

Released Form

**North Carolina  
READY End-of-Grade  
Assessment  
English Language Arts/  
Reading**



**Student Booklet**



Academic Services and Instructional Support  
Division of Accountability Services





## Sample Questions

### The Rhinoceros

*by Oliver Herford*

So this is the Rhinoceros!  
I wonder why he looks so cross.  
Perhaps he is annoyed a bit  
Because his clothing does not fit.

**5** (They say he got it ready made!)  
It is not that, I am afraid.  
He looks so cross because I drew  
Him with one horn instead of two.

Well, since he cares so much for style,  
**10** Let's give him two and see him smile.

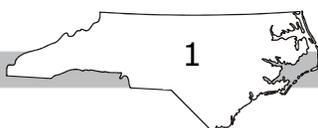
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S1 How does the Rhinoceros look at the beginning of the poem?

- A calm
- B eager
- C scared
- D upset

S2 What would change the Rhinoceros's feelings?

- A giving him new clothing
- B being afraid of his size
- C drawing him with two horns
- D showing off his new style

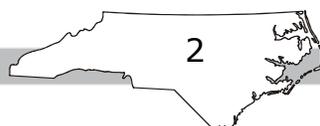




## Claudia's Collection

*by Andrea Fitcha*

- 1 Which word describes Claudia?
- A daring
  - B frustrated
  - C honest
  - D organized
- 2 Why did Claudia not show her rock and shell collections to the class?
- A Claudia wanted to show a collection the class had never seen.
  - B Claudia was too shy to talk in class.
  - C Mrs. Wilson would not let her go first.
  - D Mrs. Wilson did not want to see two collections that were alike.





## Claudia's Collection

by Andrea Fitcha

- 3 What is the meaning of the word *projects* as used in paragraph 4?
- A coins
  - B lures
  - C activities
  - D surprises
- 4 In paragraph 7, what does Marcus mean when he says to Claudia, "Bring one of your collections. You've got a million of them!"?
- A Claudia should share all of her collections with the class.
  - B Claudia should be concerned since she has no hobby.
  - C Claudia has several collections from which to choose.
  - D Claudia would have to borrow a collection from a friend.

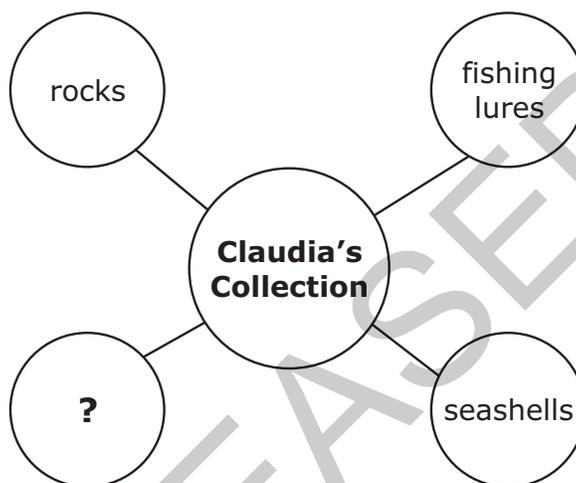




# Claudia's Collection

*by Andrea Fitcha*

5 Which word completes the graphic organizer?



- A telescope
- B feathers
- C jump ropes
- D wagon

6 What do Claudia and Annie have in common?

- A Both collect coins.
- B Both collect feathers.
- C Both collect rocks.
- D Both collect seashells.





## Claudia's Collection

*by Andrea Fitcha*

- 7 At the end of the story, what was Mrs. Wilson's reaction to Claudia's hobby?
- A She thought it was the best collection of collections.
  - B She thought it was the biggest rock collection of all.
  - C She was surprised paper money came in many colors.
  - D She was surprised that the seashells were so different.

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Go to the next page.



## Camels

*by Elaine Landau*

- 8 What is the main idea of the selection?
- A There are songs and films about camels.
  - B There are two types of camels in the world.
  - C A camel's most unusual feature is its hump.
  - D A camel adapts well to life in the desert.
- 9 According to the text, what is the camel's strangest feature?
- A thick eyelashes
  - B closed nostrils
  - C humped backs
  - D bushy eyebrows
- 10 What is the purpose of a camel's hump?
- A to keep it from sweating
  - B to store water for many weeks
  - C to provide energy when there is no food
  - D to help its body temperature stay low



# Camels

*by Elaine Landau*

- 11 According to the selection, why are camels well-suited for sandstorms?
- A They have long, thick eyelashes.
  - B They enjoy hot, dry weather.
  - C They sweat similar to humans.
  - D They feed on dew-dampened plants.
- 12 According to the selection, why are the camel's bushy eyebrows important?
- A to help it see the desert better
  - B to help shade its eyes from the sun
  - C to protect its breathing ability
  - D to keep sweat out of its eyes
- 13 In paragraph 3, how would "dew-dampened" plants help the camels go for weeks without water?
- A "Dew-dampened" plants provide shade for camels.
  - B "Dew-dampened" plants provide a source of water for camels.
  - C "Dew-dampened" plants help the camels store fat in their humps.
  - D "Dew-dampened" plants help the camels lose weight.

