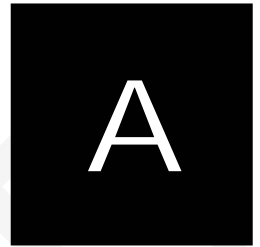


Name

RELEASED FORM

Grade 3

Form A



North Carolina

End-of-Grade Tests—Grade 3

Reading Comprehension

Public Schools of North Carolina
www.ncpublicschools.org
State Board of Education
Department of Public Instruction
Division of Accountability Services/North Carolina Testing Program
Raleigh, North Carolina 27699-6314



Hamish McBean and His Sheep

by Moira Hepburn

1. What do the words “and His Sheep” in the title of the selection show the reader?
- A The sheep are an important part of the story.
 - B The sheep live and eat inside the house.
 - C The sheep are not very easy to look after.
 - D The sheep are very mean animals.
2. Which words from the selection **best** help the reader picture the setting?
- A “Every week, he set off with ten sheep to sell.”
 - B “These sheep will have to go!”
 - C “I will make boxes and shelves, stools and tables, rocking horses, salt pots, ladles and cradles!”
 - D “Either in the fields or by the bubbling stream or under the leafy apple trees.”
3. In paragraph 12, what does *wares* mean?
- A large bright signs
 - B items made to sell
 - C bags full of money
 - D orders to make items
4. Which sentence from the selection shows that Hamish McBean is an eager carpenter?
- A “Hamish McBean went to his workshop to think.”
 - B “All day and night he worked, sawing wood, planing planks, and banging nails.”
 - C “Happy shoppers bought piece after piece until Hamish McBean had nothing left to sell.”
 - D “But Hamish McBean was not changed by fame and fortune.”

Hamish McBean and His Sheep

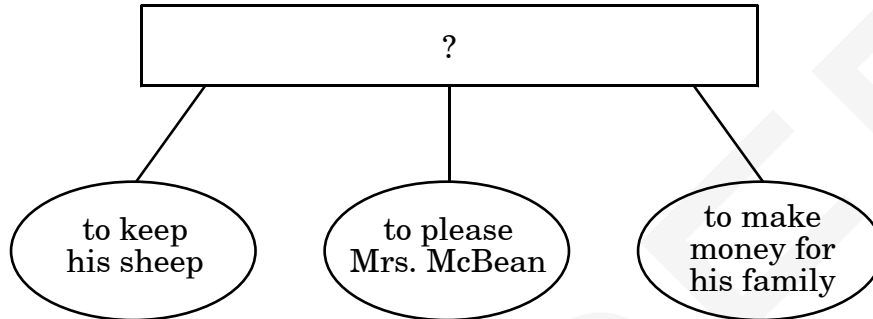
by Moira Hepburn

5. How does Hamish McBean change from the beginning to the end of the selection?
- A At the beginning he is sad; at the end he is happy.
 - B At the beginning he is quiet; at the end he is loud.
 - C At the beginning he is mean; at the end he is nice.
 - D At the beginning he is scared; at the end he is brave.
6. What can the reader learn from Hamish McBean's solution to his problem?
- A how to run a farm
 - B how to make wool
 - C how to follow rules
 - D how to use imagination

Hamish McBean and His Sheep

by Moira Hepburn

7. Which main idea would **best** complete the graphic organizer?



- A Reasons Why Hamish McBean Sold His Homemade Things
- B Reasons Why Hamish McBean Wanted to Become Rich
- C Reasons Why Hamish McBean Spent Time with His Sheep
- D Reasons Why Hamish McBean Spent Time in His Fields
-

8. What would Hamish McBean **most likely** do in the future?

- A move to the city
- B make more things
- C learn how to cook
- D sell all the sheep

Lots of Kids Live Here

by Judy Wolfman

9. Which completes the chart?

kids	young goats
does	female goats
bucks	?

