

**VIRGINIA STANDARDS OF LEARNING**

**Spring 2005 Released Test**

**GRADE 3  
ENGLISH: READING**

---

**CORE 1**

**Property of the Virginia Department of Education**

© 2006 by the Commonwealth of Virginia, Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120. All rights reserved. Except as permitted by law, this material may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage retrieval system, without written permission from the copyright owner. Commonwealth of Virginia public school educators may reproduce any portion of these released tests for noncommercial educational purposes without requesting permission. All others should direct their written requests to the Virginia Department of Education, Division of Assessment and Reporting at the above address or by e-mail to [darfax@doe.virginia.gov](mailto:darfax@doe.virginia.gov).

## English: Reading

---

### 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

## Antonio and Julio Learn a Lesson

- 1 Antonio and Julio were twins. They shared everything. They shared the same birthday, the same bedroom, and the same friends. They both played on the same soccer team, and both boys shared all the same toys.
- 2 One Saturday, Antonio and Julio went outside to play with their red wagon. The twins loved the wagon. “I want to give my stuffed animals a ride,” said Antonio.
- 3 “I want to collect rocks,” said Julio. Both twins wanted to do different things with the same wagon. Antonio and Julio’s mother heard the boys arguing and came outside.
- 4 “You boys must share the wagon,” said Mother. Mother told Antonio and Julio to take turns with the wagon. The twins did not want to share the wagon.
- 5 A few days later, Antonio and Julio’s mother brought home a pet kitten for the boys. “Can’t we each have our own kitten?” asked the twins. They were tired of sharing everything.
- 6 “I’m sorry, but you must share one kitten,” Mother said. “You will have to feed the kitten and make sure she does not get into anything.” Now Antonio and Julio were even sharing a job.
- 7 A few days later, the kitten got into Mother’s sewing basket. In just a few minutes, the kitten had scattered balls of yarn all over the room. Julio saw the kitten playing with the yarn. He quickly went to find Antonio to tell him what the kitten had done.
- 8 “Oh, no! It’s our job to clean up the mess,” cried Antonio. The boys quickly picked up the yarn and put it back in the basket. When the mess was cleaned up, Antonio and Julio made the kitten her own toy from a piece of yarn.
- 9 “Just think, Julio, two kittens would have made a bigger mess,” said Antonio.
- 10 “That’s right,” laughed Julio. “Maybe sharing isn’t so bad after all!”



**1 Which question does paragraph 1 answer?**

- A Where did the twins live?
- B What kind of birthday party did the twins have?
- C Who were Antonio and Julio?
- D Why did the two boys want another kitten?

**2 What is the first thing Antonio and Julio do in the story?**

- F They go to soccer practice.
- G They collect rocks together.
- H They go outside to play.
- J They receive a pet kitten.

**3 Antonio and Julio's mother can BEST be described as —**

- A busy
- B angry
- C fair
- D curious

**4 What was the first thing the twins did when their mother gave them a kitten?**

- F They thanked her for the kitten.
- G They put the kitten in their red wagon.
- H They gave the kitten a toy made of yarn.
- J They asked if they could have two kittens.

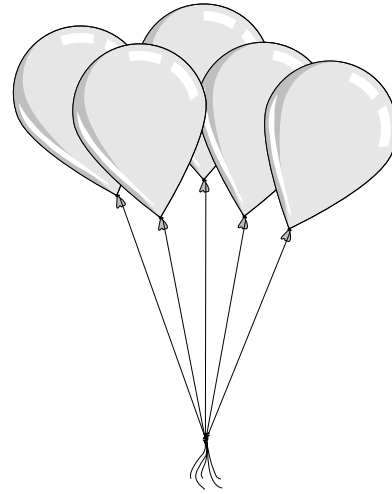
**5 What do the twins learn in this story?**

- A Having to share is good in some ways.
- B It is better to have two kittens than one.
- C When you make a mess, you have to clean it up.
- D It's good to have different toys.

**6 Which sentence tells what is happening in the picture with the story?**

- F The twins will have to clean up the mess.
- G The kitten is playing with a ball of yarn.
- H The yarn fell out of the sewing basket.
- J The yarn is soft, colorful, and pretty.

