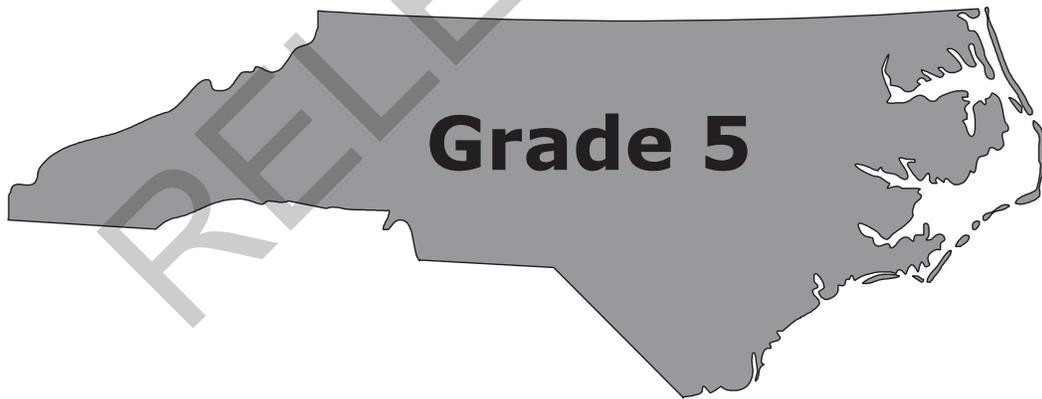


Released Form

**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.

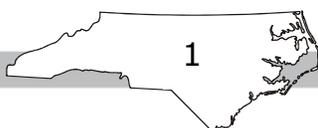
Well, since he cares so much for style,
10 Let's give him two and see him smile.

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





Roberto and the Soccer Game

by *Bernadine Beatie*

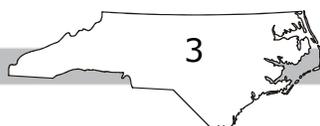
- 1 Which statement summarizes the theme of the selection?
- A Generous acts are rewarded.
 - B Accept others' differences.
 - C Be unafraid to try new things.
 - D Do not be upset by past mistakes.
- 2 In the sentence below, what does the word *shabbily* mean?
- “Roberto noticed again how shabbily he was dressed.”
- A costly
 - B fancy
 - C poorly
 - D trendy
- 3 Which event in the story caused the old man to fall down?
- A The soccer team won the game and rushed onto the streets.
 - B The soccer game was canceled, and the fans were angry.
 - C The soccer player rode by, and people ran over to see him.
 - D The soccer stadium sold all of the tickets and closed the gate.



Roberto and the Soccer Game

by Bernadine Beatie

- 4 In paragraph 19, what is the meaning of “Roberto’s heart was in his stomach”?
- A He was disappointed about not getting tickets for the soccer game.
 - B He was concerned that the old man had gotten hurt from the fall.
 - C He was frustrated that the old man was pushed down by the crowd.
 - D He was excited to see Jorge Santos in the back of the car waving and smiling.
- 5 In paragraph 34, what is the meaning of “dressed like a pauper”?
- A wearing old and worn clothes
 - B wearing new or fancy clothes
 - C wearing summer clothes
 - D wearing tight clothes
- 6 Based on the selection, how did Roberto get to see the game?
- A He walked in with the players on Jorge’s team.
 - B He was let into the stadium with the owner of Jorge’s team.
 - C He bought a ticket after helping the old man.
 - D He came in with the tall man that stood in line.





