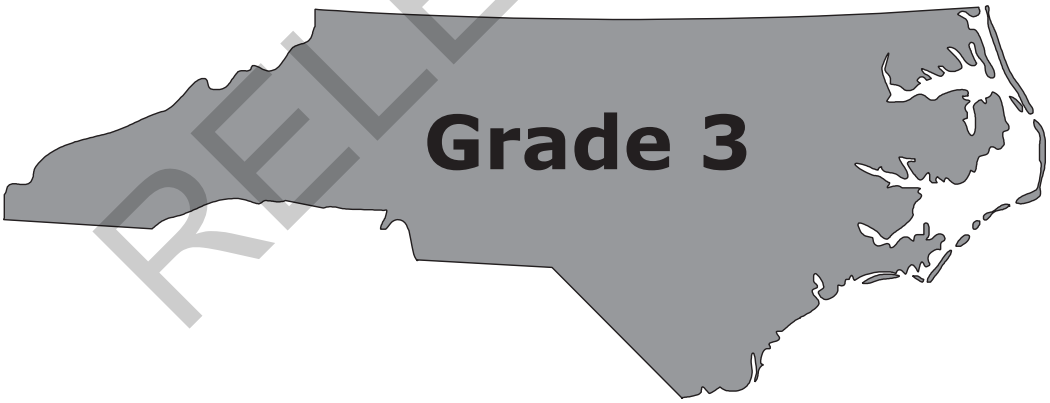
Revised 7/23/2015

Released Form

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



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Student Booklet

Academic Services and Instructional Support
Division of Accountability Services

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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.
(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,
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

STOP

Claudia's Collection

by Andrea Fitcha

"FREEZE! DON'T MOVE," said Claudia. Her friend Marcus stood perfectly still as Claudia knelt down on the sidewalk in front of him. "What's the matter?" he asked. "I don't have a bug on me, do I?"

"No," said Claudia. "I found a feather. I didn't want you to step on it."

"A feather?" said Marcus. "Big deal. Come on, we're going to be late for school."

④

It *was* a big deal to Claudia. She was a collector. When she was four years old, her grandpa had given her a tackle box full of fishing lures.* She loved sorting all the lures by color and shape and putting them into separate compartments. After that, she started collecting all kinds of things. Her room was filled with interesting objects she picked up during the day: rocks, coins, string, even paper clips. She had shells from trips to the beach, leaves and pine cones from the trees in her neighborhood, and leftover beads from her mother's craft projects. Everything she found she put into labeled shoeboxes.

"What are you bringing for Hobby Week?" asked Marcus.

"I don't know," said Claudia, as she picked up a brightly colored rock.

⑦

"What do you mean, you don't know?" said Marcus. "Bring one of your collections. You've got a million of them!"

Claudia sighed. She wanted to bring one of her collections, but she couldn't decide which one. The night before, she'd gone through all of her boxes twice. She wanted to bring something really special for Hobby Week.

When they got to school, Mrs. Wilson said, "O.K., who has a hobby to share?"

Claudia kept her hand down. She watched as Katie brought a big box up to the front of the classroom. "This is my money collection," said Katie. "My dad travels all around the

*__lures:__ used to attract fish

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world for his job, and he brings me money from the different countries he goes to." She opened the box and took out the coins and paper money. There was money from Canada, Japan, and even Australia! The class looked at all the pictures on the coins. They were surprised that paper money came in so many different colors.

Claudia frowned. She really wanted to be in front of the class, sharing her hobby. But which collection should she bring?

The next day, before school, Claudia looked over her shoeboxes again. Claudia's mother poked her head in the doorway and looked at the rows and rows of shoeboxes that lined Claudia's room. "If this keeps up, we're going to have to move your bed out into the hall," she said smiling.

"I have plenty of room," Claudia said. "I can stack them all the way to the ceiling if I have to." She noticed she was running late, so she just decided to bring her biggest collection: her rock collection.

At show-and-tell time Claudia raised her hand, but Mrs. Wilson called on Joseph first. He brought a giant wooden case to the front of the class and opened it up. Claudia groaned. It was the biggest rock collection she'd ever seen! The class oohed and aahed at all the pretty and unusual rocks.

Claudia did not raise her hand again. She hid her shoebox in her backpack until school was over.

The next day, Claudia brought her prettiest collection: her seashells. At show-and-tell time she raised her hand in the air and waved it around, but Mrs. Wilson called on Annie. Claudia watched as she brought up a big piece of poster board. Annie had glued different shells to it and labeled each one. Claudia slid down in her seat and shoved her box of shells under her desk.