**7 Look at this picture.**



**Which word from the story begins with the same sound?**

- A wagon
- B basket
- C kitten
- D soccer

8 Read this sentence from the story.

In just a few minutes, the kitten had scattered balls of yarn all over the room.

Which word rhymes with just?

- F post
- G fussed
- H stuck
- J jump

9 Read this sentence about the story.

Antonio said, "I can \_\_\_ that our kitten likes \_\_\_ play with the \_\_\_ yarn best!"

Which words make the sentence correct?

- A sea, to, blew
- B see, too, blue
- C sea, two, blew
- D see, to, blue

10 Look at this dictionary entry for the word yarn.

**yarn** (yärn) *n.* **1.a.** a thick, soft thread used in knitting and weaving. **b.** a thread made of metal, glass, paper, or plastic. **2.a.** a story about someone's adventures. **b.** a tall tale. *v.* to tell an adventure story or tall tale.

Which meaning of the word yarn is used in this story?

- F a thick, soft thread used in knitting and weaving
- G a thread made of metal, glass, paper, or plastic
- H a story about someone's adventures
- J a tall tale

## The Great Big Turnip

*A Tale from Russia*



- 1 A man, a woman, and their son, Sonny, lived in a little yellow house. Beside the yellow house was a little garden, and in the garden was a little purple turnip.
- 2 With tender care the turnip grew and grew. Finally the day came to harvest the big purple turnip so it could be eaten. The man took hold of the vegetable's thick stem and pulled. The turnip didn't move! Even when the woman and the man tried to pull it up together, the turnip remained stuck in the ground.
- 3 A little mouse passing by said, "I can pull up the turnip." The man tried not to laugh and, thanking the mouse for her kind offer, told her she was too small.
- 4 "Maybe Sonny can help," said the woman. The man grabbed the turnip, the woman held onto the man, and Sonny held onto his mother. Together they all pulled. Still the turnip would not budge.
- 5 "Maybe my friend Sally can help," said Sonny. He went to get Sally, and they all formed a line and pulled with all their might. Still the turnip would not come up.
- 6 "Maybe Sparky can help," said Sally, and she called her dog to add to the group's strength. Everyone pulled hard, but the turnip stayed put.
- 7 "Maybe Silky can help," said Sparky, and he ran to find the cat. Together they all tried without success to pull that turnip from the ground.

- 8 The little mouse, who had been watching all of this, started whistling softly and tapping her tiny foot. “She thinks she can help,” said the man. So the mouse held onto the cat, who held onto the dog, who held onto the girl, who held onto the boy, who held onto the woman, who held onto the man, who held onto the turnip. Together they all pulled.
- 9 Suddenly, *pop!* Out came the turnip! It flew into the air. Everyone tumbled backward.
- 10 “See?” said the mouse. “I told you I could do it.”

**11 When the mouse first offers to help, the man —**

- A steps back to let the mouse work
- B politely turns down the mouse
- C calls on several others to join in
- D grabs onto the mouse’s tail

**12 Which question is answered in paragraph 8?**

- F How did everyone work together to pull out the turnip?
- G Why did the mouse think she could pull out the turnip by herself?
- H How did the cat and the dog get along so well helping the same family?
- J Why did the turnip grow to be so large and hard to take out of the ground?

**13 What will everyone in the story MOST likely do next?**

- A plan a party for another day
- B cook the big turnip and eat it together
- C go to their homes and feel lonely
- D find another turnip to pull out of the ground

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

**Together they all tried without success to pull that turnip from the ground.**

**Which word rhymes with tried?**

- F thread
- G child
- H quiet
- J slide



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

**Everyone pulled hard, but the turnip stayed put.**

**Which word has the same sound as the underlined part of stayed?**

- A hawk
- B wheat
- C fault
- D chain

**16 Which list of words from the story is in alphabetical order?**

- F yellow, purple, little, tiny
- G garden, house, turnip, vegetable
- H remained, flew, tumbled, pulled
- J cat, dog, boy, girl