Roberto and the Soccer Game

by Bernadine Beatie

- 7 In the selection, what can be inferred about how the people in the crowd viewed the old man?
- A The crowd did not know that the old man was the owner of the soccer team, so they pushed him down.
 - B The crowd was upset that the gate was late opening, so they pushed the old man down.
 - C The crowd was upset that the tickets were sold out, so they pushed the old man down.
 - D The crowd did not want the old man to get tickets before them, so they pushed him down.
- 8 Which word describes how Roberto felt toward the old man at the end of the selection?
- A upset
 - B proud
 - C embarrassed
 - D grateful



Will You Drive an Electric Car One Day?

by Brian Dumaine

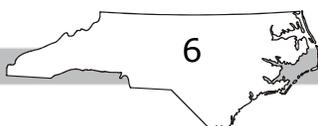
- 9 What are the main ideas supported by the selection?
- A Electric cars are cheaper to buy than gasoline-powered cars, and they can only go for 100 miles before recharging.
 - B Nissan will sell more gasoline-powered cars, and other car companies will stop making battery-powered cars in the future.
 - C Electric cars have some limitations, and the U.S. government sees electric cars as a solution to the oil supply problem.
 - D Tony Posawatz estimates that the price of oil will go up in the future due to population increases, and fewer vehicles will be on the road.
- 10 In the sentence below, what is the meaning of the phrase “kick the oil habit”?
- “The cars may help Americans kick the oil habit one day.”
- A get to use more oil
 - B turn oil into gasoline
 - C stop using so much oil
 - D use oil only for important things



Will You Drive an Electric Car One Day?

by Brian Dumaine

- 11 According to the selection, why does the author include information about the world's population today as compared to 2050?
- A to tell how popular the electric car will be in the future
 - B to show that the increase in population does not matter
 - C to explain that the population is not going to change
 - D to describe the importance of reducing the demand for gas
- 12 What is the reason for the section titled "Charge It" in the selection?
- A to tell how much gasoline cars use
 - B to explain challenges faced by electric cars
 - C to state how cheap it can be to charge an electric car
 - D to give a clear picture of what an electric car looks like
- 13 Based on the selection, why did the U.S. government give "billions of dollars to makers of electric cars" for development?
- A The use of gas-powered cars does not save the U.S. money like electric cars do.
 - B The use of gas-powered cars is causing pollution to remain in our atmosphere.
 - C The world's population is declining, so gas-powered cars may not be needed in the future.
 - D The world's population is growing faster than the supply of available oil.



Go to the next page.



Will You Drive an Electric Car One Day?

by Brian Dumaine

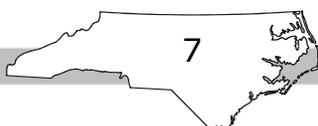
- 14 In paragraph 4, what is the meaning of the sentence below?

“But huge roadblocks remain.”

- A Electric cars have some issues that need to be resolved.
 - B Electric cars break down easily and may block traffic on roads.
 - C Electric cars may solve the U.S. government’s oil supply problem.
 - D Electric cars and gasoline-powered cars will cause traffic problems.
- 15 Why did the author end the selection with the quote below?

“ ‘The typical car is parked 23 hours a day. You can charge it while you work and while you sleep,’ Lowenthal says.”

- A to tell the reader that people lose a lot of good driving time
- B to give the reader technical information about vehicles
- C to show that electric cars are easy to charge and maintain
- D to persuade the reader to buy charging stations





Song

by Amy Lowell

Oh! To be a flower
Nodding in the sun,
Bending, then upspringing
As the breezes run;

5 Holding up
A scent-brimmed cup,
Full of summer's fragrance to the summer sun.

Oh! To be a butterfly
Still, upon a flower,

10 Winking with its painted wings,
Happy in the hour.
Blossoms hold
Mines of gold
Deep within the farthest heart of each chaliced* flower.

15 Oh! To be a cloud
Blowing through the blue,
Shadowing the mountains,
Rushing loudly through
Valleys deep

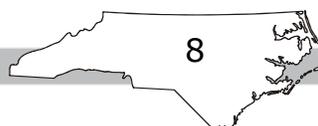
20 Where torrents keep
Always their plunging thunder and their misty arch of blue.

Oh! To be a wave
Splintering on the sand,
Drawing back, but leaving

25 Lingeringly the land.
Rainbow light
Flashes bright
Telling tales of coral caves half hid in yellow sand.

Soon they die, the flowers;

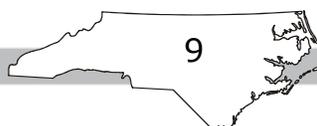
* **chaliced:** cupped





- 30 Insects live a day;
 Clouds dissolve in showers;
- Only waves at play
 Last forever.
 Shall endeavor
- 35 Make a sea of purpose mightier than we dream today?

