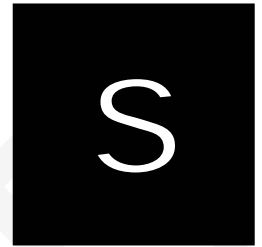


Name

RELEASED FORM

Grade 5

Form S



North Carolina

End-of-Grade Tests—Grade 5

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



Box Turtle

by Nola Thacker

1. Which word **best** describes Red?
 - A calm
 - B humorous
 - C lazy
 - D proud

2. Where did Red find the turtle?
 - A in a box
 - B on the porch
 - C in the garden
 - D in the kitchen

3. Why does Red name the turtle Paint?
 - A Red is an artist.
 - B Carrie Mae suggests it.
 - C The turtle is a paint turtle.
 - D The turtle has a colorful shell.

4. What does Tralice do that suggests she is bossy?
 - A Tralice works with her mother.
 - B Tralice demands to see the turtle.
 - C Tralice looks at the turtle for a long time.
 - D Tralice asks Red's permission to see the turtle.

Box Turtle

by Nola Thacker

5. Why does Red not want to admit that Halloween is a good name for the turtle?
- A Red likes the name Paint better.
 - B Red thinks Carrie Mae gets too bossy.
 - C Red does not like the colors orange and black.
 - D Red does not want to give Tralice the satisfaction.
6. How can Joe *best* be described?
- A Joe is cautious.
 - B Joe likes to tease.
 - C Joe is a gardener.
 - D Joe likes to cook.
7. How is Uncle Herman's opinion of the turtle different from Red's?
- A He considers turtles unclean, but Red likes to touch them.
 - B He finds the turtle uninteresting, while Red finds her fascinating.
 - C He agrees with Joe that turtles are edible, and Red objects to that idea.
 - D He thinks it is wrong to confine the turtle, but Red wants to keep her as a pet.

Goaltending

by Janae J. Carter

8. The selection begins, "Do you know what you'll be doing in 25 years? I do!" What is the author's purpose in beginning the selection this way?
- A to show that she has many talents
 - B to get the reader's attention and interest
 - C to present herself as a strong personality
 - D to make the reader question her statements
9. The author mentions Benjamin Franklin as an example of what?
- A having many skills
 - B influencing many lives
 - C being smart about money
 - D showing great courage in conflict
10. According to the author, which is a good way of carrying out a plan to achieve a goal?
- A work on several plans at once
 - B break it down into manageable steps
 - C daydream about a triumphant outcome
 - D spend a few minutes planning every day
11. What is the author trying to do in paragraph 6 of the selection?
- A make the reader aware of useful resources
 - B inform the reader about the workplace
 - C encourage the reader to excel in school
 - D urge the reader to try several careers

Goaltending

by Janae J. Carter

12. The author urges readers, “Be realistic when you make your goals.” Which activity would help a person do that?
- A imitating people one admires
 - B seeking information about careers
 - C writing about hopes and dreams
 - D feeling attracted to different occupations
13. What is the effect of listing multiple occupations in the opening and closing paragraphs?
- A It demonstrates reasonable goals.
 - B It encourages people to focus on one goal.
 - C It stresses the many exciting career choices.
 - D It shows how the author combines all these careers.
14. Which quotation expresses an opinion of the author?
- A “I get excited when I think about what I can do, and so should you.”
 - B “He was a writer, an inventor, a politician, and a scientist.”
 - C “One of my goals is to write books.”
 - D “I made a small goal to write every day, even when I’m tired.”
15. How does the author emphasize the importance of not giving up when dealing with challenging experiences?
- A by telling the story of Phyllis Wheatley
 - B by mentioning Benjamin Franklin
 - C by describing how she uses her personal journal
 - D by advising the reader that it is all right to dream

