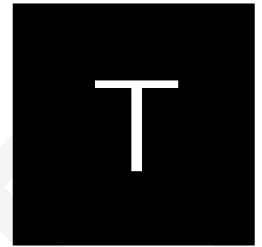


Name

RELEASED FORM

Grade 4

Form T



North Carolina

End-of-Grade Tests—Grade 4

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



The Quarrel of the Quails

Once upon a time many quails lived together in a forest. The wisest of them all was their leader.

A man lived near the forest and earned his living by catching quails and selling them. Day after day he listened to the note of the leader calling the quails. By and by this man, the fowler, was able to call the quails together. Hearing the note, the quails thought it was their leader who called.

When they were crowded together, the fowler threw his net over them, and off he went into the town, where he soon sold all the quails that he had caught.

The wise leader saw the plan of the fowler for catching the quails. He called the birds to him and said, "This fowler is carrying away so many of us, we must put a stop to it. I have thought of a plan; it is this: The next time the fowler throws a net over you, each of you must put your head through one of the little holes in the net. Then all of you together must fly away to the nearest thorn bush and free yourselves."

The quails said that was a very good plan and they would try it the next time the fowler threw the net over them.

⑥ The very next day the fowler came and called them together. Then he threw the net over them. The quails lifted the net and flew away with it to the nearest thorn bush, where they left it. They flew back to their leader to tell him how well his plan had worked.

The fowler was busy until evening getting his net off the thorns, and he went home empty-handed. The next day the same thing happened, and the next. His wife was angry because he did not bring home any money, but the fowler said, "The fact is those quails are working together now. The moment my net is over them, off they fly with it, leaving it on a thorn bush. As soon as the quails begin to quarrel, I shall be able to catch them."

⑧ Not long after this, one of the quails in alighting on their feeding ground, stepped by accident on another's head. "Who stepped on my head?" angrily cried the second. "I did, but I didn't mean to. Don't be angry," said the first quail, but the second quail was angry and said mean things.

Soon all the quails had taken sides in this quarrel. When the fowler came that day, he flung his net over them, and this time instead of flying off with it, one side said, "Now, you lift the net," and the other side said, "Lift it yourself."

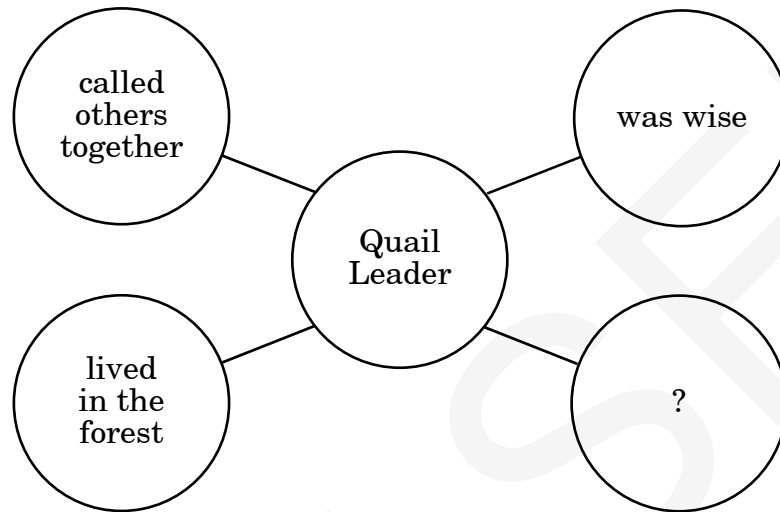
"You try to make us lift it all," said the quails on one side. "No, we don't!" said the others. "You begin and we will help." But neither side began.

⑪ So the quails quarreled, and while they were quarreling the fowler caught them all in his net. He took them to town and sold them for a good price.

