

That Will Teach You, Bear!

- 1 One beautiful day, Bear was out hunting. As he walked past a fallen tree, he heard a tiny voice shout, “Watch your feet!”
- 2 Bear looked down and saw tiny Cricket. “You almost stepped on my house,” Cricket scolded.
- 3 Bear growled in anger, “I’ll walk where I please.” He boasted about his size and strength. Then he told Cricket to mind his own business.
- 4 Cricket shouted back, “My house is my business, and I intend to protect it!” He insisted once again that Bear take care as he stepped.
- 5 This made Bear so furious that he said he would smash the house, Cricket, and all of Cricket’s family. This made Cricket angry. “I have a friend who is only half my size, but he is mighty enough to beat you in a fight.”
- 6 Bear laughed and said, “Go get your friend, Cricket. I’ll return tomorrow, and we’ll see who can win in a fight.”
- 7 The next morning, Bear returned to Cricket’s house. “Come on out, brave Cricket,” called Bear. Bear watched the door to Cricket’s house, but he only heard a buzzing sound. Suddenly Bear felt a sharp stinging pain. Bear yelled, but Cricket’s friend continued buzzing and stinging until Bear yelled, “I give up!”
- 8 Just then Cricket appeared at the door of his house. Cricket told Bear to leave and never return. Bear quickly ran away.
- 9 “Thanks, Friend!” said Cricket.
- 10 “Anytime,” buzzed Mosquito before he flew away.



1 The title of the story tells us that it is probably about —

- A making a new friend
- B learning a lesson
- C playing a game
- D winning a contest

2 Where does this story MOST likely take place?

- F in a meadow
- G in a town
- H at the beach
- J in a forest

3 What is the theme of this story?

- A Time passes too quickly.
- B Be friendly to everybody.
- C Size isn't everything.
- D Don't be afraid of small things.

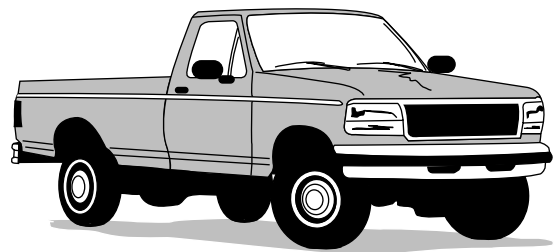
4 What does the word furious mean in paragraph 5 of this story?

- F big and strong
- G very angry
- H loud
- J trembling with fear

5 How does Cricket finally solve his problem?

- A He gets help from his friend.
- B He talks Bear into leaving.
- C He and his family run away.
- D He stings Bear to make him go away.

6 Look at this picture.



Which word from the story begins with the same sounds as the name of the picture?

- F brave
- G protect
- H scolded
- J tree

7 Read this sentence from the story.

Bear looked down and saw tiny Cricket.

Which word has the same vowel sound as down?

- A boast
- B voice
- C shout
- D low

8 Read this sentence from the story.

One beautiful day, Bear was out hunting.

Adding -ful to the word beauty makes a word that means —

- F is filled with beauty
- G is without any beauty
- H has too much beauty
- J has too little beauty

9 Read this sentence from the story.

Just then Cricket appeared at the door of his house.

Which word in this sentence tells what someone did?

- A then
- B appeared
- C door
- D his

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

Table of Contents

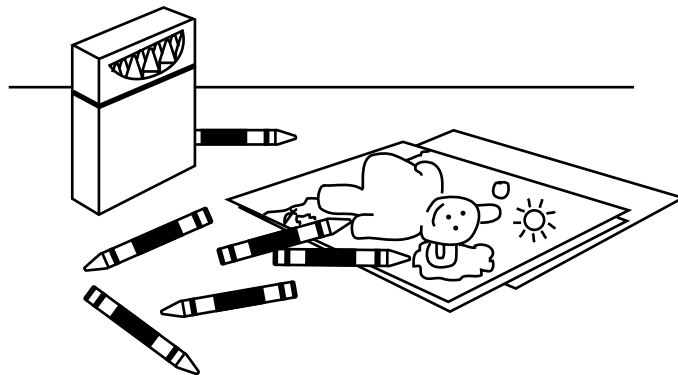
The Mouse and the Elephant	23
Sulia and the Waterfall ...	24
Ryndal's Treasure	27
That Will Teach You, Bear!	28
Singing Trees	29

10 Which of these stories is the longest?

- F "The Mouse and the Elephant"
- G "Sulia and the Waterfall"
- H "Ryndal's Treasure"
- J "That Will Teach You, Bear!"