- A old goats
 - B male goats
 - C mother goats
 - D newborn goats
10. Why do the Searches only sell the bucks?
- A because they make good pets
 - B because they are difficult to groom
 - C because they do not produce milk
 - D because they are too expensive to keep

11. Which statement about newborn goats is supported by the selection?

- A Newborn goats are not able to see or hear.
- B Newborn goats are usually born with very little help from people.
- C Newborn goats must be delivered at an animal hospital.
- D Newborn goats give milk that is creamy and white.

12. What is the purpose of giving shots to newborn kids?

- A to help them breathe
- B to stop them from nursing
- C to give them a healthy beginning
- D to make them produce creamy, white milk

Lots of Kids Live Here

by Judy Wolfman

13. Why do the Searches feed the kids from bottles after they are only a few days old?
- A because the Searches sell the mother goat's milk
 - B because the bottled milk is less expensive than the mother goat's milk
 - C because the mother goats stop producing milk after two or three days
 - D because the bottled milk is healthier for the kids than the mother goat's milk
14. Based on the illustration in the selection, what does *cuddle* mean?
- A to clean
 - B to feed
 - C to hug
 - D to milk
15. Which experience is ***most similar*** to Jimmy's experience in the selection?
- A caring for puppies
 - B visiting a dairy farm
 - C drinking goat's milk
 - D reading a story about pets

Reefs at Risk

16. In the first paragraph, what is **most likely** the reason for listing types of animals?
- A to show that coral reefs are important to many animals
 - B to describe the animals scientists study in coral reefs
 - C to map a home for each different animal that lives in the coral reefs
 - D to explain which animals live in the ocean
17. Which of these are believed to be destroying coral reefs?
- A salt water and sand
 - B turtles and sea horses
 - C ocean plants and storms
 - D ships and fishing nets
18. Why does the subheading “It’s Alive!” include an exclamation point?
- A to express surprise that the rock-like reefs are living
 - B to express the challenge of protecting the reefs for the future
 - C because it is unusual that the reefs are home to so many sea animals
 - D because it is sad that the reefs are being damaged by pollution and disease
19. What is the section “Saving the Reefs” **mostly** about?
- A how to dispose of old shells
 - B why polyps build hard shells
 - C what is being done to protect coral reefs
 - D teaching people how to study coral reefs
20. According to the selection, what are scientists doing to protect coral reefs?
- A fishing near coral reefs
 - B diving to the ocean floor
 - C building shells around reefs
 - D mapping and studying the reefs

Reefs at Risk

21. What is the purpose of the map in this selection?
- A to show different kinds of coral reefs
 - B to show where coral reefs are located
 - C to show how coral reefs are being saved
 - D to show the animals that live in coral reefs
22. How would a group dedicated to protecting animals *most likely* feel about this selection?
- A uninterested in the study
 - B saddened by the lack of interest
 - C happy about the challenges
 - D pleased with the scientists' work

She Should Have Listened to Me

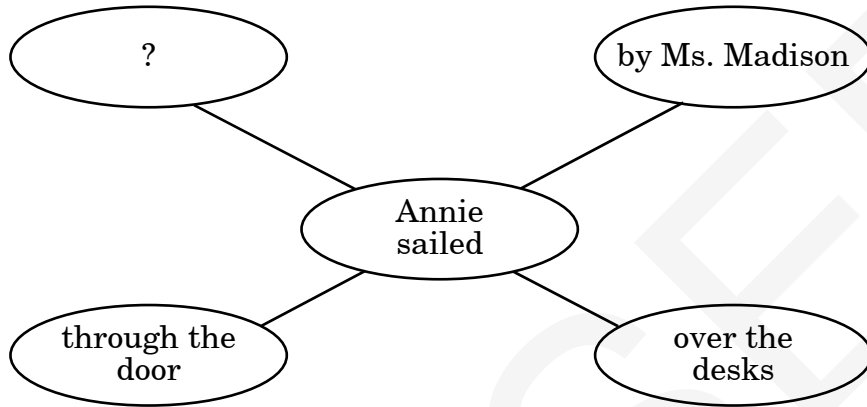
by Kalli Dakos

23. What is the purpose of the speaker's warning in lines 19–20?
- A It makes the setting easier to picture.
 - B It makes the poem more fun.
 - C It helps predict the ending.
 - D It helps the reader relate to Annie.
24. What is the purpose of putting the last line of the poem in italics?
- A to tell how to act out that part
 - B to tell the speaker's opinion
 - C to tell where to end the poem
 - D to tell why that line should be read out loud