1. At the beginning of the selection, how was the fowler able to trick the quails?
- A He planted a trap to catch the quail leader.
 - B He invited the quails into his home and then locked them up.
 - C He captured the quail leader and the quails came to rescue him.
 - D He listened to the sound of the quail leader and used the same sound to call them.
2. Why did the quails fly to a thorn bush once they were caught?
- A to start a quarrel
 - B to find their leader
 - C to get rid of the net
 - D to confuse the fowler
3. In paragraph 8, what does the word *alighting* mean?
- A flying
 - B sitting
 - C landing
 - D lifting
4. In paragraph 11, why were the quails quarreling?
- A The quails could not agree on how to escape the fowler's net.
 - B The fowler had stepped on a quail's head.
 - C The quails did not agree with their leader's decision.
 - D The fowler had tricked the quails.
5. How did the quails change between paragraph 6 and the last paragraph?
- A from afraid to brave
 - B from foolish to wise
 - C from fighting to being helpful
 - D from working together to disagreeing

The Quarrel of the Quails

6. According to the selection, which characteristic of the quail leader belongs in the graphic organizer?



- A lifted the net
 - B created a plan
 - C said mean things
 - D quarreled with others
-
7. Which sentence from the selection tells the reader that this is a fable?
- A “A man lived near the forest and earned his living by catching quails and selling them.”
 - B “The wise leader saw the plan of the fowler for catching the quails.”
 - C “His wife was angry because he did not bring home any money.”
 - D “‘You try to make us lift it all,’ said the quails on one side.”

Tickled by a Butterfly

by Keith D. Waddington

8. What is the *main* purpose of this selection?
- A to inform the reader about question-mark butterflies
 - B to entertain the reader with a humorous story
 - C to describe Shenandoah National Park to the reader
 - D to persuade the reader to visit Virginia
9. In the first paragraph, what is meant by “the mosquitoes were hungry”?
- A The mosquitoes had stopped eating.
 - B The mosquitoes were biting the hikers.
 - C The mosquitoes were feeding on flowers.
 - D The mosquitoes looked smaller than usual.
10. In the third paragraph, what is the purpose of the letters in parentheses?
- A to give the word’s part of speech
 - B to give the definition of the word
 - C to show where the word came from
 - D to show the pronunciation of the word
11. What is the job of the proboscis of *most* butterflies?
- A to suck nectar from flowers
 - B to suck juices of rotting fruit
 - C to gather sticky sap on tree trunks
 - D to gather sweat from people’s skin

Tickled by a Butterfly

by Keith D. Waddington

12. Which experience **best** helps the reader understand how a butterfly's proboscis works?
- A growing flowers in a school garden
 - B taking a walk with an adult in a forest
 - C drinking milk with a straw at lunch
 - D watching butterflies migrate for the winter
13. Which statement **best** explains why the butterfly landed on the author's hand?
- A The author had sweaty skin.
 - B The author was hiking the trail.
 - C The author had sugar on his hand.
 - D The author was sitting near a mud puddle.
14. How are question-mark butterflies different from other butterflies?
- A They eat with a proboscis.
 - B They eat nectar from flowers.
 - C They eat juices from rotting fruit and dead animals.
 - D They eat salt from drying mud puddles.
15. The narrator would **most likely** agree with which opinion?
- A Butterflies that land on people can be very scary.
 - B Question-mark butterflies have unusual eating habits.
 - C Question-mark butterflies should have a different name.
 - D Rotting fruit is the best food for most kinds of butterflies.

Animals and Light

from World Book's Young Scientist, Volume 2

16. What is the purpose of the subtitles?
- A to tell the reader what each section is about
 - B to give the most important information
 - C to describe each animal in a different section
 - D to help the reader understand eye types
17. What **best** describes a field of vision?
- A how an animal or person sees in the dark
 - B all that can be seen by the eyes
 - C the area of blindness called the blind spot
 - D the ability to see ultraviolet light
18. Which detail from the selection **best** supports the idea that a rabbit's field of vision is larger than a human's?
- A "They need to keep alert for signs of danger, such as a hunting owl."
 - B "When you look steadily at an object, everything that you see straight ahead of you and to the sides is in your field of vision."
 - C "They can see almost all around them, which helps them to escape from predators."
 - D "Their field of vision has an area of blindness called the blind spot."