Colorful Crayons

- 1 Sky blue . . . sea green . . . cherry red . . . grape . . . gold. These colors, and many others, can be found in a box of crayons!
- 2 These bright, colorful crayons are an important part of most preschool children's learning. They continue to be important for coloring maps and other things at school. You already know crayons come in dozens of different colors, but do you know how crayons are made?
- 3 One of the ingredients used in making crayons comes from a color mill. There, water and certain chemicals are mixed in big tanks to create different colored liquids. The liquids then pass through a machine that squeezes out most of the water. This leaves little "cakes" of color called pigment.
- 4 The cakes are baked until dry, about 3 or 4 days. Next, they're ground into a fine powder. Piles and piles of the different powders look like colorful sand piles.
- 5 The powdery pigment is then shipped to the plant where the crayons are actually made. Outside the plant are huge tanks filled with wax. The wax is mixed with the colored powders and stirred. The mixture looks like thick, colorful soup!
- 6 When it is hot, wax can be poured like water. It is stirred to prevent lumps or bubbles in the crayons. The colored wax is poured into molds that have little holes exactly the size of crayons. This is how the crayons are shaped. Cold water is then poured in all around the molds. When wax is cold, it becomes hard.
- 7 When the crayons are removed from the molds, they are checked to make sure they have no broken tips. Any crayon that is broken goes back into the tanks to be melted and formed again.
- 8 Now the crayons need a paper wrapper. A machine wraps paper around each crayon and glues the ends together.
- 9 The different colored crayons are then packed together in a box. The box is put on a truck and sent to a store. The next time you open a box and pick out a crayon, remember how the crayons are made.



11 This story is mostly about —

- A how children use crayons
- B why crayons come in different colors
- C how crayons are made
- D why crayons are important

12 The author organized the information in this story by —

- F starting with the most interesting parts
- G writing a paragraph about each color
- H describing each piece of equipment
- J presenting the events step by step

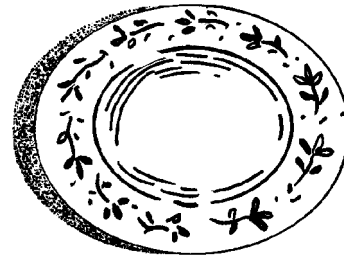
13 Which question does paragraph 3 answer?

- A How are the colors for crayons made?
- B Why are crayons so difficult to make?
- C How are crayons used in the classroom?
- D Why is water such an important liquid?

14 What happens just after the hot wax mixture is poured into the molds?

- F Cold water flows around the molds to harden the wax.
- G Each crayon is wrapped in paper matching the crayon's color.
- H Powders of different colors are poured into the wax.
- J The cakes of color are baked until they are completely dry.

15 Look at this picture.



Which word from the story begins and ends with the same sounds as the name of the picture?

- A powdery
- B poured
- C plant
- D piles

16 Read this sentence from the story.

Next, they're ground into a fine powder.

What is another correct way to write they're?

- F there are
- G they are
- H they were
- J there were

17 Read this sentence from the story.

These colors, and many others, can be found in a box of crayons!

Which word has the same vowel sound as box?

- A forks
- B pots
- C nose
- D scouts

18 Read this sentence from the story.

These bright, colorful crayons are an important part of most preschool children's learning.

Which word rhymes with part?

