

VIRGINIA STANDARDS OF LEARNING

Spring 2011 Released Test

GRADE 4 READING

Form R0111, CORE 1

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Directions

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

SAMPLE A

Aunt Jackie’s Ring

- 1 For Mary’s birthday, her aunt gave her a ring that was more than 100 years old. “Take good care of it,” her aunt warned. She did just that until one day Mary looked down at her hand and noticed the ring was gone.
- 2 “Aunt Jackie is going to be so disappointed in me,” thought Mary. Then Mary remembered she put the ring in her pocket when she washed her hands at the sink. “Thank goodness!” Mary said to herself. After that, she never took off Aunt Jackie’s ring again.

This story is mostly about —

- A** a normal day
- B** Mary’s aunt
- C** a special ring
- D** Mary’s birthday

Directions

You do not need to read a passage to answer the following question. Read and answer the question.

SAMPLE B

Read this sentence.

“Mrs. Johnson is my favorite teacher, and I really enjoy her class,” Mario told his mother.

In this sentence, the word enjoy means —

- F** like
- G** hear
- H** notice
- J** save

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

Captain of the Carrots

1 My younger brother Daniel likes to work in our garden. Last summer he grew carrots to enter in the county fair. He won first prize and received a blue ribbon. There is more to the story, however. To win, Daniel needed the sun, the rain, and a little help from a scarecrow we named "Captain of the Carrots."

2 One morning Daniel and I walked outside to the garden. The feathery, green tops of ten carrots had been chewed to the ground. We looked around the garden trying to discover what had happened to the carrots.

3 "Jason, who did this?" Daniel asked, frowning.

4 "Not me," I said. "I'm pretty sure rabbits are eating your carrots. You'll just have to scare them off."

5 "Well, I've read books about farmers building scarecrows to put in their fields. Should we build one?"

6 "Why not?" I said. "If it works for crows, why not for rabbits?"

7 Our scarecrow was a bit unusual. We dressed it in an old band uniform Grandpa gave us. Daniel had a pretend policeman's hat that we placed on top of the head. At last the scarecrow was complete. We placed it in the garden.

8 "He looks like a guard," Daniel said.

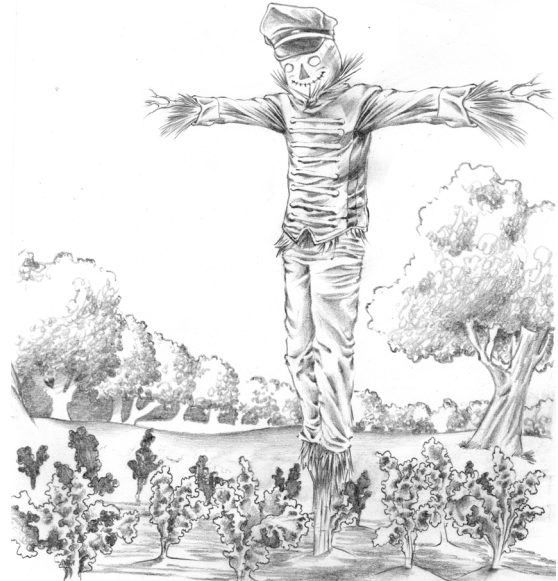
9 "Of course," I said. "He's the Captain of the Carrots." The silly name stuck. The rest of the day Daniel kept saying that the Captain of the Carrots would scare those rabbits away.

10 The next morning, however, more carrots had been nibbled. Daniel was upset. The rabbits must have discovered that the scarecrow was not a real person after all. We stood looking at the carrots.

11 "Can't you enter them in the fair without the green tops?" I asked.

12 "No, Jason," Daniel snapped. "It's against the rules."

13 "Well, part of the row is still here. You need only a couple of carrots to enter."