Seneca Oil and Early America

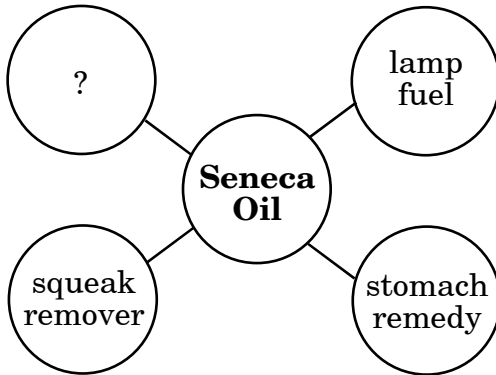
by Kerry Lighty

16. In the second paragraph, what does the word *gullible* mean?
- A confident
 - B determined
 - C highly excited
 - D easily deceived
17. Which would **most likely** be a use for Seneca oil by early settlers in Pennsylvania?
- A to heat their houses
 - B to season their food
 - C to treat a cut on the leg
 - D to eliminate squeaks on an elevator
18. According to the selection, what was one effect of the Senecas' mixing petroleum with paint, particularly during a time of war?
- A to look more frightening to their enemies
 - B to create new colors to fool their enemies
 - C to prevent sunburn during midday battles
 - D to provide light for nighttime battles

Seneca Oil and Early America

by Kerry Lighty

19. According to the selection, which item **best** completes the graphic organizer?



- A food preservative
 - B cooking grease
 - C snake repellent
 - D suntan lotion
20. In paragraph 9, what does the word *advent* mean?
- A arrival
 - B eating
 - C farming
 - D opposition

21. How were the early American settlers and the Native Americans similar in their approach to Seneca oil?

- A Both used it as lamp oil.
- B Both thought it was poison.
- C Both tried it for various needs.
- D Both tried to make money from it.

22. Which statement about Seneca oil is **best** supported by the selection?

- A Seneca oil was useful as an alternative to kerosene.
- B The settlers used Seneca oil to treat a variety of illnesses.
- C Seneca oil has been replaced by crude oil in recent times.
- D The settlers taught Native Americans many uses for Seneca oil.

Heat Waves

by Eileen Ressler

23. Who is *most likely* the speaker in the poem?
- A Jocelyn
 - B a bus driver
 - C a police officer
 - D one of the children
24. Why does the speaker refer to “ghost waves of heat”?
- A Heat makes objects appear to glow.
 - B Heat makes some people feel dizzy.
 - C Heat rising from cars makes the air appear to move.
 - D Heat waves are another name for periods of hot weather.
25. How does Jocelyn show that she is surprised?
- A She squeals.
 - B She slides her headband off.
 - C She brushes her hair from her eyes.
 - D She jumps into the cold water.
26. How does the arrangement of the stanzas affect the poem?
- A It adds detail to the poem.
 - B It helps to show the subject of the poem.
 - C It makes the mood very strong and easy to guess.
 - D It breaks the poem into easy-to-read sections.
27. What is the effect of ending each stanza with words in capital letters?
- A It makes the reader think of loud city noises.
 - B It gives a sense of suddenness and excitement.
 - C It offers a hint of what happens in the next stanza.
 - D It makes the reader feel sorry for the overheated children.
28. What does the poet use to emphasize the emotions of the children in the poem?
- A short lines
 - B alliteration
 - C vivid descriptions
 - D correct punctuation

Heat Waves

by Eileen Ressler

29. Which is the **best** summary of the poem?
- A Relief on a hot day can come unexpectedly.
 - B City parks are fun in the summer.
 - C People help those who help themselves.
 - D Water is too precious to waste.
30. Based on the information in the poem, which statement is **most likely** true?
- A Jocelyn was on her way to the park.
 - B The children had been feeding pigeons.
 - C The city had been experiencing high heat.
 - D The day before had been cool and pleasant.

