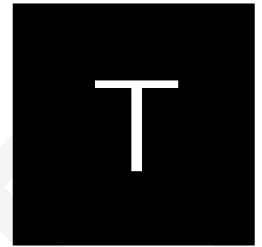


Name

RELEASED FORM

Grade 4

Form T



North Carolina

End-of-Grade Tests—Grade 4

Reading Comprehension

Public Schools of North Carolina
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State Board of Education
Department of Public Instruction
Division of Accountability Services/North Carolina Testing Program
Raleigh, North Carolina 27699-6314



The Quarrel of the Quails

Once upon a time many quails lived together in a forest. The wisest of them all was their leader.

A man lived near the forest and earned his living by catching quails and selling them. Day after day he listened to the note of the leader calling the quails. By and by this man, the fowler, was able to call the quails together. Hearing the note, the quails thought it was their leader who called.

When they were crowded together, the fowler threw his net over them, and off he went into the town, where he soon sold all the quails that he had caught.

The wise leader saw the plan of the fowler for catching the quails. He called the birds to him and said, "This fowler is carrying away so many of us, we must put a stop to it. I have thought of a plan; it is this: The next time the fowler throws a net over you, each of you must put your head through one of the little holes in the net. Then all of you together must fly away to the nearest thorn bush and free yourselves."

The quails said that was a very good plan and they would try it the next time the fowler threw the net over them.

⑥ The very next day the fowler came and called them together. Then he threw the net over them. The quails lifted the net and flew away with it to the nearest thorn bush, where they left it. They flew back to their leader to tell him how well his plan had worked.

The fowler was busy until evening getting his net off the thorns, and he went home empty-handed. The next day the same thing happened, and the next. His wife was angry because he did not bring home any money, but the fowler said, "The fact is those quails are working together now. The moment my net is over them, off they fly with it, leaving it on a thorn bush. As soon as the quails begin to quarrel, I shall be able to catch them."

⑧ Not long after this, one of the quails in alighting on their feeding ground, stepped by accident on another's head. "Who stepped on my head?" angrily cried the second. "I did, but I didn't mean to. Don't be angry," said the first quail, but the second quail was angry and said mean things.

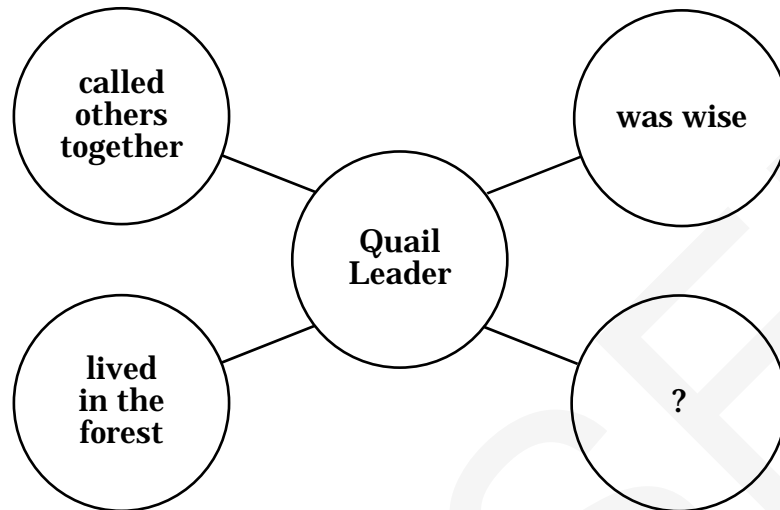
Soon all the quails had taken sides in this quarrel. When the fowler came that day, he flung his net over them, and this time instead of flying off with it, one side said, "Now, you lift the net," and the other side said, "Lift it yourself."

"You try to make us lift it all," said the quails on one side. "No, we don't!" said the others. "You begin and we will help." But neither side began.

⑪ So the quails quarreled, and while they were quarreling the fowler caught them all in his net. He took them to town and sold them for a good price.