- 14 "True," Daniel said. "Let's ask Dad if we can stay up tonight and watch over the carrots. Maybe he will want to camp with us too."
- 15 Dad thought Daniel had a clever idea. He believed Daniel's carrots were worth guarding and could win the big prize at the fair. So we packed a blanket and some snacks and headed to the garden after dark.
- 16 Not long after we had settled in, my brother fell asleep. All of a sudden, Dad and I could hear munching sounds. The rabbits were back to finish eating my brother's carrots, so I told Dad that I would take care of the situation. I stood up, walked to the useless scarecrow, and took the hat. If my brother was going to win that blue ribbon, someone had to take control. Protecting the carrots was all up to me, the new Captain of the Carrots.

1 Which question is answered in paragraph 1?

- A** How many carrots are eaten?
- B** Why is Daniel growing carrots?
- C** Who decides to make a scarecrow?
- D** Where does Daniel place the scarecrow?

2 The main purpose of paragraph 2 is to —

- F** describe the garden
- G** present the problem
- H** compare the brothers
- J** introduce the characters

3 Read this dictionary entry.

snap (snăp) v. **1.** To break apart instantly. **2.** To grasp something suddenly. **3.** To speak sharply. **4.** To move quickly.

Which meaning of snapped is used in paragraph 12?

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

4 In paragraph 16, the word situation means —

- F** the problem that is faced
- G** the plan that is made
- H** a job or position
- J** an area or place

5 How does Daniel find the idea to build a scarecrow?

- A** By talking with farmers
- B** From doing school projects
- C** By listening to his friends
- D** From reading books

6 Why do Daniel and his brother decide to stay in the garden?

- F** To protect the remaining carrots
- G** To plant new carrots
- H** To keep the rabbits away from the scarecrow
- J** To capture the rabbits

7 Based on the story, which statement *most* likely describes Daniel's father?

- A** He is happy to see that his sons enjoy gardening.
- B** He is disappointed when Daniel falls asleep.
- C** He believes that his sons should try to save the carrots.
- D** He thinks that Daniel needs to start a new project.

8 Why does the narrator call himself the new Captain of the Carrots?

- F** He wants to see the rabbits up close.
- G** He likes to pretend he has a new name.
- H** He enjoys spending time in the garden.
- J** He is taking the place of the scarecrow.

9 How will Daniel *most* likely feel the day after the contest?

- A** Tired from staying up so late
- B** Thankful for his brother's help
- C** Worried about the rabbits returning
- D** Sad that the scarecrow's hat is missing

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

Sand Art Card

Sand is not just for the beach! Sand can be used to make interesting cards for friends and family. Make one for a friend just to say “hello,” or make many cards to send as party invitations. These fun cards will surely brighten anyone’s day!

Supplies that are needed:

- A sheet of newspaper
- A small container of sand
- A piece of construction paper
- A marker
- A pencil
- A bottle of glue
- One paper plate

Tip:

Sand can be bought from a craft store or collected on the beach. If you gather sand from the beach, remove any pebbles or shells.

Before beginning, prepare the work area by spreading out a sheet of newspaper on a table. By doing this, the cleanup will be much easier.

Follow these steps to make a sand card:

1. Fold the piece of construction paper in half to make the card.
2. Using the marker, write a special message on the inside.
3. When you are finished, use the pencil to draw a design, or shape, on the front of the card. This design should be a simple outline of a shape, such as a heart, a star, or a moon.
4. Fill in the pencil outline with glue. Use enough glue to fill in the design—do not forget the edges! Try to spread the glue evenly inside the design.
5. Sprinkle sand on top of the glue. Scatter the sand so that the glue is covered completely. Once the glue is covered, gently tap the edge of the card over the paper plate so that any loose sand will fall off the card.
6. Set the card aside until the glue is completely dry.
7. Once the glue dries, the card is finished.



Another Great Tip:

Sand can also be dyed to make even more colorful pictures. First, place a small amount of sand into a plastic cup. Next, pour just enough water in the cup so that the sand is covered. Then add a few drops of food coloring. Stir the mixture. Let the sand sit until it soaks up the food coloring. Drain the water out of the cup and scatter the sand onto a paper towel so it can dry completely. Use the colorful sand to make beautiful pictures!