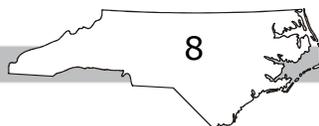




## Camels

by Elaine Landau

- 14 In paragraph 3, what is the meaning of the word *distress*?
- A sadness
  - B suffering
  - C fear
  - D sleep
- 15 What is the similarity between paragraphs 3 and 4?
- A They both describe how camels look.
  - B They both describe where camels live.
  - C They both explain why camels are well-suited for running.
  - D They both explain why camels can go without water for long periods.
- 16 In paragraph 4, what does the word *conserve* mean?
- A build
  - B form
  - C help
  - D save



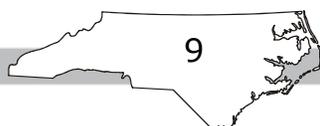


## Freddie

by Phil Bolsta

- 17 According to the poem, what makes the speaker happy?
- A playing outside
  - B taking a bubble bath
  - C not going to school
  - D not doing homework
- 18 What is the meaning of *bore* in line 2?
- A calm
  - B tire
  - C excite
  - D help

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# Freddie

by Phil Bolsta

- 19 In line 5, what does the word *greet*s mean?
- A barks
  - B catches
  - C welcomes
  - D surprises
- 20 What is the meaning of line 8?
- A The speaker loves that Freddie can read.
  - B The poem is about doing homework.
  - C The speaker likes being at home.
  - D The poem takes place during winter.

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## Freddie

*by Phil Bolsta*

- 21 Based on the poem, why are the speaker's parents happy?
- A They like having a pet.
  - B Their child's grades have improved.
  - C They taught Freddie a new trick.
  - D Their child now does his own homework.
- 22 Which phrase supports the happy feeling of the poem?
- A "I don't like doing homework,"
  - B "I know that it will bore me."
  - C "I think that's pretty cool!"
  - D "Like history and math."



## Masters of Verse

*by Cassandra Radomski*

- 23 Which statement summarizes the selection?
- A Two men with different backgrounds became famous writers of children’s books.
  - B Two men met and decided to write a series of children’s books as partners.
  - C Two men became famous poets after discovering that they both liked the same subjects.
  - D Two men wrote books on the same topic after meeting in school and becoming friends.
- 24 What does it mean to catch “the writing bug”?
- A to look for different types of insects
  - B to choose to draw unusual insects
  - C to want to write, more than anything else
  - D to become ill from writing too much



## Masters of Verse

by *Kassandra Radomski*

- 25 Based on paragraphs 3 and 9, how are Shel Silverstein and Dr. Seuss similar?
- A Both were born in the same year.
  - B Both had difficulties with their first books.
  - C Both were singers and writers for the U.S. Army.
  - D Both had mothers who were writers.
- 26 In paragraph 4, what does the word *pronounce* mean?
- A to say
  - B to define
  - C to learn to spell
  - D to learn to write

RELEASED



## Masters of Verse

by *Kassandra Radomski*

- 27 How did Shel Silverstein react to someone saying he needed to edit a poem?
- A He began writing songs instead.
  - B He became upset with the person.
  - C He only rewrote the necessary words.
  - D He rewrote the entire poem.
- 28 According to the text, why did many school libraries ban Shel Silverstein's book *Where the Sidewalk Ends*?
- A Parents thought the poems would cause children to disobey them.
  - B Parents thought the poems would cause children to make up stories.
  - C Parents thought the poems were too goofy for their children.
  - D Parents thought the poems were too long for their children.
- 29 Which sentence from the selection supports the idea that writing can be hard work?
- A "He was also a folk singer and songwriter."
  - B "It had taken him nearly 10 years to finish!"
  - C "He didn't like to change the words or phrases in a poem once he had written them."
  - D "When *Where the Sidewalk Ends* came out, many thought the silly rhymes in it were like Dr. Seuss's."



## The Sticky-Sticky Pine

*by Florence Sakade*

30 What shows that the poor woodcutter is kind?

- A He is happy about his new wealth.
- B He gathers only the dead tree branches.
- C He takes sap only from the broken limbs.
- D He shares his money with the bad woodcutter.

31 In the section below, what is the meaning of *mended*?

“Skillfully, he mended them, saying: ‘Now these tender twigs I’ll wrap, / And in that way stop the sap.’ ”

- A earned
- B escaped
- C repaired
- D attacked



## The Sticky-Sticky Pine

*by Florence Sakade*

32 According to the text, what does a pine tree represent?

- A good fortune
- B bad luck
- C a winter holiday
- D a warm season

33 In paragraph 8, what is the meaning of *grateful*?

- A eager
- B careless
- C angry
- D thankful

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## The Sticky-Sticky Pine

*by Florence Sakade*

- 34 Which action shows that the bad woodcutter is greedy?
- A He breaks off living tree branches.
  - B After seeing the money, he is angry.
  - C He steals the nice woodcutter's money.
  - D After seeing the money, he runs to the pine tree.
- 35 In the sentence below, what was meant when the bad woodcutter said he wanted "a flood of gold and silver"?
- "Oh, just what I want," said the bad man, "a flood of gold and silver."
- A He wanted lots of money.
  - B He wanted it to rain for days.
  - C He wished for fine clothing.
  - D He wished for a new house.
- 36 According to the selection, what did the tree do to the bad woodcutter?
- A The tree flooded him with sap.
  - B The tree showered him with coins.
  - C The tree fell over on him.
  - D The tree dropped its leaves on him.