1. At the beginning of the selection, how was the fowler able to trick the quails?
- A He planted a trap to catch the quail leader.
 - B He invited the quails into his home and then locked them up.
 - C He captured the quail leader and the quails came to rescue him.
 - D He listened to the sound of the quail leader and used the same sound to call them.
2. Why did the quails fly to a thorn bush once they were caught?
- A to start a quarrel
 - B to find their leader
 - C to get rid of the net
 - D to confuse the fowler
3. In paragraph 8, what does the word *alighting* mean?
- A flying
 - B sitting
 - C landing
 - D lifting
4. In paragraph 11, why were the quails quarreling?
- A The quails could not agree on how to escape the fowler's net.
 - B The fowler had stepped on a quail's head.
 - C The quails did not agree with their leader's decision.
 - D The fowler had tricked the quails.
5. How did the quails change between paragraph 6 and the last paragraph?
- A from afraid to brave
 - B from foolish to wise
 - C from fighting to being helpful
 - D from working together to disagreeing

6. According to the selection, which characteristic of the quail leader belongs in the graphic organizer?



- A lifted the net
- B created a plan
- C said mean things
- D quarreled with others
-
7. Which sentence from the selection tells the reader that this is a fable?
- A “A man lived near the forest and earned his living by catching quails and selling them.”
- B “The wise leader saw the plan of the fowler for catching the quails.”
- C “His wife was angry because he did not bring home any money.”
- D “‘You try to make us lift it all,’ said the quails on one side.”

Tickled by a Butterfly

by Keith D. Waddington

I was walking with my family on a trail in Shenandoah National Park in Virginia. The trail wound through woods, up and down hills. It was a hot day. We wore shorts and T-shirts, even though the mosquitoes were hungry. We had been on the trail for two hours, and we were tired. My two daughters, Lisa and Michelle, stumbled along in front of me.

Suddenly, I saw a question-mark butterfly (named for the small white marks on its wings). It flew from the trail's edge directly onto my hand. I was startled. I lifted my hand to take a closer look.

Every butterfly has a tube-shaped organ called a *proboscis* (pro-BOSS-iss). It works like a soda straw and, in most butterflies, is used to suck sugary nectar from the inside of flowers.

This butterfly's proboscis was touching my wrist. I called to my family, and they ran back to me. "Why is that butterfly sucking sweat on your hand, Dad?" Lisa asked. "Sweat does not contain sugar, does it?"

No, sweat does not contain sugar. Part of the answer to Lisa's question is that question-mark butterflies do not usually visit flowers as other butterflies do. Instead, they suck juices of rotting fruits and dead

animals. They'll also eat sticky sap on tree trunks. Flowers are used only when they cannot find these foods.

I have never thought of myself as looking like rotting fruit or a dead squirrel. But the sweat on my hand may have some of the same things in it as the question mark's natural foods. Sweat has water and some salts that butterflies like. Touch the tip of your tongue to your sweaty wrist. You can taste the salt.

Most butterflies, including the question mark, usually get salt from the ground. You may see butterflies sucking salt at the edges of drying mud puddles. Scientists call this *puddling*. I have seen more than one hundred butterflies around a small puddle at one time.

I guess the question-mark butterfly at Shenandoah Park had learned to get a tasty treat from people on the trail. It may have learned this by landing on a hiker like me and tasting his sweaty skin. Or maybe a person's skin has a special smell that attracts these butterflies.

When we were leaving the park, I wondered about that butterfly. How many people had it visited along that beautiful wooded trail?

8. What is the *main* purpose of this selection?
- A to inform the reader about question-mark butterflies
 - B to entertain the reader with a humorous story
 - C to describe Shenandoah National Park to the reader
 - D to persuade the reader to visit Virginia
9. In the first paragraph, what is meant by “the mosquitoes were hungry”?
- A The mosquitoes had stopped eating.
 - B The mosquitoes were biting the hikers.
 - C The mosquitoes were feeding on flowers.
 - D The mosquitoes looked smaller than usual.
10. In the third paragraph, what is the purpose of the letters in parentheses?
- A to give the word’s part of speech
 - B to give the definition of the word
 - C to show where the word came from
 - D to show the pronunciation of the word
11. What is the job of the proboscis of *most* butterflies?
- A to suck nectar from flowers
 - B to suck juices of rotting fruit
 - C to gather sticky sap on tree trunks
 - D to gather sweat from people’s skin