The night before the last day of Hobby Week, Claudia emptied her pockets and looked at all of the things she had collected that day. She began to sort everything into several different piles. Suddenly, she had an idea. She went into the garage to find her old wagon.

The next day, Marcus brought his telescope and his book about the planets. Then Marissa showed the class all the different tricks she could do with her jump rope.

"Does anyone else have something to share?" asked Mrs. Wilson.

Claudia raised her hand. "Go ahead, Claudia," said Mrs. Wilson.

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Claudia wheeled her wagon to the front of the class. She brought out all of her shoeboxes and laid them on the table. The class murmured. There were so many boxes they barely fit on the table! Claudia opened each box. Everyone stared at the rocks, seashells, leaves, rubber bands, fishing lures, feathers, and beads.

"Wow! Look at all that stuff!" said Joseph.

"I don't get it," said Annie. "What's your hobby?"

"I collect collections," said Claudia proudly.

Everyone laughed.

"Well," said Mrs. Wilson. "This is definitely the best—and the first—collection of collections I've ever seen!"

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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.

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.

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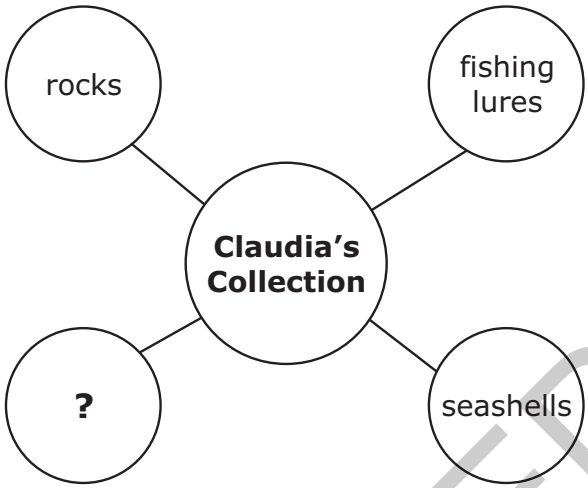
5 Which word completes the graphic organizer?



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.

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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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Camels

by Elaine Landau

If you were asked to name a desert animal, would you say the camel? Camels are mentioned in many songs, stories, and films about deserts. A camel's most unusual feature is the hump on its back. The hump is actually a lump of fat that provides the camel with energy when food is scarce.

There are two types of camels—the Arabian, or one-humped camel, and the Bactrian, or two-humped camel. Both are well suited to the desert. The camel has long, thick eyelashes that stop wind-blown sand from getting in its eyes. And its nostrils close tight to keep out sand. The camel's bushy eyebrows are also useful. They shade its eyes from the sun.

③
Camels can go without water for weeks, especially if they can feed on dew-dampened plants or desert fruits. A camel can lose one-fourth of its body weight in water without any distress.

④
Camels do not store water in their humps, but their bodies conserve water in other ways. Unlike humans, camels do not sweat much. Instead, their body temperature tends to rise slowly during the day and drop at night.

There are no longer any one-humped camels in the wild—all are domesticated.* However, some small herds of two-humped camels still roam free. Today, these animals are in danger of dying out, so they are protected by law.

*__domesticated:__ tame

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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

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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.

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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

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Freddie

by Phil Bolsta

I don't like doing homework,
I know that it will bore me.
But now I am much happier
'Cause Freddie does it for me!

He greets me at the door each day
When I come home from school.
He just can't wait to read my books—
I think that's pretty cool!

I give him all my homework,
Like history and math.
And when he's done I give him
A nice warm bubble bath!

My grades are so much better now,
Which makes my parents glad.
Freddie is the smartest dog
That I have ever had!

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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

19 In line 5, what does the word *greets* 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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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."

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Masters of Verse

by Kassandra Radomski

Dr. Seuss and Shel Silverstein—two famous authors—were experts at writing silly, rhyming poems that make kids giggle. Both caught the writing "bug" at an early age, and it went hand-in-hand with their talent for drawing kooky characters. But it was their friends who helped and encouraged them to write for children.

Dr. Seuss, born Theodore Seuss Geisel, credits his mother for his ability to write with rhythm. When he was little, she would lull him to sleep with chants she learned from selling pies in her father's bakery.