## Echoes . . . Echoes . . . Echoes . . . Echoes

- 37 In the first paragraph, what is the meaning of *spooky*?
- A scary
  - B exciting
  - C interesting
  - D disappointing
- 38 Based on the text and the first illustration, what is an echo?
- A another person answering a person who yells
  - B a person's own voice answering back
  - C an experiment using a garden hose
  - D a fun game to play with friends
- 39 In paragraph 3, what is the meaning of *contains*?
- A wipes
  - B leaks
  - C holds
  - D sprays



## Echoes . . . Echoes . . . Echoes . . . Echoes

- 40 In the experiment, what step follows “Bring the two ends of the hose together”?
- A Empty the water out of the hose.
  - B Find a garden hose 50 feet long or longer.
  - C Ask an adult to help with the experiment.
  - D Hold one end of the hose up to the mouth.
- 41 According to the text and the picture, what happens when “hello” is shouted into the hose?
- A An echo “hello” travels through the water and into the ear.
  - B An echo “hello” travels through and down the mountain.
  - C An echo “hello” will be heard from the end of the hose at the ear.
  - D An echo “hello” will be heard in the next door neighbor’s backyard.
- 42 What is the main purpose of “The Science Secret” section?
- A to tell a story about echoes
  - B to explain how to create an echo
  - C to describe why echoes are heard
  - D to persuade the reader to create an echo



## Echoes . . . Echoes . . . Echoes . . . Echoes

- 43 According to the selection, how does sound travel?
- A through time
  - B through a cave
  - C through water
  - D through the air
- 44 According to the selection, why would an echo be better if a 100-foot garden hose is used?
- A The sound would be louder.
  - B The sound would travel farther.
  - C The sound would go through more water.
  - D The sound would go through a small opening.

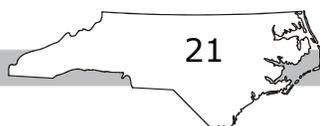


**This is the end of the English Language Arts/Reading test.**

**Directions:**

- 1. Look back over your answers for the test questions.**
- 2. Put all of your papers inside your test book and close your test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

RELEASED



## ACKNOWLEDGMENTS

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**Grade 3 English Language Arts/Reading  
RELEASED Form  
2012–2013  
Answer Key**

Item number	Type	Key	Primary Standard
S1	MC	D	
S2	MC	C	
1	MC	D	RL — Reading: Literature
2	MC	A	RL — Reading: Literature
3	MC	C	RL — Reading: Literature
4	MC	C	RL — Reading: Literature
5	MC	B	RL — Reading: Literature
6	MC	D	RL — Reading: Literature
7	MC	A	RL — Reading: Literature
8	MC	D	RI — Reading: Informational Text
9	MC	C	RI — Reading: Informational Text
10	MC	C	RI — Reading: Informational Text
11	MC	A	RI — Reading: Informational Text
12	MC	B	RI — Reading: Informational Text
13	MC	B	RI — Reading: Informational Text
14	MC	B	L — Language
15	MC	D	RI — Reading: Informational Text
16	MC	D	L — Language
17	MC	D	RI — Reading: Informational Text
18	MC	B	RL — Reading: Literature
19	MC	C	L — Language
20	MC	A	L — Language
21	MC	B	RL — Reading: Literature
22	MC	C	RL — Reading: Literature



Item number	Type	Key	Primary Standard
23	MC	A	RI — Reading: Informational Text
24	MC	C	L — Language
25	MC	B	RI — Reading: Informational Text
26	MC	A	RI — Reading: Informational Text
27	MC	D	RI — Reading: Informational Text
28	MC	A	RI — Reading: Informational Text
29	MC	B	RI — Reading: Informational Text
30	MC	B	RL — Reading: Literature
31	MC	C	RL — Reading: Literature
32	MC	A	RL — Reading: Literature
33	MC	D	L — Language
34	MC	D	RL — Reading: Literature
35	MC	A	RL — Reading: Literature
36	MC	A	RL — Reading: Literature
37	MC	A	L — Language
38	MC	B	RI — Reading: Informational Text
39	MC	C	L — Language
40	MC	D	RI — Reading: Informational Text
41	MC	C	RI — Reading: Informational Text
42	MC	C	RI — Reading: Informational Text
43	MC	D	RI — Reading: Informational Text
44	MC	B	RI — Reading: Informational Text

**Item Types:**

MC = multiple choice

**Note about selections:**

Reading for literature texts can be stories or poems.

Reading for informational texts can be scientific, historical, economic, or technical.