josh felt proud as he watched the people walking by and smiling at his father. He wanted to play like that. Josh placed his horn to his mouth and blew. Soon, he and his father were playing together. Josh was having such a great time that he didn’t care if he had played a few bad notes. The golden tree was dancing, his father was still playing, and Josh was having fun. Now he and his neighbors could be happy.



**18** As used in paragraph 4, what is another word for understand?

- F** admit
- G** show
- H** guess
- J** realize

**19** Read this sentence from paragraph 6.

Josh felt proud as he watched the people walking by and smiling at his father.

Which word means the opposite of proud?

- A** ashamed
- B** encouraged
- C** popular
- D** selfish

**20 After reading the story, what can the reader tell about Josh?**

- F** He is learning to play the trumpet.
- G** He plays his horn in a school band.
- H** He takes trumpet lessons at home.
- J** He plays other instruments.

**21 Josh is practicing in the park —**

- A** so he will not disturb his neighbors
- B** so he can perform for other people
- C** because he feels the golden tree brings him luck
- D** because he does not want to play in his living room

**22 Why does Josh like the golden tree?**

- F** It is the tallest tree in the park.
- G** He likes the sound the leaves make.
- H** It gives him shade from the hot sun.
- J** He likes to climb trees with strong branches.

**23 Which word from the story means “stopped an activity”?**

- A** fluttered
- B** played
- C** interrupted
- D** pulled

**24 Which word *best* describes how Josh first feels about practicing in the park?**

- F** Eager
- G** Thrilled
- H** Puzzled
- J** Nervous

**25 Josh enjoys visiting the park because he likes to —**

- A** rest on the cool grass
- B** look at the colorful trees
- C** exercise by riding a bike
- D** watch people playing games

**26** The next day Josh and his father will *most likely* —

- F** play music in the park again
- G** perform together at an event
- H** find a new place to practice
- J** practice in the apartment

**27** Which sentence from the story is an *opinion*?

- A** The leaves fluttered over Josh’s head.
- B** Josh and his family lived in an apartment building.
- C** Josh’s father was a great trumpet player.
- D** Josh looked up at the golden tree.

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

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

## **A First in the Air**



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- 1 Bessie Coleman was born tenth in a family of thirteen children. She grew up in Texas in the early 1900s. During this time, there was little opportunity in the South for African Americans. Jobs were sometimes difficult to find. Therefore, Bessie moved north to live in Chicago with her two brothers. Once in Chicago, Bessie soon found work in a barbershop and began her dream of a better life.
- 2 Bessie's brother John had been to France during World War I. When he returned, he inspired her with exciting stories about women in France becoming pilots. Being a pilot was interesting to Bessie, and she decided she wanted a new job. She would learn to fly airplanes.
- 3 In 1918 there were no African-American female pilots in the United States. Becoming a pilot, she thought, would make her different. However, all of the flying schools Bessie tried to enter turned her away. Yet Bessie did not give up. A friend suggested she go to France and learn to fly. He helped her raise money for the trip and for flying lessons.
- 4 Bessie went to France in 1919. The plane that she was trained to fly was difficult to operate, but Bessie was determined. She finished the flying classes in seven months and received her flying license. Bessie was the first African-American woman to do so.

- 5 A few months later, Bessie returned home. Many stories were written in newspapers about her flying skills. She had learned how to do loops, spins, and dives with her plane. However, she wanted to compete with other pilots because they could do stunts that were even more exciting. Bessie wanted to be successful, so she went back to France for more training. On September 3, 1922, she was ready. Her first air show was in New York City. Bessie astonished the crowd with her amazing tricks. Soon she was performing at flying shows all over the country. Her flying career was a success.
- 6 Bessie Coleman has been honored in many ways since that day. In Chicago an airport road is named after her, and there is even a picture of her on a stamp. Bessie probably would have been happiest about the flying clubs named after her. Bessie's dream was to have more African Americans learn to fly. These clubs gave African Americans the training to become pilots. Clubs like this made her dream come true.