12. Which experience *best* helps the reader understand how a butterfly's proboscis works?
- A growing flowers in a school garden
 - B taking a walk with an adult in a forest
 - C drinking milk with a straw at lunch
 - D watching butterflies migrate for the winter
13. Which statement *best* explains why the butterfly landed on the author's hand?
- A The author had sweaty skin.
 - B The author was hiking the trail.
 - C The author had sugar on his hand.
 - D The author was sitting near a mud puddle.
14. How are question-mark butterflies different from other butterflies?
- A They eat with a proboscis.
 - B They eat nectar from flowers.
 - C They eat juices from rotting fruit and dead animals.
 - D They eat salt from drying mud puddles.
15. The narrator would *most likely* agree with which opinion?
- A Butterflies that land on people can be very scary.
 - B Question-mark butterflies have unusual eating habits.
 - C Question-mark butterflies should have a different name.
 - D Rotting fruit is the best food for most kinds of butterflies.

Animals and Light

from *World Book's Young Scientist, Volume 2*

Your view of the world is very different from that of a cat, a dog, an owl, or an insect. Different species of animals have different kinds of eyes to suit the way they live.

Night-hunters

Owls hunt for food at night. They need to make use of all the available light. They must also be able to judge distances accurately so that they can swoop onto their prey. Owls have huge eyes that face forwards. When it is dark, the pupils in the owl's eyes are very large, to let in as much light as possible.

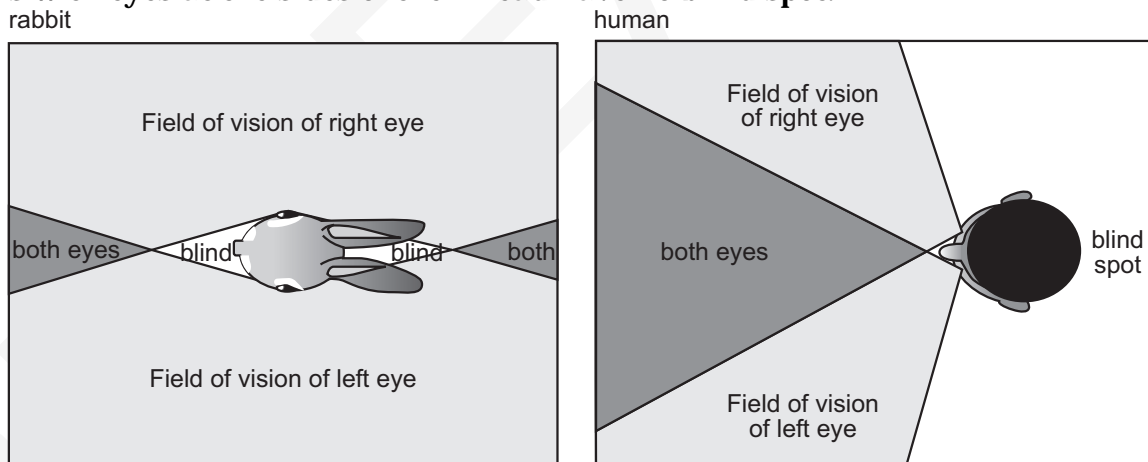
Owls sometimes feed on rabbits. Rabbits have eyes on the sides of their head for an all-around view. They need to keep alert for signs of danger, such as a hunting owl.

The cat also has good nighttime vision. When a cat has just come in from the dark, its eyes look black. Its pupils are wide open to catch every possible ray of light.

Fields of Vision

When you look steadily at an object, everything that you see straight ahead of you and to the sides is in your field of vision. Animals whose eyes are on the sides of their head, such as rabbits, have a large field of vision. They can see almost all around them, which helps them to escape from predators.

Humans and some animals, such as owls, have a smaller field of vision because their eyes face forwards. Their field of vision has an area of blindness called the blind spot. Animals with eyes at the sides of their head have no blind spot.