a recipe for Homemade Graham Crackers

by Mollie Katzen

31. What is the purpose of this selection?
- A to entertain readers with a story about a snack
 - B to persuade readers to buy graham crackers
 - C to inform readers how to make a favorite snack
 - D to describe to readers the taste of graham crackers
32. When a person starts this recipe, **about** how long is it before the dough is ready to be placed in the oven?
- A about 10 minutes
 - B about 15 minutes
 - C about 25 minutes
 - D about one hour

a recipe for **Homemade Graham Crackers**

by Mollie Katzen

35. In step 3, what is being mixed with a fork?
- A the dry ingredients
 - B the butter and the honey
 - C the flour and the butter
 - D the six ingredients
36. What would make it easier for someone to follow this recipe?
- A divide step 3 into several smaller steps
 - B include a drawing of how to mix with a fork
 - C include a drawing of measuring spoons
 - D list the three steps before listing the ingredients

Weirdest of All

by Melanie A. Stinson

37. At the end of the selection, which statement describes Lion?
- A He is bored with childish games.
 - B He reaches out to help another person.
 - C He appreciates another person's talents.
 - D He worries too much about how he looks.
38. Which **best** describes Lion at the beginning of the selection?
- A a bully
 - B a friend
 - C a comic
 - D a coward
39. Which two students approve of Gordon's baking before Gordon and Lion settle their differences?
- A Gordon and Zee
 - B Lion and Gordon
 - C Zee and Stephanie
 - D Stephanie and Lion
40. Which adjectives **best** describe Zee?
- A shy and anxious
 - B proud and selfish
 - C funny-looking and confused
 - D self-confident and supportive
41. Which statement **best** describes Gordon?
- A Gordon is often mean-spirited.
 - B Gordon likes to spend time alone.
 - C Gordon wants to be Lion's friend.
 - D Gordon worries about what people think.
42. What is the importance of Lion calling Gordon by his full name near the end of the story?
- A Lion is showing respect for Gordon.
 - B Lion knows Gordon dislikes his name.
 - C Lion is showing off his sense of humor.
 - D Lion wants to flatter and please Gordon.

Weirdest of All

by *Melanie A. Stinson*

43. Which experience is ***most similar*** to Gordon's experience at the bake-off?
- A cooking dinner for friends
 - B playing on a team
 - C singing in a choir
 - D winning a writing contest

Yellowstone National Park

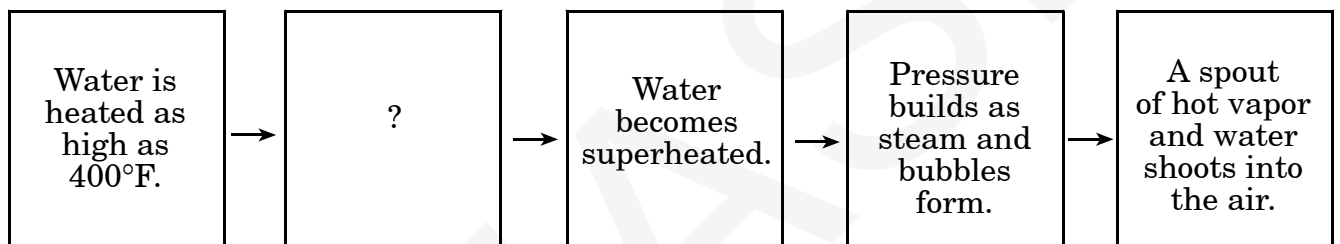
44. What is the purpose of this selection?
- A to describe wild bison to the reader
 - B to inform the reader about a national park
 - C to persuade the reader to visit Yellowstone
 - D to entertain the reader with stories of geysers
45. How are Beehive Geyser and Old Faithful alike?
- A Both are named after insects.
 - B Both spray at an angle, not straight up.
 - C Both produce a water column at least 125 feet high.
 - D Both produce a water column at least once an hour.
46. What **best** describes a geyser's action?
- A blazing
 - B repeating
 - C rare event
 - D natural disaster
47. How is a mudpot different from other geysers?
- A It is yellow.
 - B It is inactive.
 - C It has less water.
 - D It contains magma.
48. What is the **most likely** reason "Buffalo Jones" brought bison to Yellowstone?
- A to rebuild the population of an endangered species
 - B to control the excess grass growing in the park
 - C to make the park look like it did in the 1800s
 - D to provide animals for tourists to hunt