③

Dr. Seuss grew up to be a successful illustrator and cartoonist. But it was a rhythm he heard in 1937 that gave him the idea for his first children's book. Dr. Seuss and his wife were on a ship headed to Europe when a storm broke out. Dr. Seuss noticed the rhythm of the choppy waters against the boat. He began to think of words to go along with it. Days later he started a story with those words. When he was done writing it, he tried to find someone to publish it. But 27 publishers refused—the book was just too unusual. When he was about to give up, Dr. Seuss ran into a friend who agreed to publish it. That book is now called *And to Think That I Saw It on Mulberry Street*. It has sold millions of copies around the world! Dr. Seuss went on to publish more than 60 children's books.

④

Dr. Seuss was fascinated with rhymes and invented words. But he also thought rhymes helped kids pronounce words correctly. He liked writing books that encouraged kids to read, too. In *The Cat in the Hat*, he used about 220 words to create a book simple enough for beginning readers, but it became popular with everyone.

Around the time Dr. Seuss's first book was published, Shel Silverstein was just a young boy. He taught himself to draw when he was five by tracing over the comics in the newspaper. Then he began drawing his own cartoons, and making up stories to go along with them.

When Shel got older, he was still creating cartoons, but these were for adults. He was also a folk singer and songwriter. Shel's musical experience likely influenced the rhythm of his poetry. But he didn't begin writing for children until a friend convinced him he could do it.

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Go to the next page.

Shel wrote three books for kids before his book of poetry, *Where the Sidewalk Ends*, was published in 1974. It had taken him nearly 10 years to finish!

When Shel wrote poetry, he liked the words to be unplanned—to just spill out from his thoughts to the paper. He didn't like to change the words or phrases in a poem once he had written them. If someone suggested part of a poem didn't sound right, he would come up with an entirely new version of it.

9

When *Where the Sidewalk Ends* came out, many thought the silly rhymes in it were like Dr. Seuss's. Yet parents feared that some of the poems would cause kids to disobey their parents and teachers. Many school libraries banned it. Eventually, though, *Where the Sidewalk Ends* became one of Shel's best-selling children's books.

Writing and publishing their work didn't always come easily. But both Shel Silverstein's and Dr. Seuss's use of rhythm, rhyme, and silly-sounding words show us poetry can be fun.

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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.

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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

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

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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."

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The Sticky-Sticky Pine

by Florence Sakade

Once there was a woodcutter. He was very poor but very kind. Never would he tear off the living branches of a tree to make firewood. Instead, he would gather only the dead branches on the ground. He knew what happened when you tore a branch off a tree. The sap, which is the blood of a tree, would drip and drip, just as though the poor tree were bleeding. So, since he didn't want to harm the trees, he never tore off the branches.

One day he was walking beneath a high pine tree hunting for firewood when he heard a voice, saying:

"Sticky, sticky is my sap,
For my tender twigs are snapped."

The woodcutter looked and, sure enough, someone had broken three limbs off the pine and the sap was running out. Skillfully, he mended them, saying:

"Now these tender twigs I'll wrap,
And in that way stop the sap."

And he tore a piece from his own clothes to make a bandage.

No sooner had he finished than many tiny gold and silver things fell from the tree. It was money—a lot of it. The surprised woodcutter was almost covered up with it. He looked at the tree and smiled and thanked it. Then he took the money home.

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⑧
There was a great amount, and he slowly realized that he was now a very rich woodcutter indeed. Everyone knows that the pine tree is the sign of prosperity in Japan and, sure enough, the grateful pine had made him very rich.

Just then a face appeared in the window. It was the face of another woodcutter. But this woodcutter was neither nice nor kind. In fact, it was he who had torn off the branches of the pine and had broken its twigs. When he saw the money, he said: "Where did you get all that money? Look how nice and bright it is."

The good woodcutter held up the money so the other could see. It was oblong in shape, the way money used to be in Japan, and he had five basketfuls. He told the bad

Go to the next page.

woodcutter how he had gotten the money.

"From that big pine tree?"

"Yes, that was the one."

"Hmm," said the bad woodcutter and ran away as fast as he could go. He ran right up to the old pine tree, and the tree said:

"Sticky, sticky is my blood.
Touch me, you'll receive a flood."

"Oh, just what I want," said the bad man, "a flood of gold and silver." He reached up and broke off another branch. The pine tree suddenly showered him, but it showered him with sticky, sticky sap—not gold and silver at all.

The bad woodcutter was covered with sap. It got in his hair and on his arms and legs. Since it was so sticky, he couldn't move and though he called for help, no one could hear him. He had to remain there for three days—one day for each branch—until the sap became soft enough for him to drag himself home.

And, after that, he never broke another branch off a living tree.

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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

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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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.