Sand art does not always have to be given away to someone. Use sand art to make a sign for your bedroom door or a work of art to hang on the wall. Use your imagination and see how many ways you can use this fun idea!

10 The main reason for removing pebbles and shells from the sand is to —

- F** keep the card from looking homemade
- G** help to keep the work area clean
- H** allow the surface of the card to be smooth
- J** make the cleanup time faster

11 According to the steps, which of these should be used to catch the loose sand from the card?

- A** A paper plate
- B** A small container
- C** A paper towel
- D** A piece of construction paper

12 Read this chart.

- Fold a piece of construction paper.
- Draw a design.
- Spread the glue.
- Add the sand.
- Tap the sand off the card.
- Let the card dry.
- Write a message.

According to the directions, which of these steps is out of order?

- F** Spread the glue.
- G** Tap the sand off the card.
- H** Let the card dry.
- J** Write a message.

13 Which two words from the flier are *opposites*?

- A** colorful, beautiful
- B** gather, scatter
- C** top, front
- D** many, enough

14 In the section “Another Great Tip,” the author uses words such as “first,” “next,” and “then” in order to —

- F** put the information into steps
- G** list several ways to solve a problem
- H** show different ways to complete something
- J** arrange the information from most important to least important

15 The section titled “Another Great Tip” is mainly about how to —

- A** make wet sand dry again
- B** draw beautiful pictures
- C** make colored sand
- D** use food coloring

16 Which of these would be the *best* heading for the last paragraph?

- F** Sand art gifts:
- G** Time for cleanup:
- H** Giving away cards:
- J** Other sand art ideas:

17 Which sentence about this flier is a *fact*?

- A** Colorful sand makes beautiful pictures.
- B** Sand can be found on the beach.
- C** Cards will help a person feel better.
- D** Markers are easier to use than pencils.

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

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

Hidden Talents

- 1 The raindrops danced across the roof of the Oak Camp art room like a million tapping feet. The campers inside didn't mind, though, because they were busy making kites.
- 2 "Look," Nina told the other girls from Bear Cabin. "I added feathers to my kite."
- 3 "Wow! It looks like a peacock's tail," said Claudia.
- 4 "Let me fix yours," offered Nina, and she glued feathers to Claudia's kite. Then she changed Sara's and Gaby's kites too.
- 5 *Their kites look so much better now,* Nina thought.
- 6 Not all the girls were happy, though. "I wanted to make my kite different. It was supposed to look like a dragon," Gaby whispered to Sara.
- 7 "I'll help you fix it later," Sara responded.
- 8 Just then, the sun started to poke through the clouds, and the campers walked outside.
- 9 "Everyone, gather around," Mrs. Henderson, the camp director, called. "We're going to play a game called clothespin tag," she said. "You each get two clothespins to clip on your shirt. Then everyone runs around and tries to capture one another's clothespins. The girls from the cabin with the highest number of clothespins are declared the winners."
- 10 Squeals and shouts filled the air as the campers raced around and chased one another. Everyone had sweaty faces when Mrs. Henderson blew her whistle.
- 11 "Okay, it's time to count your clothespins," she announced. The girls from Bear Cabin reported their total numbers.
- 12 "I have one," sighed Claudia.
- 13 "I captured six," laughed Gaby.
- 14 "I have nine," Nina bragged. "I can teach you how to dodge the other players so you can capture more next time," she added. Gaby's smile quickly turned into a frown.
- 15 "The Bears won," said Mrs. Henderson a moment later, "and the Eagles came in second place."
- 16 "Yes!" cheered Nina as they went inside to eat dinner. *The Bears are lucky to have me on their team,* she thought. *With my help, we'll get first place in the talent show tonight!*