- F heart
- G card
- H earth
- J treat



A Sticky Idea

- 1 Have you ever cut your finger or scratched your knee while playing outside? Then you have probably used Band-Aid® Brand Adhesive Bandages, sticky strips with cotton pads that are placed over small cuts and burns. There were no Band-Aids until almost 100 years ago, when a man named Earl Dickson created them for his new bride, Josephine.
- 2 Mrs. Dickson loved to cook, but she often cut or burned herself while working in the kitchen. If she was at home alone, she did not have an easy way to cover her injuries by herself. This caused her husband to worry, so he came up with an idea.
- 3 Mr. Dickson worked for Johnson & Johnson, a company that made bandages, tape, and other materials for hospitals to use. Mr. Dickson placed a piece of hospital tape with the sticky side up on a table. Then he folded a cotton pad and put it in the center of the tape. Finally, he covered the entire bandage with a piece of fabric called crinoline so it would stay sticky. If his wife cut or burned herself, she could remove the crinoline and stick the bandage over the hurt area. Mrs. Dickson loved the sticky bandages.
- 4 Mr. Dickson showed the bandage to his bosses at Johnson & Johnson. They loved it too, and they quickly began selling the product.
- 5 At first the sticky bandages did not have a name. Then in 1920, another Johnson & Johnson worker named W. Johnson Kenyon came up with a new word, “Band-Aids.” The word “band” was for the piece of hospital tape and “aid” for first-aid or help for the person who was hurt.
- 6 Since then, Band-Aids have become famous all over the United States, and people of all ages have used them to cover small hurts.

19 Earl Dickson came up with the idea of Band-Aids for his —

- A friend
- B son
- C wife
- D boss

20 What does the word injuries mean in paragraph 2 of this story?

- F secrets
- G ideas
- H hurts
- J mistakes

21 What happened just after Mr. Dickson showed the new kind of bandage to his bosses?

- A Johnson & Johnson began to make and sell the bandages.
- B W. Johnson Kenyon named the bandages “Band-Aids.”
- C Mrs. Dickson hurt herself while cooking.
- D Hospitals started using the bandages.

22 In this story, Earl Dickson can BEST be described as —

- F greedy
- G quiet
- H amusing
- J clever

Read this part of the table of contents from a book called *Made for You*. Then answer questions 23–25.

Sipping Sweetly:	
Drinking Straws	23
Helpful Hankies:	
Kleenex®	26
Fun Flying Saucers:	
Frisbees®	32
A Sticky Situation:	
Band-Aids®	37
Fast Fastening:	
Zippers	41
Walking on Wheels:	
Roller Skates	46

23 The story that comes just after the one about Band-Aids is about —

- A zippers
- B skates
- C hankies
- D straws

24 Which story begins on page 26?

- F “Walking on Wheels”
- G “Helpful Hankies”
- H “Fun Flying Saucers”
- J “Sipping Sweetly”

25 A story about Frisbees can be found on page —

- A 26
- B 32
- C 37
- D 41

Answer Key

Reading			
Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	B	002	Understand a variety of printed materials/resource materials.
2	J	003	Understand elements of literature.
3	C	002	Understand a variety of printed materials/resource materials.
4	G	001	Use word analysis strategies. (phonetic/structural)
5	A	002	Understand a variety of printed materials/resource materials.
6	J	001	Use word analysis strategies. (phonetic/structural)
7	C	001	Use word analysis strategies. (phonetic/structural)
8	F	001	Use word analysis strategies. (phonetic/structural)
9	B	001	Use word analysis strategies. (phonetic/structural)
10	G	002	Understand a variety of printed materials/resource materials.
11	C	002	Understand a variety of printed materials/resource materials.
12	J	003	Understand elements of literature.
13	A	002	Understand a variety of printed materials/resource materials.
14	F	003	Understand elements of literature.
15	C	001	Use word analysis strategies. (phonetic/structural)
16	G	001	Use word analysis strategies. (phonetic/structural)
17	B	001	Use word analysis strategies. (phonetic/structural)
18	F	001	Use word analysis strategies. (phonetic/structural)
19	C	002	Understand a variety of printed materials/resource materials.
20	H	001	Use word analysis strategies. (phonetic/structural)
21	A	003	Understand elements of literature.
22	J	003	Understand elements of literature.
23	A	002	Understand a variety of printed materials/resource materials.
24	G	002	Understand a variety of printed materials/resource materials.
25	B	002	Understand a variety of printed materials/resource materials.

VIRGINIA STANDARDS OF LEARNING ASSESSMENTS

Spring 2004 Released Test

GRADE 3 WRITING CORE 1

Property of the Virginia Department of Education

© 2004 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 or retrieval system, without written permission from the copyright owner. Commonwealth of Virginia public school educators may photocopy or print any portion of these Released Tests for educational purposes without requesting permission. All others should direct their requests to the Commonwealth of Virginia Department of Education at (804) 225-2102, Division of Assessment and Reporting.

