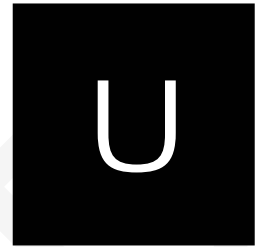


Name

RELEASED FORM

Grade 3 Pretest

Form U



North Carolina End-of-Grade Tests— Grade 3 Pretest

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



Jazz-Ma-Tazz

by Lindy Hansen

1. In paragraph 11, what does David's teacher mean by "Should we play it first? Or save it for dessert?"
 - A David can choose the order of the songs he plays during his lesson.
 - B David likes to eat as much as he likes music.
 - C David can decide when to stop his lesson to have a snack.
 - D David can tell his teacher what he wants to learn.

2. How does the teacher know David practiced a lot?
 - A He told her he did.
 - B He can play many new songs.
 - C His smile gives it away.
 - D His mother tells the teacher.

3. Which word in the selection means playing two or three sounds together?
 - A jazz
 - B dessert
 - C chords
 - D patterns

4. In paragraph 20, when the piano teacher tells David to "Copy my fingers," what does she want him to do?
 - A draw a picture of her hands
 - B put his hands on top of hers
 - C trace her hands on a piece of paper
 - D play the same notes that she does

5. Which song does the teacher use to teach David a new skill?
 - A "Dinosaur Boogie"
 - B "Pizza Blues"
 - C "Turtle Blues"
 - D "Crazy Day Waltz"

Rugby Says Hello

by Nancy Dreschel

6. According to the selection, why does Rugby move his body or make sounds?
- A to show he is scared of bicycles
 - B to tell a person how he feels
 - C to talk to the animal nurse
 - D to visit schools with the nurse
7. What does Rugby teach students when he visits schools?
- A how dogs talk to people
 - B how dogs learn tricks
 - C how to play with dogs
 - D how to take care of pets
8. According to the selection, what could cause the hair on a dog's shoulders to stand straight up?
- A being scared
 - B being cold
 - C being angry
 - D being hungry
9. What should someone do when a strange dog comes near?
- A pat the dog's head softly
 - B stand tall and straight
 - C scream as loudly as possible
 - D run fast in a different direction
10. Based on the selection, if a person falls down near a strange dog, why should the person lie on his belly with his legs together and arms folded over his head?
- A so the dog will sniff the person and wander away
 - B so the dog will chase and bite the person
 - C so the dog will hold its head down
 - D so the dog will crouch low to the ground
11. Why is it important to keep the bike between the bike rider and an unfriendly dog?
- A The bike will scare the dog.
 - B The bike will provide protection.
 - C The bike rider can drop the bike and run.
 - D The bike rider can get on the bike quickly.

Rugby Says Hello

by Nancy Dreschel

12. Which **best** describes the author of this selection?

- A a nurse
- B an actor
- C a dog owner
- D a dogcatcher

13. How would this information **most** help a child who meets a strange dog?

- A The child would be more prepared to deal with the dog.
- B The child would be more afraid of the dog.
- C The child would be more friendly to the dog.
- D The child would be more likely to run from the dog.

Boats, Boats, Boats!

14. What is the main idea of this selection?
- A People built bridges for boats to cross.
 - B People built rowboats thousands of years ago.
 - C Boats are used today for cruising and racing.
 - D Boats are a useful kind of transportation.
15. Based on the selection, why did people begin building boats?
- A to explore watery areas of the world
 - B to trade materials with other countries
 - C to use for vacation during the summer
 - D to use for racing and cruising
16. Which **best** describes the earliest boats?
- A simple
 - B fast
 - C large
 - D powerful
17. Based on the selection, how are sailboats different from the Greek trireme?
- A Sailboats are heavier.
 - B Sailboats are harder to steer.
 - C It requires less time to build a sailboat.
 - D It takes fewer people to move a sailboat.
18. How does having more sails help a boat?
- A Sails make the boat ride slower.
 - B Sails give the boat more power.
 - C Sails make the boat ride longer.
 - D Sails give the boat better steering.
19. How do the pictures help the reader better understand the selection?
- A They show how to build a boat.
 - B They show how to build a bridge.
 - C They show different kinds of boats.
 - D They show people having fun on bridges.