Animals and Light

from World Book's Young Scientist, Volume 2

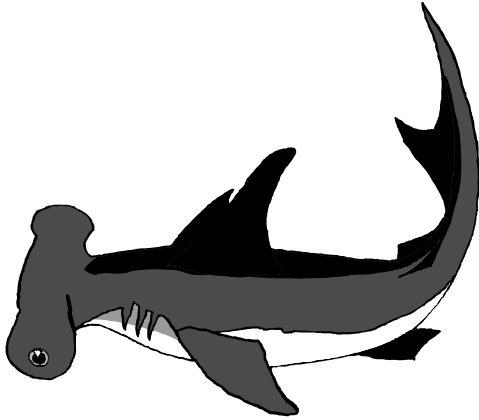
19. According to the diagrams, which animal would have the hardest time seeing its own nose?
- A cat
 - B human
 - C owl
 - D rabbit
20. When a human enters a dark room, why are his or her pupils likely to get larger?
- A to let in as much light as possible
 - B to increase the field of vision
 - C to overcome the large blind spot
 - D to prevent tears

Animals and Light

from *World Book's Young Scientist, Volume 2*

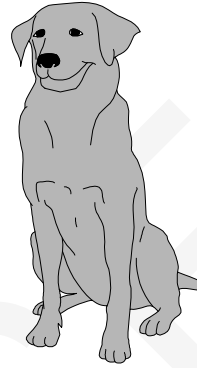
21. Which animal would have a field of vision similar to a rabbit's?

A



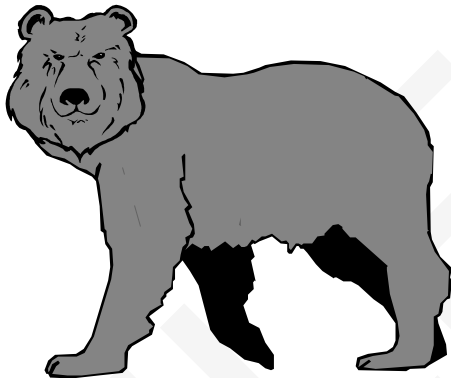
a hammerhead shark

B



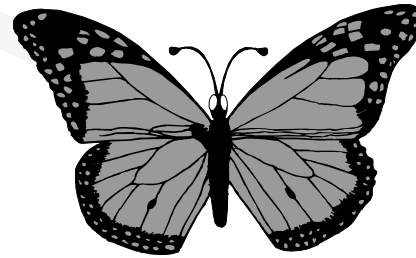
a golden retriever

C



a grizzly bear

D



a monarch butterfly

Dimetrodon's Sail

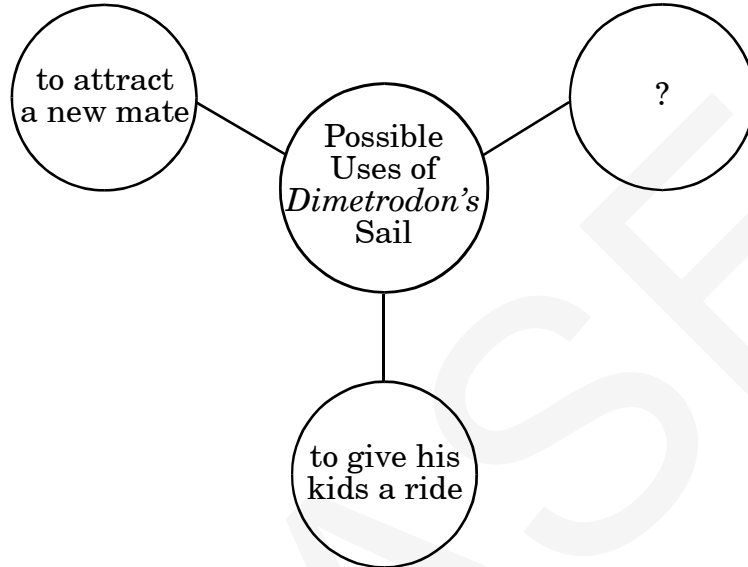
by Jeff Moss

22. What is the *main* purpose of the poem?
- A to give a warning about *Dimetrodon*
 - B to present factual information about *Dimetrodon*
 - C to convince people that *Dimetrodon* did exist
 - D to entertain the reader with ideas about *Dimetrodon*
23. What is the purpose of lines 1–4?
- A to introduce the rest of the poem
 - B to provide specific examples
 - C to confuse the reader
 - D to give the speaker's opinion
24. In line 6, the speaker says that some think *Dimetrodon* “turned [his sail] full face toward the sun.” What could replace the words “full face”?
- A halfway
 - B completely
 - C away
 - D folded under
25. In the speaker's opinion, what was *Dimetrodon* other than a dinosaur?
- A teacher
 - B child
 - C father
 - D friend