Yellowstone National Park

49. What is emphasized with the diagram of a geyser?

- A the importance of the geyser
- B the force that produces a geyser
- C the geyser's nearness to Earth's core
- D the process involved in a geyser's eruption

50. Which statement *best* completes the graphic organizer?



- A Water is forced to the surface.
- B Water weighs more than normal water.
- C Water soaks into the ground near magma.
- D Water is unable to boil at normal boiling point.



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.

“Box Turtle” from *Summer Stories* by Nola Thacker. Copyright © 1988 by Nola Thacker. Used by permission of HarperCollins Publishers. (Pg. 49–53).

“Goaltending” by Janae J. Carter from *New Moon*, November/December 2002. Reprinted with permission from *New Moon® The Magazine for Girls and Their Dreams*; copyright New Moon® Publishing, Duluth, MN. www.newmoon.org.

“Seneca Oil and Early America” by Kerry Lighty reprinted by permission of *Cricket* magazine, June 2002, Vol. 29, No. 10 copyright, © 2002 by Kerry J. Lighty.

“Heat Waves” by Eileen Ressler reprinted by permission of *Cricket* magazine, August 2001, Vol. 28, No. 12 copyright, © 2001 by Eileen Ressler.

“Homemade Graham Crackers” reprinted with permission from *The Enchanted Broccoli Forest* by Mollie Katzen. Copyright © 1982 by Mollie Katzen, Ten Speed Press, Berkeley, CA. www.tenspeed.com.

“Weirdest of All” by Melanie A. Stinson from *Highlights for Children*, December 2003. Copyright © 2003 by Highlights for Children, Inc., Columbus, Ohio.

“Yellowstone National Park” used with permission of Sterling Publishing Co., Inc., from *The Most Fascinating Places on Earth* by Donna E. Hicks, Illustrations by Mark A. Hicks, © 1993 by Mark Hicks & Donna Hicks. (Pg. 16–17).

**North Carolina Test of Reading
Grade 5 Form S RELEASED Fall 2009
Answer Key**

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

**North Carolina Test of Reading
Grade 5 Form S RELEASED Fall 2009
Answer Key**

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

**North Carolina Test of Reading
Grade 5 Form S RELEASED Fall 2009
Answer Key**

		fiction and nonfiction
29	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
30	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
31	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
32	B	1 — Vocabulary usage and decoding
33	B	1 — Vocabulary usage and decoding
34	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
35	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
36	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
37	C	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas
38	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas
39	C	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/evaluating characters, events, ideas
41	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas
42	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas

**North Carolina Test of Reading
Grade 5 Form S RELEASED Fall 2009
Answer Key**

43	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
44	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
45	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
46	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
47	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
48	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas
49	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
50	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction

**North Carolina Test of Reading
Grade 5 Form S RELEASED Fall 2009
Raw to Scale Score Conversion**

Raw Score	Scale Score
0	321
1	321
2	322
3	323
4	323
5	324
6	325
7	326
8	327
9	328
10	329
11	330
12	331
13	332
14	333
15	334
16	335
17	336
18	337
19	338
20	339
21	340
22	341
23	342
24	343
25	344
26	345
27	346
28	346
29	347
30	348
31	349
32	350
33	351
34	351
35	352
36	353
37	354
38	355
39	356
40	357
41	358

**North Carolina Test of Reading
Grade 5 Form S RELEASED Fall 2009
Raw to Scale Score Conversion**

42	359
43	360
44	362
45	363
46	365
47	367
48	369
49	371
50	374