- 16 Which lines help explain the main idea of the poem?
- A "Bending, then upspringing / As the breezes run;"
 - B "Drawing back, but leaving / Lingeringly the land."
 - C "Rainbow light / Flashes bright"
 - D "Only waves at play / Last forever."
- 17 Which describes the speaker's point of view about being a butterfly?
- A She would feel useless.
 - B She would feel nervous.
 - C She would feel important.
 - D She would feel carefree.
- 18 In the second stanza, what does the speaker call "Mines of gold"?
- A nectar from the flowers
 - B colors of the flowers
 - C height of the flowers
 - D smell of the flowers





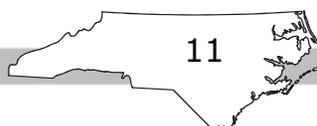
- 19 In the fourth stanza, what do the waves reveal hidden in the sand?
- A stories of rainbows in the sky
 - B tales of coral caves
 - C flashes of bright light
 - D drawings of a butterfly
- 20 According to the poem, how are flowers and butterflies alike?
- A Both are happy.
 - B Both are beautiful.
 - C Both grow only in the summer.
 - D Both live only a short time.
- 21 According to the poem, how is a cloud's fate different from the flowers' and butterflies' fate?
- A It goes away, while they come back again.
 - B It only lives for a day, while they last forever.
 - C It dissolves in the rain, while they die.
 - D It floats out to sea, while they stay on land.



22 Based on the last stanza, what is the speaker's favorite thing in nature?

- A waves
- B clouds
- C flowers
- D insects

RELEASED



Go to the next page.



Plier Jaws and Sipper Tongues

- 23 In paragraph 2, what is meant by “These jaws work like a pair of pliers”?
- A Insect jaws help objects turn.
 - B Insect jaws grip objects tightly.
 - C Insect jaws hold objects loosely.
 - D Insect jaws knock objects into place.
- 24 In paragraph 3, what is the significance of comparing an insect chewing a leaf to a person chewing celery?
- A to help the reader imagine the chewing sounds of insects
 - B to help the reader understand how insect food tastes
 - C to help the reader learn about spiders and insects
 - D to help the reader visualize how insects find their food
- 25 What are the main ideas of paragraph 4?
- A Houseflies drink their food, and they use little teeth to tear off pieces of food.
 - B Insects chew their food, and they use their jaws to push food into their mouth.
 - C Mosquitoes dissolve their food, and they use a needle beak to suck up food.
 - D Spiders crush their food, and they use their claws like fingers to pick up food.



Plier Jaws and Sipper Tongues

- 26 In paragraph 5, what is the meaning of *coiled*?
- A straightened
 - B piled
 - C twisted
 - D rolled
- 27 How are butterflies and mosquitoes similar?
- A They have long tubes.
 - B They have another set of jaws.
 - C They use grooves to eat.
 - D They eat only liquids.
- 28 Which statement shows a way some insects are similar to spiders?
- A Dragonflies and spiders spit onto solid food before eating.
 - B Ants and spiders dissolve food by using a liquid spray.
 - C Houseflies and spiders turn solid food into a liquid food.
 - D Mosquitoes and spiders use needles to jab into prey.

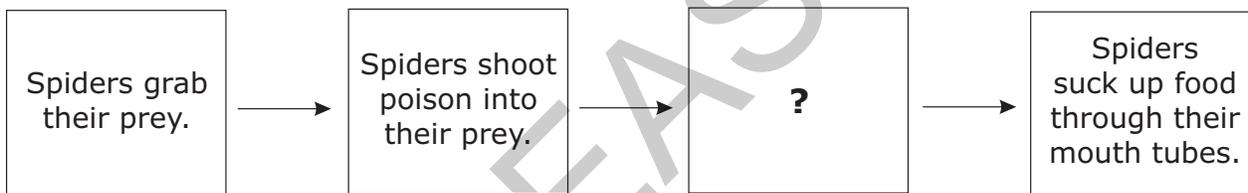


Plier Jaws and Sipper Tongues

29 What is the meaning of *jabs* in paragraph 6?

- A sticks
- B sucks
- C chews
- D coils

30 Which step completes the graphic organizer?



- A The spider jabs needles into the prey’s skin.
- B The spider sprays liquid on the prey’s body.
- C The inside of the prey’s body turns to liquid.
- D The blood of the prey is absorbed with thick pads.