She Should Have Listened to Me

by Kalli Dakos

25. Which answer **best** completes the graphic organizer?



- A down the hall
- B by the cafeteria
- C on a ship
- D in the ocean

She Should Have Listened to Me

by Kalli Dakos

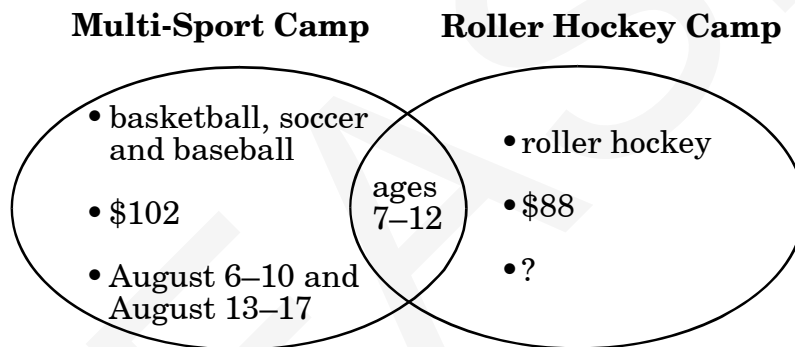
26. How is Annie different from the speaker?
- A Annie plays inside; the speaker plays outside.
 - B Annie is daring; the speaker is careful.
 - C Annie stays after school; the speaker leaves school early.
 - D Annie sings a song; the speaker writes a story.
27. What would the speaker *most likely* do if this ever happens again?
- A give Annie more to drink
 - B take Annie on a boat
 - C tell Annie to set up a lemonade stand
 - D help Annie find something else to do
28. Which experience is *most similar* to Annie's experience?
- A A boy sees a danger sign but still enters a building.
 - B A mother makes lunch but forgets it.
 - C A small bird falls from its nest and lands on the ground.
 - D A kitten is lost and cries for its mother.

Camps and Events

29. What should a person do to receive more information about Roller Hockey Camp?

- A go to the first day of camp
- B read the local newspaper
- C call to ask questions
- D go to City Hall

30. Which completes the graphic organizer?



- A May 7
- B June 2
- C July 12–July 20
- D July 30–August 3

Camps and Events

31. Why did the author *most likely* write “(rain or shine)” in parentheses for the Fishing Derby?
- A to explain the title of the Fishing Derby Camp
 - B to explain that weather will not cancel the event
 - C to explain that the derby will not begin until the sun rises
 - D to explain how the derby will be moved if it rains
32. Which child would be able to attend the Fishing Derby?
- A Maria, who will be out of the area the month of June
 - B Julie, who has pre-registered and is nine years old
 - C John, who has a soccer game in the morning on June 2
 - D Paul, who was unable to register in advance
33. Which camp teaches a person how to play t-ball?
- A Mini-Hawk Camp
 - B Multi-Sport Camp
 - C Roller Hockey Camp
 - D Fishing Derby Camp
34. What activity would a camper who likes to skate *most likely* choose?
- A Mini-Hawk Camp
 - B Multi-Sport Camp
 - C Roller Hockey Camp
 - D Fishing Derby
35. Which activity requires pre-registration?
- A Mini-Hawk Camp
 - B Multi-Sport Camp
 - C Roller Hockey Camp
 - D Fishing Derby Camp