Compound Eyes

The eyes of most insects are quite different from ours. Each eye is made up of many tiny lenses set at different angles. The eyes of some insects are made up of thousands of these lenses. This type of eye is called a compound eye. Although insects cannot move or focus their eyes, some can see all around them.

The bee notices moving objects when light or shade moves across different parts of its compound eyes.

The bee also sees ultraviolet light, which is invisible to our eyes. The petals of some flowers, particularly yellow ones, have elaborate patterns which show up under ultraviolet light. These patterns attract the bees to the flowers. Bees are unable to see the color red.

16. What is the purpose of the subtitles?
- A to tell the reader what each section is about
 - B to give the most important information
 - C to describe each animal in a different section
 - D to help the reader understand eye types
17. What *best* describes a field of vision?
- A how an animal or person sees in the dark
 - B all that can be seen by the eyes
 - C the area of blindness called the blind spot
 - D the ability to see ultraviolet light
18. Which detail from the selection *best* supports the idea that a rabbit's field of vision is larger than a human's?
- A "They need to keep alert for signs of danger, such as a hunting owl."
 - B "When you look steadily at an object, everything that you see straight ahead of you and to the sides is in your field of vision."
 - C "They can see almost all around them, which helps them to escape from predators."
 - D "Their field of vision has an area of blindness called the blind spot."

19. According to the diagrams, which animal would have the hardest time seeing its own nose?

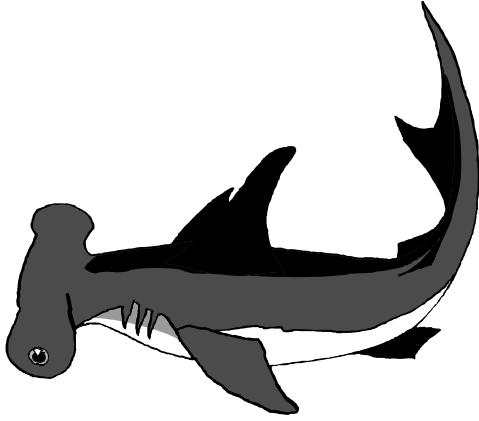
- A cat
- B human
- C owl
- D rabbit

20. When a human enters a dark room, why are his or her pupils likely to get larger?

- A to let in as much light as possible
- B to increase the field of vision
- C to overcome the large blind spot
- D to prevent tears

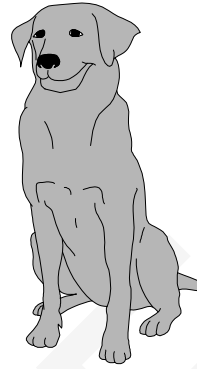
21. Which animal would have a field of vision similar to a rabbit's?