**17 Read this sentence about the passage.**

**You can't \_\_\_\_ that heavy turnip on the \_\_\_\_ scale because it would break it!**

**Which pair of words makes the sentence correct?**

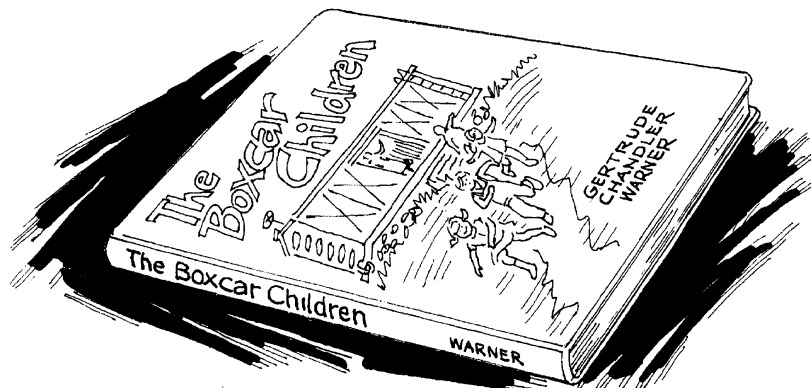
- A way, knew
- B weigh, knew
- C way, new
- D weigh, new

**18 How many syllables are in the word “turnip”?**

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

## Writing The Boxcar Children

- 1 Gertrude Chandler listened. Another train was rolling down the tracks outside her house in Putnam, Connecticut. She loved living across the street from the railroad station. With her brother, John, and her sister, Frances, she often went outside to wave at the people on passing trains.
- 2 Sometimes, Gertrude was ill and had to stay home from school. When she was not feeling well, books were her friends. She loved to read. She also enjoyed making her own books to give as gifts. One day in 1899, Gertrude glanced out the window at a train. She could see inside its last car, the caboose. She saw a small stove, cups, and a coffeepot. How cozy it looked! It was like a little home. Wouldn't it be wonderful to live in a caboose?
- 3 After high school, Gertrude decided to find a job. She had always loved to write. Soon she was writing for a newspaper in her town. Later, at age twenty-six, she wrote her first real book. With her sister, Gertrude wrote more books. Most of these were for grown-up readers.
- 4 In 1924, Gertrude wondered again about living in a train car. She decided to write a story called The Boxcar Children. The characters in the book were called the Alden children. They were named Henry, Jessie, Violet, and Benny. The Alden children lived in an empty train car and had many adventures together. When Gertrude became a teacher, she read the boxcar book to her pupils.
- 5 During the next thirty years, Gertrude wrote eighteen more books about the boxcar children. She died in 1979, but her well-loved books live on. The adventures of Henry, Jessie, Violet, and Benny still bring smiles to the faces of young readers.



19 In paragraph 2, what does the word glanced mean?

- A looked
- B flew
- C called
- D dreamed

20 Which one of these questions does paragraph 2 answer?

- F How did Gertrude's brother help her write stories about trains?
- G Why did Gertrude's father work for the railroad?
- H How did Gertrude get the idea of living in a cozy boxcar?
- J Why did Gertrude's family live across from a train station?

21 Here is a list of names from the passage.

Violet Benny Jessie Henry

If these names were in alphabetical order, which one would come **SECOND**?

- A Violet
- B Benny
- C Jessie
- D Henry

22 The reader can tell that this passage is a biography because it —

- F is about writing books
- G tells about a real person's life
- H has children in it
- J describes a real place

23 Read this line from the passage.

**Wouldn't it be wonderful to live in a caboose?**

Which of these is another way to write Wouldn't?