Dimetrodon's Sail

by Jeff Moss

26. Which phrase **best** completes the graphic organizer?



- A to make him faster
- B to fight off enemies
- C to help him hide from others
- D to keep warm

Dimetrodon's Sail

by Jeff Moss

27. What is the speaker's opinion about *Dimetrodon's* sail?
- A *Dimetrodon's* sail might have kept him warm.
 - B *Dimetrodon's* sail might have been used to attract a mate.
 - C The use of *Dimetrodon's* sail is still largely a mystery.
 - D *Dimetrodon's* sail might have been used as a sailboat.
28. In the poem, why is the word *Dimetrodon* in italics?
- A to show that the author named the dinosaur *Dimetrodon*
 - B to show that *Dimetrodon* is part of the dinosaur's scientific name
 - C to explain to the reader how to pronounce the word *Dimetrodon*
 - D to explain why the word *Dimetrodon* is repeated in the poem

Fire Under the Sea

29. What is the purpose of the experiment in this selection?
- A to show the color of fire
 - B to show why smoke rises
 - C to measure cold and hot water
 - D to explain how to build a fire underwater
30. According to the selection, what should a person who smells smoke do first?
- A call for help
 - B stay perfectly still
 - C run to the nearest exit
 - D drop to the floor immediately
31. What is the purpose of including a list of materials needed?
- A to make the project safer
 - B to show how to do the experiment
 - C to help prepare for the experiment
 - D to tell what the project will look like
32. What is the effect of adding red food coloring to the water?
- A It chills the water.
 - B It expands the molecules.
 - C It makes the "fire" visible.
 - D It causes the smoke to rise.

Fire Under the Sea

33. Why is the word *fire* written in quotation marks in step 6?
- A to show the fire is not a real fire
 - B to show there is danger with fire
 - C to show how to say the word fire
 - D to show what the word fire means
34. What happens when water and air are heated?
- A The color changes.
 - B The molecules expand.
 - C The temperature drops.
 - D The weight increases.
35. Why is this selection ***most likely*** called “Fire Under the Sea”?
- A The small bottle looks like a seashell.
 - B The experiment must be done at the beach.
 - C The red food coloring makes the water look like fire.
 - D The experiment must be done with water from the ocean.

The Hero in Tent Three

by Nancy Edwards

36. Which word **best** describes how Abby felt when she arrived at camp?
- A comfortable
 - B disappointed
 - C enthusiastic
 - D unsure
37. Which word **best** describes Willowby?
- A brave
 - B confused
 - C confident
 - D shy
38. Why did Abby think that keeping up with Willowby was going to be hard?
- A Willowby won the best all-around camper award last year.
 - B Willowby won the swimming competition.
 - C Willowby had decided to become a camp counselor.
 - D Willowby was the fastest girl at camp.
39. Why did Willowby give Abby a “hero” medal?
- A Willowby felt sorry for Abby.
 - B Abby caught and released the spider.
 - C Abby paddled the canoe across the lake.
 - D Willowby was the best at arts and crafts.
40. How is Abby different from Willowby?
- A Abby sings better than Willowby.
 - B Abby is less outgoing than Willowby.
 - C Abby is a better swimmer than Willowby.
 - D Abby is more afraid of spiders than Willowby.
41. How does Abby change from the beginning to the end of the selection?
- A She is brave at the beginning and afraid at the end.
 - B She is nervous at the beginning and self-confident at the end.
 - C She is confident at the beginning and scared at the end.
 - D She is excited at the beginning and bored at the end.