Toby Meets Bouncer

by Lloydene L. Cook

36. In the beginning of this selection, why did Toby run toward the family car?
- A Toby wanted to see the new puppy.
 - B Toby wanted to look at the car.
 - C Toby wanted to go for a ride in the car.
 - D Toby wanted to play catch with his ball.
37. Why did Andy name the new puppy Bouncer?
- A The puppy looked like a ball.
 - B The puppy squeaked like a ball.
 - C The puppy moved around like a ball.
 - D The puppy was the same color as a ball.
38. Why did Toby eat his food as fast as possible?
- A Toby was so hungry that he ate quickly.
 - B Toby thought it would taste better.
 - C Toby wanted all the food for himself.
 - D Toby wanted another kind of food.
39. Why did Toby act like he did not notice when Andy tossed the ball across the grass?
- A Toby was too busy playing with a leaf in the yard.
 - B Toby was pretending not to care about the new puppy.
 - C Toby was too busy eating from his food dish.
 - D Toby was tired from being awake all night.
40. Bouncer tried to copy Toby's actions. What does this tell the reader about their relationship?
- A Toby is afraid of Bouncer.
 - B Toby admires Bouncer.
 - C Bouncer is afraid of Toby.
 - D Bouncer admires Toby.
41. What word **best** describes Toby's feelings at the end of the selection?
- A caring
 - B jealous
 - C confused
 - D worried

Toby Meets Bouncer

by Lloydene L. Cook

42. If the selection continued, what would **most likely** happen next?
- A The two dogs will become friends.
 - B Bouncer will go back inside and sleep.
 - C The two dogs will become enemies.
 - D Toby will teach Bouncer how to eat.
43. Which is **most similar** to what happens in the selection?
- A A child gets a new toy.
 - B A child goes to school for the first time.
 - C A child must learn how to take care of a puppy.
 - D A child must get used to a new baby brother.

Nature's Spring Magicians

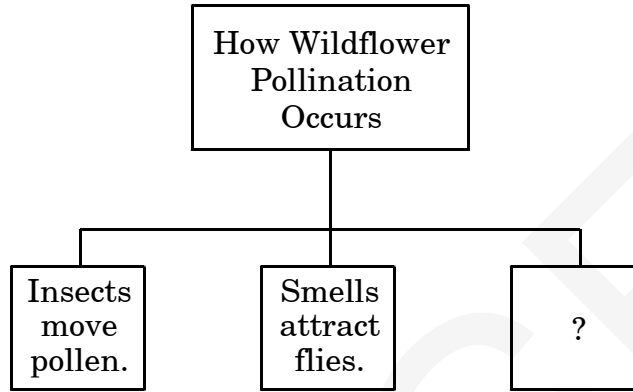
by Jack Sanders

44. What is the *main* purpose of the selection?
- A to tell how wildflowers attract insects
 - B to describe how wildflowers look and bloom
 - C to show how wildflowers store food
 - D to explain how wildflowers grow and reproduce
45. What is the magic in the woods in the first paragraph?
- A colorful wildflowers
 - B hungry birds and ants
 - C black hats and white rabbits
 - D shady trees
46. In the fourth paragraph, what does *resembles* mean?
- A acts and moves like
 - B rests and grows like
 - C looks and smells like
 - D sounds and tastes like

Nature's Spring Magicians

by Jack Sanders

47. Based on the selection, which sentence **best** completes the graphic organizer?



- A Winds move pollen.
- B Birds move pollen.
- C Leaves attract ants.
- D Colors attract people.

Nature's Spring Magicians

by Jack Sanders

48. According to the selection, what attracts hummingbirds to the wild columbine?
- A a ball of tiny flowers
 - B large seeds in flowers
 - C bright-colored flowers
 - D the smell of the flowers
49. What is the purpose of putting *wild* in italics in the last word of the selection?
- A to describe the beauty of wildflowers
 - B to explain the meaning of wildflowers
 - C to stress that wildflowers should remain in nature
 - D to show "wildflower" is a compound word
50. The author would ***most likely*** agree with which opinion?
- A Wildflowers are too tiny to be pretty.
 - B Wildflowers make excellent houseplants.
 - C Wildflowers are best when grown in gardens.
 - D Wildflowers are the most amazing of all flowers.