- A Will not
- B Would not
- C Will never
- D Would never

**24 Read this line from the passage.**

**How cozy it looked!**

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

- F** soft
- G** coach
- H** box
- J** bloom

**25 Read this sentence from the passage.**

**When Gertrude became a teacher, she read the boxcar book to her pupils.**

**Which one of these sounds the same as the underlined word?**

- A** ride
- B** write
- C** red
- D** wired



## Answer Key

Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	C	002	Demonstrate comprehension of printed materials.
2	H	003	Understand elements of literature.
3	C	003	Understand elements of literature.
4	J	003	Understand elements of literature.
5	A	002	Demonstrate comprehension of printed materials.
6	G	002	Demonstrate comprehension of printed materials.
7	B	001	Use word analysis strategies and information resources.
8	G	001	Use word analysis strategies and information resources.
9	D	001	Use word analysis strategies and information resources.
10	F	002	Demonstrate comprehension of printed materials.
11	B	003	Understand elements of literature.
12	F	002	Demonstrate comprehension of printed materials.
13	B	002	Demonstrate comprehension of printed materials.
14	J	001	Use word analysis strategies and information resources.
15	D	001	Use word analysis strategies and information resources.
16	G	002	Demonstrate comprehension of printed materials.
17	D	001	Use word analysis strategies and information resources.
18	G	002	Demonstrate comprehension of printed materials.
19	A	001	Use word analysis strategies and information resources.
20	H	002	Demonstrate comprehension of printed materials.
21	D	002	Demonstrate comprehension of printed materials.
22	G	003	Understand elements of literature.
23	B	001	Use word analysis strategies and information resources.
24	G	001	Use word analysis strategies and information resources.
25	C	001	Use word analysis strategies and information resources.

**VIRGINIA STANDARDS OF LEARNING**

**Spring 2005 Released Test**

**GRADE 3  
ENGLISH: WRITING**

---

**CORE 1**

**Property of the Virginia Department of Education**

Copyright © 2006 by the Commonwealth of Virginia Department of Education, James Monroe Building, 101 N. 14th Street, Richmond, Virginia, 23219. All rights reserved. Except as permitted by law, this material may not be reproduced or used in any form or by any means electronic or mechanical, including photocopying or recording, or by any information storage and retrieval system, without written permission from the copyright owner. Please contact the Commonwealth of Virginia Department of Education at (804) 225-2102, Division of Assessment and Reporting, to request written permission.

Printed in the United States of America

## English: Writing

### DIRECTIONS

Read the passage. Then 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 helps me with my homework.

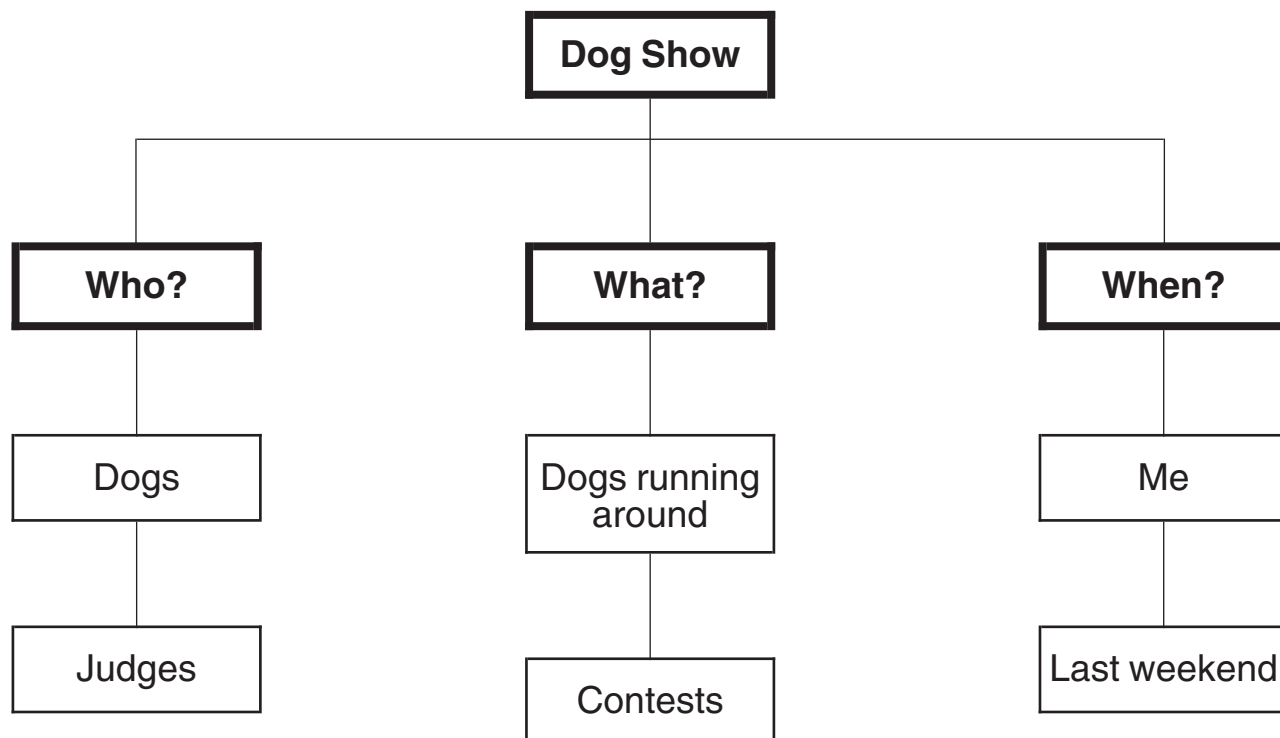
**In sentence 5, He helps should be written —**