The Hero in Tent Three

by Nancy Edwards

42. What would **most likely** have happened if Willowby had been alone in the tent with the spider?
- A Willowby would have slept outside in the woods.
 - B Willowby would have gotten rid of the spider herself.
 - C Willowby would have yelled for a counselor to come to her tent.
 - D Willowby would have stayed huddled on the cot until the spider left.
43. Based on the selection, what will **most likely** happen the next year?
- A Abby and Willowby will return to the same camp.
 - B Abby and Willowby will go to different camps.
 - C Abby and Willowby will not stay friends.
 - D Abby and Willowby will not go back to camp.

Fast Elephants

by Jack Myers, Ph.D., Senior Science Editor

44. What does the third paragraph help the reader to do?
- A tell how to walk and run correctly
 - B tell how elephants walk and run
 - C compare the way people walk and run
 - D compare the way people and animals walk and run
45. According to paragraph 8, what does the word *domesticated* mean?
- A discovered
 - B measured
 - C protected
 - D tamed

Fast Elephants

by Jack Myers, Ph.D., Senior Science Editor

46. In paragraph 9, what was **most important** in getting the elephants to move through the course?
- A the mahouts
 - B the scientists
 - C the paint
 - D the video
47. According to the selection, how are elephants different from other four-footed animals when they move fast?
- A Elephants save energy by doing tricks.
 - B Elephants always have one foot on the ground.
 - C Elephants coast through the air when moving fast.
 - D Elephants change their up-and-down foot pattern when they run.
48. Which sentence from the selection shows what scientists discovered about elephants?
- A “Each elephant works with a *mahout*.”
 - B “As you might expect, some elephants were faster than others.”
 - C “Our observations suggest that at greater speeds elephants do more than merely walk.”
 - D “Dr. Hutchinson has asked another question about how elephants move fast.”

Fast Elephants

by Jack Myers, Ph.D., Senior Science Editor

49. Which is the purpose of the bold print in the selection?
- A to ask the reader questions about elephants
 - B to let the reader know to read these sections aloud
 - C to brainstorm ideas about elephants for the reader
 - D to inform the reader about each section's topic
50. In which school report would a student **best** be able to use the information in this selection?
- A "How Elephants Move"
 - B "How Elephants Are Trained"
 - C "Elephants Walking in Thailand"
 - D "Comparing Asian and African Elephants"



**End of Reading
Comprehension**

ACKNOWLEDGMENTS

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**North Carolina Test of Reading
Grade 4 Form T RELEASED Fall 2009
Answer Key**

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

North Carolina Test of Reading
Grade 4 Form T RELEASED Fall 2009
Answer Key

16	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
17	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
18	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
19	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
20	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
21	A	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	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
24	B	1 — Vocabulary usage and decoding
25	C	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
26	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
27	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
28	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
29	B	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	C	2 — Reading Comprehension strategies, drawing

North Carolina Test of Reading
Grade 4 Form T RELEASED Fall 2009
Answer Key

		conclusions, identifying and interpreting elements of fiction and nonfiction
32	C	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	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
35	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
36	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
37	C	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
38	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
39	B	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
40	B	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
41	B	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
42	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
43	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
44	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
45	D	1 — Vocabulary usage and decoding
46	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of

**North Carolina Test of Reading
Grade 4 Form T RELEASED Fall 2009
Answer Key**

		fiction and nonfiction
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	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
50	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction

**North Carolina Test of Reading
Grade 4 Form T RELEASED Fall 2009
Raw to Scale Score Conversion**

Raw Score	Scale Score
0	314
1	315
2	316
3	316
4	317
5	318
6	318
7	319
8	320
9	321
10	322
11	323
12	324
13	325
14	326
15	327
16	328
17	330
18	331
19	332
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23	336
24	337
25	337
26	338
27	339
28	340
29	341
30	342
31	343
32	344
33	344
34	345
35	346
36	347
37	348
38	349
39	350
40	351
41	352

**North Carolina Test of Reading
Grade 4 Form T RELEASED Fall 2009
Raw to Scale Score Conversion**

42	353
43	355
44	356
45	358
46	359
47	361
48	364
49	366
50	370