**28 Which question is answered in paragraph 2?**

- F** When did Bessie go to France?
- G** How did Bessie learn about female pilots?
- H** How much did Bessie's flying lessons cost?
- J** What age was Bessie's brother when he went to France?

**29 In paragraph 3, what is true about Bessie's friend?**

- A** He worked in a Chicago barbershop.
- B** He supported her dreams.
- C** He lived in France.
- D** He was a pilot.

**30** In paragraph 6, the word honored means that Bessie has been —

- F** included in programs
- G** allowed to work
- H** named the winner
- J** shown respect by people

**31** Read this dictionary entry.

**stamp** (stămp) *n.* **1.** A small piece of paper put on an envelope for mailing. **2.** A shape formed by a machine. **3.** A mark that shows something is completed. *v.* **4.** To destroy.

In paragraph 6, which meaning of stamp is used?

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

**32** Why did Bessie go to France to learn how to fly?

- F** Flying overseas was her dream.
- G** She wanted to meet other female fliers.
- H** Flying schools in the United States would not accept her.
- J** She did not have money to take flying lessons in the United States.



**33** If information about Bessie’s parents were added to the article, it would *best* fit in paragraph —

- A 1
- B 2
- C 5
- D 6

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

- F He helped her raise money for the trip and for flying lessons.
- G Many stories were written in newspapers about her flying skills.
- H Soon she was performing at flying shows all over the country.
- J Bessie probably would have been happiest about the flying clubs named after her.

**35** Why did the author *most* likely write this article?

- A To teach the reader how to fly a plane
- B To inform the reader about an adventurous person
- C To persuade the reader to take flying lessons
- D To entertain the reader with a story about planes



**Answer Key-4061-R0119**

<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	H	001	Use word analysis strategies and information resources
3	B	002	Demonstrate comprehension of printed materials
4	F	001	Use word analysis strategies and information resources
5	D	002	Demonstrate comprehension of printed materials
6	G	002	Demonstrate comprehension of printed materials
7	D	002	Demonstrate comprehension of printed materials
8	J	002	Demonstrate comprehension of printed materials
9	A	002	Demonstrate comprehension of printed materials
10	F	002	Demonstrate comprehension of printed materials
11	D	001	Use word analysis strategies and information resources
12	H	002	Demonstrate comprehension of printed materials
13	C	002	Demonstrate comprehension of printed materials
14	G	002	Demonstrate comprehension of printed materials
15	A	002	Demonstrate comprehension of printed materials
16	F	002	Demonstrate comprehension of printed materials
17	D	002	Demonstrate comprehension of printed materials
18	J	001	Use word analysis strategies and information resources
19	A	001	Use word analysis strategies and information resources
20	F	002	Demonstrate comprehension of printed materials
21	A	002	Demonstrate comprehension of printed materials
22	G	002	Demonstrate comprehension of printed materials
23	C	001	Use word analysis strategies and information resources
24	J	002	Demonstrate comprehension of printed materials
25	B	002	Demonstrate comprehension of printed materials
26	F	002	Demonstrate comprehension of printed materials
27	C	002	Demonstrate comprehension of printed materials
28	G	002	Demonstrate comprehension of printed materials
29	B	002	Demonstrate comprehension of printed materials
30	J	001	Use word analysis strategies and information resources
31	A	001	Use word analysis strategies and information resources
32	H	002	Demonstrate comprehension of printed materials
33	A	002	Demonstrate comprehension of printed materials
34	J	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	111
2	157
3	186
4	207
5	225
6	240
7	253
8	264
9	275
10	285
11	295
12	304
13	312
14	320
15	329
16	337
17	344
18	352
19	360
20	368
21	376
22	384
23	393
<b>24</b>	<b>401</b>
25	410
26	420
27	430
28	441
29	454
30	468
31	484
<b>32</b>	<b>504</b>
33	532
34	577
35	600