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

## *The Dog Show*

Jennifer wants to write a letter to her Aunt Brenda about going to a dog show with her dad.

Jennifer made this chart about the dog show. Use it to answer the next question.



1 Which of the following is in the wrong place on Jennifer's chart?

- A Last weekend
- B Me
- C Dogs
- D Contests



**Here is the first part of Jennifer’s rough draft. Use it to answer questions 2–3.**

Dear Aunt Brenda,

(1)You will never guess what I saw this weekend. (2)I saw a dog show. (3)Dad and I were going to the park to fly a kite. (4)We saw, when Dad and I walked up to the park, dogs everywhere. (5)Big dogs, little dogs, old dogs, and young dogs were all running around. (6)Dad and I saw a sign that said “Dog Show.” (7)We decided to watch.

(8)I didn’t know what to expect at a dog show. (9)There were different types of contests. (10)One of the contests was called “Show.” (11)The judges watched how the dogs looked and acted. (12)The winner was a poodle named Shasta. (13)My neighbor has a dog, but it isn’t a poodle.

**2 How is sentence 4 BEST written?**

- F Dogs everywhere was what we saw when Dad and I walked up to the park.
- G Dad and I walked up to the park, we saw dogs, they were everywhere.
- H When Dad and I walked up to the park, we saw dogs everywhere.
- J Dad and I, when we walked up to the park, we saw dogs everywhere.

**3 Which sentence does NOT belong in Jennifer’s draft?**

- A sentence 7
- B sentence 8
- C sentence 10
- D sentence 13

**Read this next part of Jennifer’s rough draft and answer questions 4–5. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(14)In another contest, the dogs had to follow their trainers’ orders. (15)The dogs had to jump over things and run to certain areas. (16)One dog couldn’t follow his trainer’s orders. (17)The dog thinked he was supposed to run around the logs, not on top of them. (18)He didn’t win because it took him too much time to finish. (19)The dog that won was a beagle. (20)He finished in 38 seconds.

(21)Latter, Dad said it was time for lunch. (22)I couldn’t believe that three hours had already passed. (23)I was having the best time.

Your niece,

Jennifer

Jennifer

4 In sentence 17, thought should be written —

- F thinks
- G think
- H thought
- J as it is

5 In sentence 21, Ladder should be written —

- A Later
- B Lader
- C Ladder
- D as it is

## *A Summertime Play*

**Becky's teacher asks the students to write a story.  
Becky decides to write about how her neighbors  
worked together to put on a play.**

**Here is the first part of Becky’s rough draft. Use it to answer questions 6–9.**

(1)The neighbors on Hanley Street all knew each other, and their children were good friends. (2)Since they had lived on this street for a long time, they had spent many years living there. (3)It was a nice neighborhood with a few houses and one apartment building. (4)The apartment building had a small swimming pool. (5)All the neighborhood children were allowed to swim there. (6)They had to promise to always clean up after themselves. (7)Not leave towels around or anything. (8)They were glad to have the pool. (9)It gave them somewhere to meet and play together.