A Spike of Green

by Barbara Baker

20. What is the main idea of the poem?
- A The speaker sees old things in the flower pot on most days.
 - B The speaker is the first to see something growing in the flower pot.
 - C The speaker wants others to see the green spike in the flower pot.
 - D The speaker goes outside on a very hot day to see the flower pot.
21. Which word *best* describes the speaker in the poem?
- A bored
 - B careful
 - C excited
 - D upset

A Spike of Green

by Barbara Baker

22. What does the speaker of the poem do first?
- A goes outside
 - B plants seeds
 - C finds a green spike
 - D sees something old
23. Which statement about the speaker is **best** supported by the poem?
- A The speaker plants many seeds.
 - B The speaker is proud of the plant.
 - C The speaker does not like the plant.
 - D The speaker does not take care of plants.
24. Based on the poem, what will **most likely** happen next?
- A The green spike will die.
 - B The green spike will disappear.
 - C The green spike will turn brown.
 - D The green spike will grow bigger.
25. Which experience is **most like** the speaker's experience in this poem?
- A drawing a picture at school
 - B playing football with a friend
 - C going to a grandparent's house
 - D watching a chick hatch from an egg

Windsock

by Laurie Carlson

26. Along with scissors, what other tool is needed to make a windsock?
- A hammer
 - B paper clip
 - C paper punch
 - D screwdriver
27. Why would the top and bottom of the ice cream container need to be cut out?
- A so it will not be too heavy
 - B so the wind will flow through it
 - C so the windsock will be balanced
 - D so there will be a place to attach the streamers
28. How should the windsock be decorated?
- A take fruit and attach it to the container
 - B rake leaves and attach them to the container
 - C cut out shapes and glue them to the container
 - D find butterflies and paste them to the container
29. Why should the string at the top of the windsock be tied?
- A because the string is too long
 - B because the string is like a shoelace
 - C to add a decoration to make it pretty
 - D to allow the windsock to be hung

Windsock

by Laurie Carlson

30. During which of these steps would it be **most helpful** to look at the picture?
- A when hanging the windsock from the roof
 - B when cutting long streamers from the crepe paper or tissue paper
 - C when using white glue to attach decorations
 - D when tying all four strands of string together
31. Which would **most likely** make the windsock last longer?
- A using a plastic container
 - B punching larger holes for the string
 - C putting more decorations on the container
 - D cutting shorter crepe or tissue streamers



**End of Reading
Comprehension**

ACKNOWLEDGMENTS

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

Item Number	Correct Answer	Goal
1	A	2 — Reading Comprehension strategies and drawing conclusions
2	B	2 — Reading Comprehension strategies and drawing conclusions
3	C	1 — Vocabulary usage and decoding
4	D	2 — Reading Comprehension strategies and drawing conclusions
5	C	2 — Reading Comprehension strategies and drawing conclusions
6	B	2 — Reading Comprehension strategies and drawing conclusions
7	A	2 — Reading Comprehension strategies and drawing conclusions
8	C	2 — Reading Comprehension strategies and drawing conclusions
9	B	2 — Reading Comprehension strategies and drawing conclusions
10	A	2 — Reading Comprehension strategies and drawing conclusions
11	B	2 — Reading Comprehension strategies and drawing conclusions
12	C	3 — Connecting and comparing information and author's language
13	A	3 — Connecting and comparing information and author's language
14	D	2 — Reading Comprehension strategies and drawing conclusions
15	A	2 — Reading Comprehension strategies and drawing conclusions
16	A	2 — Reading Comprehension strategies and drawing conclusions
17	D	2 — Reading Comprehension strategies and drawing conclusions
18	B	2 — Reading Comprehension strategies and drawing conclusions
19	C	3 — Connecting and comparing information and author's language
20	B	2 — Reading Comprehension strategies and drawing conclusions
21	C	2 — Reading Comprehension strategies and drawing conclusions
22	A	2 — Reading Comprehension strategies and drawing conclusions

North Carolina Test of Reading
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Answer Key

23	B	2 — Reading Comprehension strategies and drawing conclusions
24	D	3 — Connecting and comparing information and author's language
25	D	3 — Connecting and comparing information and author's language
26	C	2 — Reading Comprehension strategies and drawing conclusions
27	B	3 — Connecting and comparing information and author's language
28	C	2 — Reading Comprehension strategies and drawing conclusions
29	D	2 — Reading Comprehension strategies and drawing conclusions
30	D	2 — Reading Comprehension strategies and drawing conclusions
31	A	3 — Connecting and comparing information and author's language

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

Raw Score	Scale Score
0	297
1	298
2	299
3	301
4	302
5	304
6	305
7	307
8	310
9	312
10	314
11	316
12	319
13	321
14	323
15	324
16	326
17	328
18	330
19	332
20	333
21	335
22	337
23	339
24	341
25	343
26	345
27	348
28	351
29	354
30	358
31	362