- 17 However, after dinner, disaster struck! Nina twisted her ankle on her way to the cabin. Even though Nina insisted her ankle was fine, the nurse called her father so he could take her to the doctor.
- 18 "You still have time to watch the talent show before he arrives," the nurse said.
- 19 "Great," grumbled Nina as the nurse helped her limp into the dining hall. *What will the Bears do without me?* she thought.
- 20 The lights in the hall dimmed, and Nina watched the stage. First the Eagles performed a play about an exciting hiking adventure. Then the Foxes told lots of silly jokes. At last it was the Bears' turn.
- 21 Nina listened as Sara started to sing in a strong voice. Gaby and Claudia stood next to her and danced a funny jig. Everyone loved their show! Suddenly Nina realized she was always so busy showing the Bears what *she* could do that she had never given them a chance to be the stars.
- 22 "You were great," Nina told the Bears after they won blue ribbons. "I hope we're in the same cabin next year."
- 23 "Sure," said Sara, but she didn't sound excited.
- 24 "Then you can teach me some songs," Nina quickly added, "and Gaby and Claudia can teach me to dance. There's a lot I'd like to learn from the three of you."
- 25 "Sure," said Sara again, but this time she was grinning. A moment later, all the Bears gave Nina a big high-five.

18 In paragraph 1, the author uses the phrase “a million tapping feet” to show that —

- F** the roof leaks
- G** it is raining hard
- H** it is difficult to hear inside
- J** thunder is booming outside

19 Read this sentence from paragraph 8.

Just then, the sun started to poke through the clouds, and the campers walked outside.

This sentence mostly appeals to the reader’s sense of —

- A** hearing
- B** sight
- C** smell
- D** touch

20 The main idea of paragraph 9 is —

- F** how to capture the clothespins
- G** where the game will be played
- H** how to play the game
- J** when the winners will receive the prize

21 What does dimmed mean in paragraph 20?

- A** glowed
- B** flashed
- C** disappeared
- D** faded

22 Why does Nina add feathers to the other campers' kites?

- F** They ask her to fix their kites.
- G** She thinks their kites will look better.
- H** She believes their kites will have trouble flying.
- J** They want to have kites that look like peacocks.

23 Why does Nina insist her ankle is fine?

- A** She wants to perform in the talent show.
- B** She does not want to see the nurse.
- C** She does not think she has hurt herself.
- D** She wants to walk to the dining hall by herself.

24 Which sentence describes Nina before the talent show?

- F** She is usually telling others what to do.
- G** She is careless when she plays outdoors.
- H** She is an important leader for the Bear Cabin campers.
- J** She is a good friend to everyone at Oak Camp.

25 The main reason the author wrote this story is to —

- A** tell about the different events held at summer camp
- B** describe the acts in a talent contest
- C** show how a girl learns about herself and others
- D** explain how friends try to solve a problem

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

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

Life in the Wolf Pack

1 Deep in a den, some wolf pups huddle against their mother. They cannot stay warm without her body heat. The helpless pups cannot see or hear either, but the newest members of the pack do not need to worry. Their whole family will help take care of them.

2 The leaders of the pack are a male and female wolf. They are usually the strongest and oldest wolves too. When they walk, they hold their tails high like flags because this shows that they are in charge. In contrast, the other members of the wolf pack hold their tails low to show respect to the leaders. Being wolf pack leaders is an important job. They often decide when it is time to hunt. They also decide when the pups should leave the den.



3 When the time has arrived, the pack moves to a place close to new hunting grounds. This place also becomes a nursery area for the pups. It often contains big rocks or bushes to hide the pups, and it is located near a river or a lake so the wolves have fresh water to drink. Sometimes the wolf pack uses several different nursery areas during one summer.

4 The nursery grounds give the pups a safe place to grow and play. The pups wrestle one another and roll in the grass. Their games prove who will be a strong leader one day. They also chase small animals, such as mice and rabbits. The pups are beginning to learn important hunting skills.