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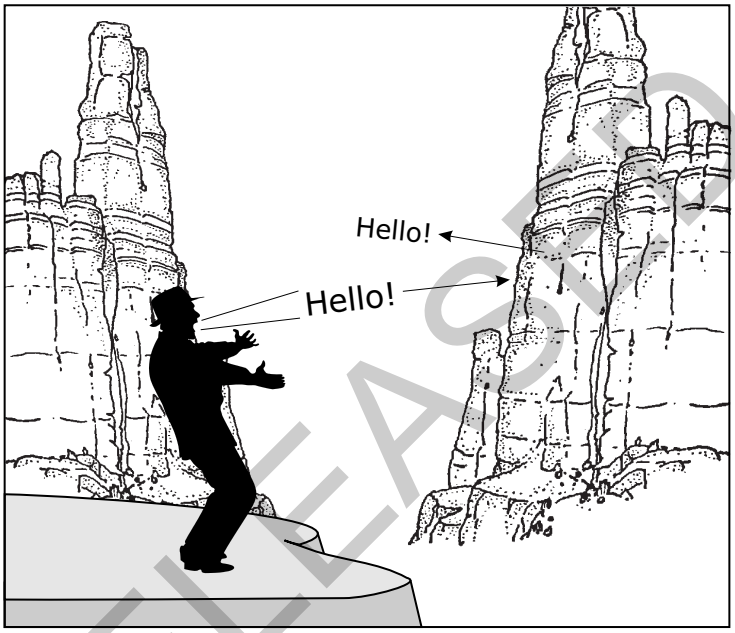
Echoes . . . Echoes . . . Echoes . . . Echoes

Have you ever heard echoes? You might hear them when you are in the mountains or a cave. You shout "hello," and from somewhere, you hear "hello" back. It's rather spooky the first time you hear your echo. An echo is your own voice answering you!



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You don't have to go to the mountains or caves to hear your echo. You can hear your echo in your backyard no matter where you live.

What You Need:

- a garden hose 50 feet long or longer
- your voice and your ear

What You Do

3

The garden hose MUST be EMPTY with no water in it. Ask an adult to empty the hose for you if it contains water. Bring the two ends of the hose together. Hold one end up to your mouth and the other end up to your ear. If there is a lot of noise around, ask a friend to cover your other ear.

Go to the next page.

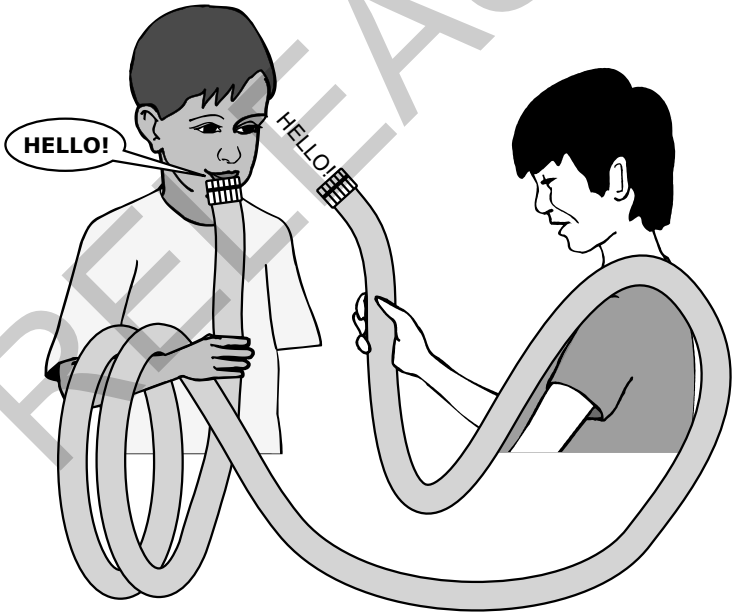
Shout "hello" into the hose. You will hear an echo "hello" from the end of the hose at your ear. Shout again and your echo will repeat what you shout.

The Science Secret

Sound travels through the air. It travels very fast, but it does take time. If a friend stands far away from you and claps his hands together, you will see him clap before you hear him clap. The sound of his clap takes time to travel to your ear. This is what causes an echo. You hear yourself shout "hello" when you first shout it, but your "hello" also travels through the air inside the hose, and after it travels all the way through the hose, it returns to your ear and you hear it again.

That's the way mountain echoes work too. Your "hello" travels through the air until it hits a mountainside. Then it bounces back, and you hear it again. Of course, it traveled a long way before you heard it again, so it sounds like "someone else."

Your echo in the hose will be better if your "hello" has to travel farther before coming back to your ear, too. If you have a 100 foot garden hose, try that!



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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

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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

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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.

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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.**

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STOP

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