(10)One afternoon all twelve of the children were at the pool. (11)They had finished their chores at home. (12)They had some free time.

(13)“I think we should do something else,” said James, a tall boy. (14)Some people I know are not very tall.

(15)“What should we do?” asked Hannah, a younger girl.

**6 Which of these does NOT belong in Becky's story?**

- F sentence 5
- G sentence 10
- H sentence 14
- J sentence 15

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

- A Since they had lived on this street for a long time, they had spent many years living there.
- B It was a nice neighborhood with a few houses and one apartment building.
- C The apartment building had a small swimming pool.
- D All the neighborhood children were allowed to swim there.

**8 Which of these is NOT a complete sentence?**

- F sentence 6
- G sentence 7
- H sentence 8
- J sentence 9

**9 How can sentences 11 and 12 BEST be joined without changing the meaning?**

- A They had finished their chores they had some free time at home.
- B They had finished at home their chores had some free time.
- C They had finished their chores at home, so they had some free time.
- D They had finished their chores at home and some free time.

**Read the next part of Becky’s rough draft and answer questions 10–12. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(16)“Something w’ell always remember,” said James. (17)He telled his friends his idea about putting on a play. (18)They thought it was a super plan. (19)They decided to write their own play. (20)Soon they were all making up an exciting story. (21)It was full of fun and adventure,

(22)“Brenda and I will write it down at home tonight,” James said. (23)Brenda, his sister, could hardly wait.

(24)All the neighbors helped to put on the play. (25)Hannah’s mother helped make the costumes. (26)The stage was built by Mr. Rivera, a carpenter.

(27)The weather on the day of the show was sunny but cool. (28)All the neighbors gathered in Sycamore Park to watch. (29)The play was a big success!

**10 In sentence 16, w'e'll always remember should be written —**

- F we'll always remember
- G well always remember
- H we'll always remember
- J as it is

**11 In sentence 17, He telled his friends should be written —**

- A He tell his friends
- B He told his friends
- C He tolded his friends
- D as it is

**12 In sentence 21, fun and adventure, should be written —**

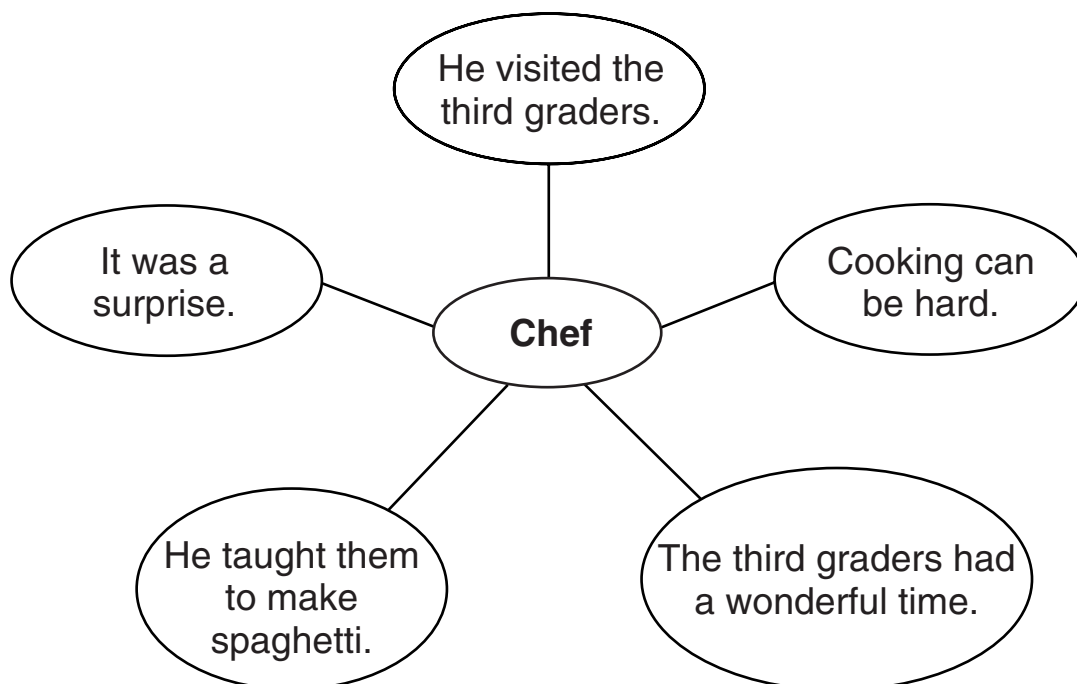
- F fun and adventure
- G fun and adventure?
- H fun and adventure.
- J as it is