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

A Trip to Watermen's Museum

Andy's teacher has asked him to write a report about a place he has visited.

- 1 **Andy has decided to write about his trip to a fishing museum. What should he do before he starts to write?**
- A find out when the museum is open
 - B decide why he likes to go fishing
 - C make a list of all the places he would like to visit
 - D write down things he remembers about his trip to the museum

Here is the first part of Andy's rough draft. Use it to answer questions 2–5.

(1) During summer vacation last year, my family took a long trip. (2) My father wanted to take us to the Watermen's Museum. (3) When we arrived at the museum and got there, we could hardly wait to see what was inside. (4) My father paid a man for tickets. (5) Then we waited in a big room until the guides came. (6) The guides were ladies and men. (7) Dressed up in clothing that people wore long ago.

(8) First, our guide told us that the watermen were men and women. (9) These men and women worked on fishing boats. (10) The first watermen were American Indians (First Americans). (11) The American Indians (First Americans) taught the early colonists how to use logs to make boats. (12) They showed the colonists how with big nets to fish in the ocean.

2 Which of these is the BEST way to write sentence 3 without saying the same thing twice?

- F When we arrived at the museum, we could hardly wait to see what was inside.
- G When we arrived at the museum and got there, we could hardly wait to see and look at what was inside.
- H When we got to the museum, we could hardly wait to see and look at what was inside the museum.
- J When we arrived at the museum and got there, we could hardly wait to see what was inside the museum.

3 How can sentences 8 and 9 BEST be joined?

- A First, our guide told us that watermen were men and women these men and women worked on fishing boats.
- B First, our guide told us that watermen were men and women who worked on fishing boats.
- C First, our guide told us who the watermen were the men and women who worked on fishing boats.
- D First, the men and women who worked on fishing boats were watermen our guide told us.

4 Which of these is NOT a complete sentence?

- F sentence 1
- G sentence 6
- H sentence 7
- J sentence 10

5 How should sentence 12 be written?

- A They showed the colonists how in the ocean with big nets to fish.
- B They show the colonists with big nets how in the ocean to fish.
- C They showed the colonists how to with big nets in the ocean fish.
- D They showed the colonists how to fish in the ocean with big nets.

Read the next part of Andy’s rough draft and answer questions 6–7. This section has groups of underlined words. The questions ask about these groups of underlined words.

(13)Boats were everywhere in the museum! (14)Pictures of boats were on every wall. (15)Some was pictures of very old boats. (16)Our guide showed us a real fishing boat called a log canoe. (17)It was made of three logs. (18)He said it was a sailing canoe.

(19)At night we saw a boat parade. (20)There was a long line of boats in the water. (21)It was dark outside, but all the boats had lights. (22)Some boats had white lights, and other boats had red or blue lights. (23)The lights were shining in the water. (24)It looked beautiful. (25)I’m glad my dad took me to the Watermen’s Museum. (26)We’re planning to go again next summer. (27)I can’t wait!