Trade Rats

by Ethel Twycross Foster

The little clock struck twelve; all were sleeping soundly, the tent flap was rolled away, and a streak of moonlight stretched half across the floor.

Mary and her mother lay on a bunk, and beyond the partition one could hear the even breathing of father and cousin Jack. All else was still save the occasional cry of a night hawk or the far distant call of a coyote.

③

Slowly, cautiously, stealthily into this silence crept a tiny object. Its sharp black eyes flashed fire in the moonlight, and in its small mouth it carefully carried a cactus burr.

“Pst! Mary, did you hear something?” It was cousin Jack’s hoarse whisper that broke the silence and awakened Mary from a beautiful dream, and her eyes popped open wide. She snuggled closer to Mother and stared into the moonlight. All she could hear was a funny little scratching sound unlike any she had ever heard around camp, and she knew not what it meant. None of her little animal friends made a noise like that.

Jack was out of bed, had lighted a candle and, in his pajamas, was searching under bunks, tables, and chairs for the thing that had caused the noise. Mary sat up in bed in time to hear a swift, rustling sound and see a small object dart out of the tent door. Jack knew it would do no good to search outside, so he tumbled back into bed and once more all was still.

⑥

The next morning at breakfast all were wondering who the strange visitor could have been, but soon the incident was forgotten. Toward noon, Mary went to a vacant bunk where she kept her clothes and picked up her new doll. She removed its dress and looked about for a little red wool gown, of which she was very fond, for the day was chilly and it looked like rain. But the gown was gone; high and low she looked, but find it she could not. At last, tired out with searching, she fell asleep, and the pretty lost gown remained a mystery.

During the next few days strange things happened. On the day following, one of Dolly’s stockings was gone; on the next, its mate; on the next, a pretty little velvet bonnet, and so on for a week. The strangest part of it was that something or somebody was bringing in little sticks of wood and cactus burrs and piling them up among the doll clothes.



At the end of the week, Jack decided to solve the mystery. He said he was going to sit up all night and see what kind of a thing was coming into the tent so regularly. He didn't do exactly what he intended to do, for by ten o'clock his eyelids grew too heavy and he was fast asleep in the vacant bunk which he had chosen for a hiding place.

9

Patter, patter, patter; something was coming. Jack awoke with a start of expectation. There was no moon tonight, but he had left a candle burning in a distant corner. It was all he could do to keep back a chuckle when he saw a big gray rat dart across the floor with a good-sized twig in its mouth. Jack kept perfectly still, and the little fellow, not even seeing him, continued its way across the floor to the bunk on which sat Jack beside the doll clothes. It clawed its way up the side of the bunk, dropped the twig, then selected a soft, woolly skirt. Then it turned and scampered away through the door and out into the sagebrush.

Jack gave a hearty laugh, and at once awakened the whole family and told them his story.

"Of course," said Father, "it was a trade rat. Why didn't we think of that before? The hills are full of tiny holes where they burrow down and build their nests."

"But what about the twig?" asked Jack.

"They always pay for what they take," was the unexpected reply. "They are great fellows to steal both food and clothing, but they never take anything without replacing it with a cactus burr, a twig, a chip of wood, or something of the sort. They seem to think it wrong not to leave something in place of what they take."

"But what did they do with all my dolly's clothes?" asked Mary. "Surely they can't wear them."

"Indeed no, my dear little girl," said Father, "but probably if you could find their nest, you would see them busy at work lining it with the soft, downy cloth in preparation for a family of little ones."