## *Chef Visits School*

Susan's teacher asked her to write an article for the class newsletter. Susan described what happened when a chef, a professional cook, visited the third graders.

Susan made this web. Use it to answer question 13.



**13 Susan's web will help her —**

- A think about what she likes most about cooking
- B plan on what to put in her article
- C brainstorm other ideas for her class newsletter
- D decide if she wants to be a chef when she is older

**Here is the first part of Susan’s rough draft. Use it to answer questions 14–18.**

(1)The third-grade class had a special treat. (2)It was this week.  
(3)A professional chef visited the school and cooked with the students.  
(4)They were able to see a real chef in action!

(5) Earlier this week, the entire third-grade class went to the cafeteria. (6)The students thought they were going there to eat lunch.  
(7)They were in for something they didn’t expect. (8)To do the cooking the third graders were there!

(9)The students were put into two groups. (10)The first group learned all about cooking pasta. (11)The second group learned how to make a great spaghetti sauce. (12)Together they were able to make a wonderful spaghetti lunch.

**14 How can sentences 1 and 2 BEST be combined?**

- F The third grade class had a special treat it was this week.
- G The third grade class had a special treat, which it was this week.
- H The third grade class had a special treat this week.
- J The third grade class had a special treat, the treat was this week.

**15 In sentence 7, what is the BEST way to write something they didn’t expect?**

- A an unknown thing
- B a surprise
- C something else
- D other things

**16 How should sentence 8 be written?**

- F The third graders were there to do the cooking!
- G To do the cooking that's why the third graders were there!
- H There to do the cooking were the third graders!
- J The third graders they were there to do the cooking!

**17 Which words can be used instead of they were to make the meaning of sentence 12 clear?**

- A the spaghetti sauces were
- B the cafeteria was
- C the chef was
- D the third graders were

**18 Which sentence tells what Susan's article is MOSTLY about?**

- F sentence 3
- G sentence 5
- H sentence 6
- J sentence 11

**Read this next part of Susan’s rough draft and answer questions 19–20. This section has groups of underlined words. The questions ask about these groups of underlined words.**

(13)Who was this mystery chef, (14)It was Jane’s dad.

(15)Mr. Slate is a chef at a restaurant in Richmond. (16)He is so good at his job that he has won more than forty awards. (17)He also flies off to Chicago, Illinois, twice a year to be on a cooking show. (18)He will be on the television show “America Cooks” in May and October. (19)We hope you’ll watch!

**19 In sentence 13, chef, should be written —**

- A chef.
- B chef?
- C chef
- D as it is

**20 In sentence 16, he has won should be written —**

- F he has winned
- G he has wonned
- H he has wins
- J as it is



## Answer Key

Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
2	H	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
3	D	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
4	H	005	Edit for correct use of language, capitalization, punctuation, and spelling.
5	A	005	Edit for correct use of language, capitalization, punctuation, and spelling.
6	H	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
7	A	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
8	G	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
9	C	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
10	H	005	Edit for correct use of language, capitalization, punctuation, and spelling.
11	B	005	Edit for correct use of language, capitalization, punctuation, and spelling.
12	H	005	Edit for correct use of language, capitalization, punctuation, and spelling.
13	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
14	H	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
15	B	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
16	F	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
17	D	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
18	F	004	Plan, compose, and revise paragraphs, stories, letters, and reports.
19	B	005	Edit for correct use of language, capitalization, punctuation, and spelling.
20	J	005	Edit for correct use of language, capitalization, punctuation, and spelling.