6 In sentence 13, in the museum! should be written —

- F in the museum,
- G in the museum
- H in the museum?
- J as it is

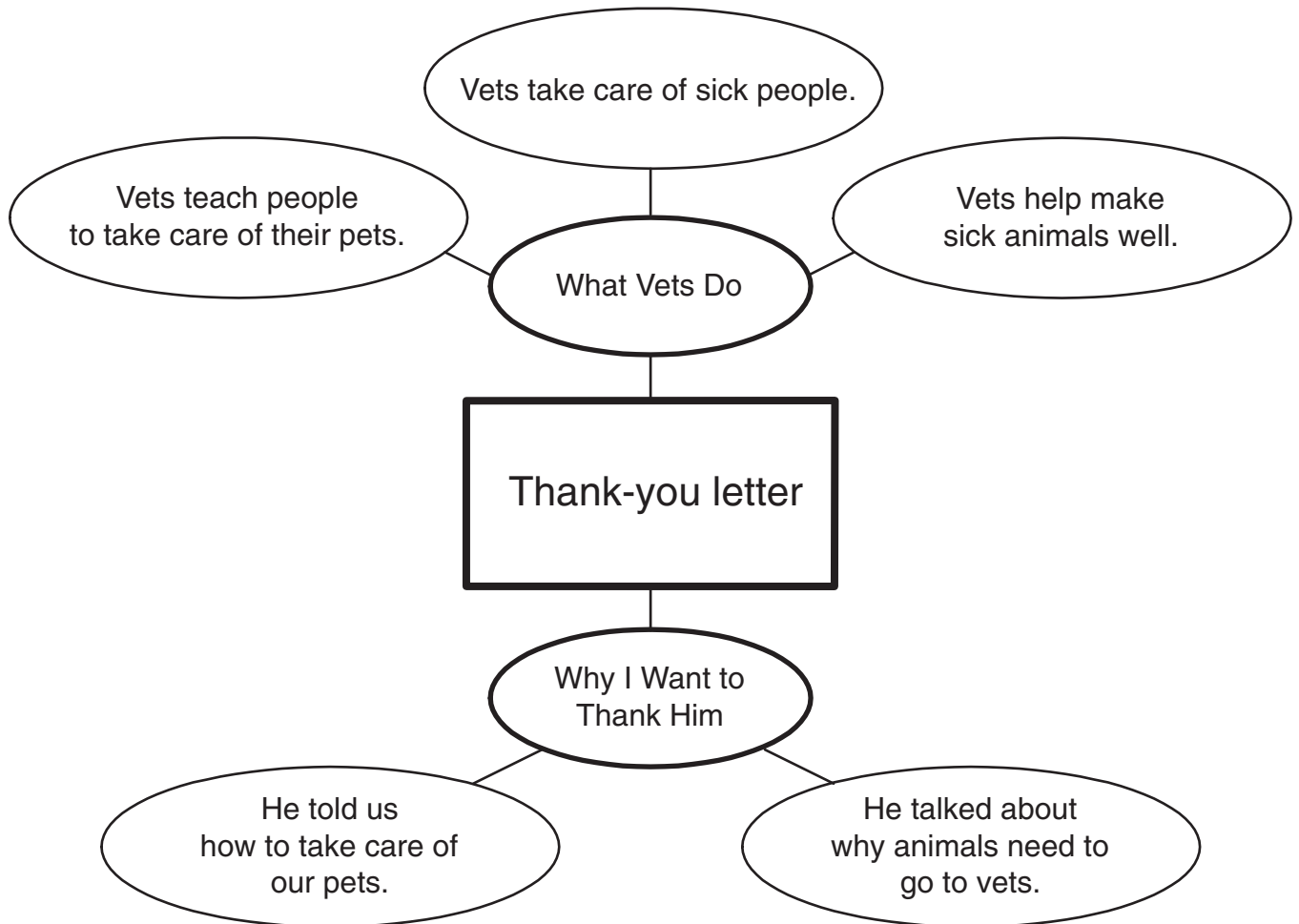
7 In sentence 15, Some was pictures should be written —

- A Some is pictures
- B Some were pictures
- C Some be pictures
- D as it is

Thank You for Coming to Job Day

Michael decides to write Dr. Jackson a thank-you letter for visiting his class on Job Day. Michael enjoyed learning what it is like to be a vet, or animal doctor.

Michael makes this web. Use it to answer question 8.



8 Which of these does NOT belong in Michael's web?

- F Vets teach people to take care of their pets.
- G Vets help make sick animals well.
- H Vets take care of sick people.
- J He told us how to take care of our pets.

Here is the first part of Michael’s rough draft of his letter. Use it to answer questions 9–10.

Dear Dr. Jackson,

(1)Thank you for coming to talk to our class on Job Day. (2)We had a lot of people come to tell us about what they do at their jobs every day. (3)It was fun to hear about your job as a vet. (4)I think it is great that you help animals when they are sick.

(5)What I liked the most was what you said about helping bigger farm animals. (6)You are brave to take care of large animals like horses and cows. (7)My uncle lives in Texas. (8)I think it would be a little scary to be that close to a big animal.

(9)I was surprised to hear how long vets must go to school. (10)Eight more years after high school is a long time! (11)When you told us about that, it showed me how much you have to know to be a vet.

(12)I think I would like to when I grow up be a vet. (13)I like school, so I think I could go to school for a long time. (14)I also like to help animals. (15)Last year, we found a dog that did not have a home. (16)We tried to find the owner but couldn’t. (17)The dog was sick and wouldn’t eat any food or drink any water.