Mary talked and wondered about all these happenings, and you can imagine her delight when big Joe came running up to camp one day and told her he had found her rat's nest. The men had been digging on a little hill preparing to build the foundation of an extra tent. The hill was covered with rat holes and gopher holes, and Joe lifted up a shovel full of adobe and underneath was a little cave all carefully lined with warm clothing. On the soft bed lay mother rat and six tiny little fellows with eyes just opened.



They were peering around with a frightened look and giving shrill little squeaks of dismay.

- 31 Which statement summarizes the selection?
- A Trade rats always take food and clothing, but never leave items.
 - B It is difficult to stay awake late at night when trying to solve a mystery about trade rats.
 - C With help from Mary, Jack discovers a rat's nest made with items that were taken from their camp.
 - D A mystery is solved when trade rats are found exchanging items for warm clothing to line their nest.
- 32 As used in paragraph 3, what is the meaning of the word *stealthily*?
- A with little sound
 - B with little thought
 - C with some assistance
 - D with much confusion
- 33 In paragraph 6, what is the meaning of the word *vacant*?
- A busy
 - B complete
 - C empty
 - D full

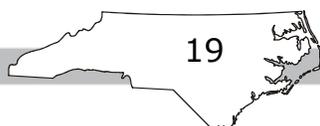


- 34 In paragraph 6, what is meant by “it looked like rain”?
- A It was muddy outside.
 - B It was cloudy outside.
 - C It was flooding outside.
 - D It was lightning outside.
- 35 Based on the selection, how does Jack feel about the night thief?
- A annoyed
 - B interested
 - C startled
 - D worried
- 36 What is the meaning of the word *scampered* as used in the sentence below from paragraph 9?
- “Then it turned and scampered away through the door and out into the sagebrush.”
- A opened
 - B strolled
 - C lifted
 - D hurried



- 37 What is the effect of Jack’s reaction to the missing doll clothes?
- A He decides to search outside for the visitor.
 - B He decides to cover all the holes on the hill.
 - C He discovers who the strange visitor was.
 - D He discovers the hidden nest.

RELEASED





Dynamic Duo

by Melissa DeRosa and Amanda DeRosa

- 38 Which statement is supported by the selection?
- A Twins always like the same things.
 - B Many twins shop on the same days.
 - C Most twins are not mirror images of each other.
 - D Twins have interesting sleeping habits.
- 39 Based on paragraph 3, what is “twin language”?
- A a language of hand signs and gestures
 - B a language invented and used between twins
 - C a language of both spoken and written words
 - D a language spoken by only young children
- 40 What are the main ideas of paragraphs 2 and 4?
- A Twins have problems because they are so alike, and they can never surprise each other.
 - B Twins look exactly alike, and they always finish each other’s sentences.
 - C Twins buy similar outfits to dress alike, and they only talk to each other in twin language.
 - D Twins usually think alike, and they can feel each other’s pain.



Dynamic Duo

by *Melissa DeRosa and Amanda DeRosa*

- 41 As used in paragraph 5, what does the word *connections* mean?
- A organs that are linked together
 - B voices that imitate other people
 - C powerful influences on twins
 - D similarities in looks and actions
- 42 In paragraph 5, what did the parents' figurative language describe?
- A The twins are together forever.
 - B The twins must promise to love one another.
 - C The twins must take turns being in charge.
 - D The twins are around each other most of the time.
- 43 What do the authors suggest in the last paragraph?
- A Twins have been studied and are well understood by scientists.
 - B New information about twins is still being discovered through research.
 - C Research about the mysteries of twin connections is finished.
 - D Twins know more about themselves than most scientists do.



Dynamic Duo

by Melissa DeRosa and Amanda DeRosa

- 44 Why is the twin relationship referred to as a “unique connection” in the selection?
- A There is nothing like it.
 - B Everyone understands it.
 - C Scientists first discovered it.
 - D Parents are unable to explain it.

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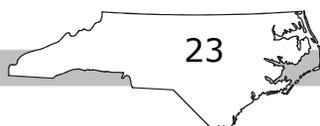


This is the end of the English Language Arts/Reading test.

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

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



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

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.