**End of Reading
Comprehension**

ACKNOWLEDGMENTS

The North Carolina Department of Public Instruction wishes to express gratitude to the following authors and publishers, whose generous permission to reprint literary selections has made these tests possible. Every effort has been made to locate the copyright owners of material reprinted in this test booklet. Omissions brought to our attention will be corrected in subsequent editions.

“Hamish McBean and His Sheep” by Moira Hepburn from *Children’s Playmate*, copyright © 1996 by Children’s Better Health Institute, Benjamin Franklin Literary & Medical Society, Inc., Indianapolis, Indiana. Used by permission.

“Lots of Kids Live Here” by Judy Wolfman from *Highlights for Children*, September 2002. Copyright © 2002 by Highlights for Children, Inc., Columbus, Ohio.

“Lots of Kids Live Here” photograph by David Lorenz Winston. Copyright © 2002. Reprinted by permission of the photographer.

“Reefs at Risk” from *Weekly Reader*, November 2003. Special permission granted by *Weekly Reader*, published and copyrighted by Weekly Reader Corporation. All rights reserved.

“She Should Have Listened to Me” reprinted with the permission of Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children’s Publishing Division from *If You’re Not Here, Please Raise Your Hand* by Kalli Dakos. Text copyright © 1990 Kalli Dakos.

“Camps and Events” from *Summer Camps* for summer 2001 by the City of Dover, NH, Community Services Department/Recreation Division. Copyright © 2001. Reprinted by permission.

“Toby Meets Bouncer” by Lloydene L. Cook from *Highlights for Children*, September 1990. Copyright © 1990 by Highlights for Children, Inc., Columbus, Ohio.

“Nature’s Spring Magicians” by Jack Sanders from *Spider*, March 2003. Copyright © 1988 by John F. Sanders. Reprinted with permission of the author.

**North Carolina Test of Reading
Grade 3 Form A RELEASED Fall 2009
Answer Key**

Item Number	Correct Answer	Goal
1	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
2	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
3	B	1 — Vocabulary usage and decoding
4	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
5	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
6	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
7	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
8	B	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
9	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
10	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
11	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
12	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
13	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
14	C	1 — Vocabulary usage and decoding
15	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
16	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of

North Carolina Test of Reading
Grade 3 Form A RELEASED Fall 2009
Answer Key

		fiction and nonfiction
17	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
18	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
19	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
20	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
21	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
22	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
23	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
24	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
25	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
26	B	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
27	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
28	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
29	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
30	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
31	B	2 — Reading Comprehension strategies, drawing

**North Carolina Test of Reading
Grade 3 Form A RELEASED Fall 2009
Answer Key**

		conclusions, identifying and interpreting elements of fiction and nonfiction
32	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
33	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
34	C	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
35	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
36	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
37	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
38	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
39	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
40	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
41	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
42	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
43	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
44	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
45	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction

**North Carolina Test of Reading
Grade 3 Form A RELEASED Fall 2009
Answer Key**

46	C	1 — Vocabulary usage and decoding
47	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
48	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
49	C	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
50	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas

**North Carolina Test of Reading
Grade 3 Form A RELEASED Fall 2009
Raw to Scale Score Conversion**

Raw Score	Scale Score
0	304
1	304
2	305
3	306
4	306
5	307
6	308
7	309
8	310
9	311
10	313
11	314
12	315
13	317
14	318
15	319
16	320
17	322
18	323
19	324
20	325
21	326
22	327
23	328
24	329
25	330
26	331
27	332
28	333
29	334
30	335
31	336
32	337
33	338
34	339
35	340
36	341
37	342
38	343
39	344
40	345
41	346

**North Carolina Test of Reading
Grade 3 Form A RELEASED Fall 2009
Raw to Scale Score Conversion**

42	348
43	349
44	351
45	352
46	354
47	357
48	359
49	363
50	367