9 Which of these sentences does NOT belong in Michael's letter?

- A sentence 1
- B sentence 3
- C sentence 7
- D sentence 15

10 How should sentence 12 be written?

- F I think I when I grow up would like to be a vet.
- G When growing up, a vet is what I think I would like to be.
- H I when I grow up think a vet is what I would like to be.
- J I think I would like to be a vet when I grow up.

Read the next part of Michael’s rough draft and answer questions 11–13. This section has groups of underlined words. The questions ask about these groups of underlined words.

(18)We taked him to a vet named Dr. Madison so that the dog could get well. (19)The vet showed me how to take care of a dog because I had never had a pet before. (20)He was eating and running around in just a few days. (21)My sister and I decided to name him Sparky. (22)Now he is a part of our family.

(23)I wanted to write to you and thank you for talking to our class. (24)I think we all learned a lot about being a vet and helping animals that is sick. (25)maybe when I am older and taller, I won’t be afraid to help horses! (26)Then I can be a vet just like you.

(27)Your friend,

Michael Cessna

Michael Cessna

11 In sentence 18, We taked should be written —

- A We take
- B We took
- C We tooked
- D as it is

12 In sentence 24, animals that is sick should be written —

- F animals that are sick
- G animals that was sick
- H animals that has been sick
- J as it is

13 In sentence 25, maybe when I should be written —

- A Maybe win I
- B Maybe when I
- C maybe when i
- D as it is

The Borrower

Sophie's teacher has asked the students to write true stories about problems they have had with friends and how they solved them. Each student should write a story about one problem.

14 Sophie can't decide what to write about. Which of these would BEST help her?

- F** talking to her parents about problems she is having in school
- G** reading a book about different ways to solve problems
- H** making a list of her friends and problems she has had with them
- J** asking her teacher for some ideas for her story

Here is the first part of Sophie’s rough draft. Use it to answer questions 15–18.

(1)I have a wonderful friend. (2)Instead of telling you her real name, I’ll call her “Emily.” (3)We have been friends ever since kindergarten. (4)Last year, Emily started wanting to borrow my things all the time. (5)She borrowed things like a shirt, a hat, a game, and a necklace. (6)I always let her borrow what she asked for I wanted to be nice. (7)But then I noticed that she was not giving back the things she had borrowed! (8)I asked Emily to give my things back and return the things that she had borrowed.

(9)Emily said that she couldn’t remember what she had borrowed. (10)Once I had to borrow some money from my teacher. (11)I made a list and gave it to her. (12)The next day she brought back only one thing. (13)It was a dirty T-shirt.

15 Which of these does NOT belong in Sophie's story?

- A sentence 4
- B sentence 9
- C sentence 10
- D sentence 11

16 What is the BEST way to write sentence 6 without changing the meaning?

- F Always, I have let her borrow what she asked for, I wanted to be nice.
- G I have always let her borrow what she asked for because I wanted to be nice.
- H Since I have always let her borrow what she asked for, I wanted to be nice.
- J Although I wanted to be nice, I have always let her borrow what she asked for.

17 How can sentences 12 and 13 BEST be joined?

- A The only thing she brought back the next day was a dirty T-shirt.
- B The next day she brought back only one thing a dirty T-shirt.
- C She brought back only one thing the next day, it was a dirty T-shirt.
- D The only one thing was a dirty T-shirt that she brought back the next day.

18 Which sentence says the same thing twice?

- F sentence 3
- G sentence 7
- H sentence 8
- J sentence 12

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

(14)The next time I went to Emily’s house, I saw that her room was very messy. (15)No wonder she was confused! (16)I asked her if we could look for my things together.

(17)“I know they’re here somewhere,” she said.

(18)Emily and I played some music on the radio and singed while we worked. (19)The first lost item that I discovered was my purple hat. (20)It was under a pile of clothse on a chair. (21)We kept finding more and more things.

(22)Emily has stopped borrowing things. (23)After all, she was having enough trouble keeping track of her own things!

19 In sentence 18, singed while we worked should be written —

- A sang while we worked
- B had sung while we worked
- C are singing while we work
- D as it is

20 In sentence 20, clothse on a chair should be written —

- F close on a chair
- G clothes on a chair
- H cloths on a chair
- J as it is