5 The young pups are never left alone. When the pack goes off to hunt, one wolf stays behind to baby-sit. It watches over the pups and protects them. The other wolves help too. They bring back food for the pups and spend time playing with them.

6 As the pups grow, they begin to follow the pack when it leaves to hunt. At first, the young wolves tag along only for a short distance before they give up and return to the nursery. By the end of the summer, however, they are exploring areas two or three miles away.

7 The young wolves must grow fast. Winter will arrive soon. As the snow falls, it becomes more difficult to find food, and the pack may travel 30 miles each day in its search! Now the once-helpless pups are ready to join the hunt. With the care of their family, they have become working members of the pack.

26 Which question is answered in paragraph 7?

- F** How do wolves find food in the snow?
- G** How far may wolves travel in search of food?
- H** How do the pups help the pack hunt for food?
- J** How old are the pups when they join the hunt for food?

27 Based on the article, wolves use their tails as a way of —

- A** letting the pups know when to leave the den
- B** showing they are leaders in the pack
- C** showing pride within their pack
- D** teaching the pups how to play

28 According to this article, where can wolf pups hide for safety?

- F** In the grass
- G** Near the family den
- H** Behind rocks or bushes
- J** Alongside rivers or lakes

29 What is the *most* important reason that wolf pups play with one another?

- A** Playing makes them stronger.
- B** Playing teaches them how to hunt for food.
- C** Playing shows them which ones will be the future leaders.
- D** Playing keeps them busy while the pack hunts.

30 Young wolves can explore areas a few miles away by the end of the summer *most likely* because —

- F** they are bigger and able to travel farther
- G** it is easier to travel when the weather is cooler
- H** they know how far the pack needs to move in a day
- J** the nursery area has become too small for them

31 The author's main purpose for writing this article is to —

- A** describe how wolves hunt in the wild
- B** show the different jobs in a wolf pack
- C** explain why wolf pups must be watched
- D** give information about wolves and their pups

32 This article would *most likely* be found in a book titled —

- F** *Places Wolves Live*
- G** *Protecting Wolves From Danger*
- H** *Jobs and Duties of Wolf Pack Leaders*
- J** *Growing Up in a Wolf Family*

You do not need to read a passage to answer the following questions. Read and answer the questions.

33 Read this sentence and dictionary entry.

The tiger looks like it will spring from the ground.

spring (sprĭng) *v.* **1.** To split or crack. **2.** To stretch or bend. **3.** To jump quickly. **4.** To work loose.

Which meaning of spring is used in this sentence?

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

34 Read this sentence.

The candles cast a beautiful glow that lit the whole room.

Which sentence uses cast the same way it is used in this sentence?

- F** Audrey wanted to become part of the cast for the school play.
- G** They had to cast a plan to surprise their mother.
- H** The doctor made a cast for John's broken arm.
- J** The clouds cast a dark shadow just before it started to rain.

35 In which pair do the words sound the same but have different meanings?

- A** stake, stack
- B** main, mean
- C** write, white
- D** peace, piece



Answer Key-4061-R0111

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

Spring 2011 Released
Grade 4 Standards of Learning Reading Test
Total Raw Score to Scaled Score Conversion Table for
Multiple Choice Form R0111, Core 1

Total Raw Score If you get this many items correct:	Total Scaled Score Then your converted scaled score is:
0	000
1	137
2	182
3	210
4	231
5	247
6	262
7	274
8	286
9	296
10	306
11	315
12	324
13	332
14	341
15	349
16	357
17	365
18	373
19	380
20	388
21	397
22	405
23	413
24	422
25	431
26	441
27	452
28	463
29	475
30	490
31	506
32	527
33	555
34	600
35	600

A **total raw score** (left column) is converted to a **total scaled score** (right column). The total scaled score may range from 0 to 600.

A scaled score of 400 or more means the student passed the SOL test, while a scaled score of 399 or less means the student did not pass the test. A scaled score of 500 or more indicates the student passed the SOL test at an advanced level.