A



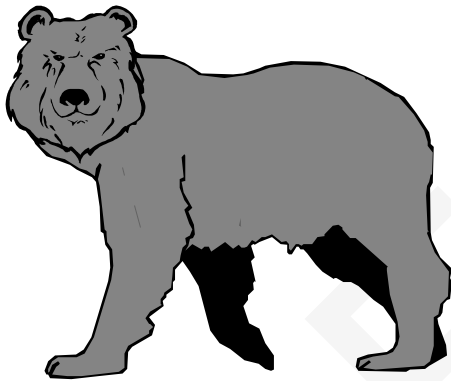
a hammerhead shark

B



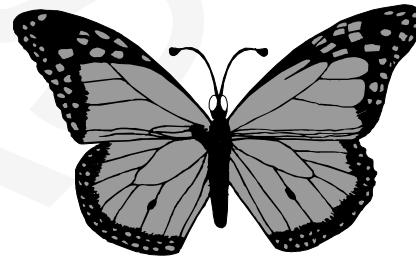
a golden retriever

C



a grizzly bear

D



a monarch butterfly

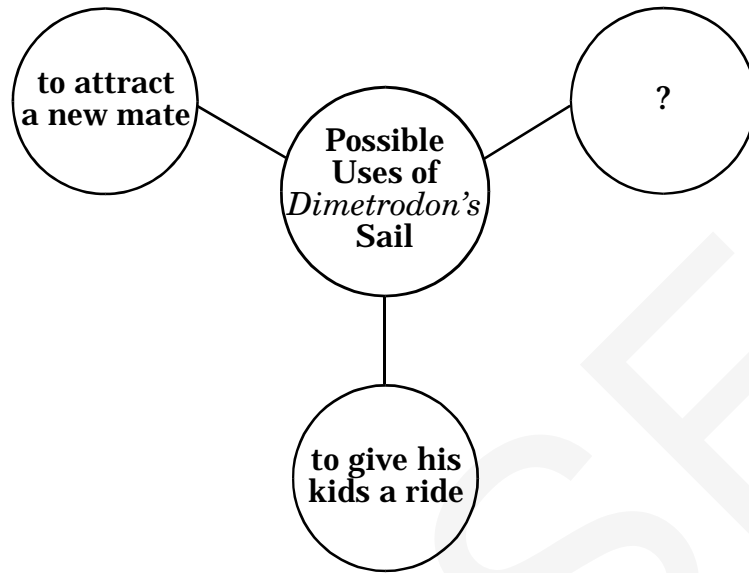
Dimetrodon's Sail

by Jeff Moss

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22. What is the *main* purpose of the poem?
- A to give a warning about *Dimetrodon*
 - B to present factual information about *Dimetrodon*
 - C to convince people that *Dimetrodon* did exist
 - D to entertain the reader with ideas about *Dimetrodon*
23. What is the purpose of lines 1–4?
- A to introduce the rest of the poem
 - B to provide specific examples
 - C to confuse the reader
 - D to give the speaker’s opinion
24. In line 6, the speaker says that some think *Dimetrodon* “turned [his sail] full face toward the sun.” What could replace the words “full face”?
- A halfway
 - B completely
 - C away
 - D folded under
25. In the speaker’s opinion, what was *Dimetrodon* other than a dinosaur?
- A teacher
 - B child
 - C father
 - D friend

26. Which phrase *best* completes the graphic organizer?



- A to make him faster
- B to fight off enemies
- C to help him hide from others
- D to keep warm

27. What is the speaker's opinion about *Dimetrodon's* sail?

- A *Dimetrodon's* sail might have kept him warm.
- B *Dimetrodon's* sail might have been used to attract a mate.
- C The use of *Dimetrodon's* sail is still largely a mystery.
- D *Dimetrodon's* sail might have been used as a sailboat.

28. In the poem, why is the word *Dimetrodon* in italics?

- A to show that the author named the dinosaur *Dimetrodon*
- B to show that *Dimetrodon* is part of the dinosaur's scientific name
- C to explain to the reader how to pronounce the word *Dimetrodon*
- D to explain why the word *Dimetrodon* is repeated in the poem

Fire Under the Sea

During a fire, hot air and smoke always rise, leaving cooler, fresher air near the floor. This is why you should drop to the floor immediately when you smell smoke. This simple experiment illustrates how smoke rises.

What You'll Need:

- long piece of string
- narrow-necked small bottle
- glass jar large enough to hold the small bottle
- hot and cold water
- red food coloring

What to Do:

1. Tie end of string around neck of small bottle.
2. Then tie other end of string around neck of bottle to create a loop.
3. Pour cold water into large glass jar until it's $\frac{3}{4}$ full.
4. Fill small bottle with hot water. Add food coloring and stir.
5. Hold bottle by loop of string. Lower gently into jar of cold water.
6. Watch your underwater "fire" in action.

How does this work? Hot water, like the hot air and smoke in a fire, rises. When water and air are heated, the molecules* expand, which makes them lighter than the heavier, colder water or air. The hot, red-colored water from the experiment acts in the same way that hot air and smoke do in a fire.

*molecules: small pieces



29. What is the purpose of the experiment in this selection?
- A to show the color of fire
 - B to show why smoke rises
 - C to measure cold and hot water
 - D to explain how to build a fire underwater
30. According to the selection, what should a person who smells smoke do first?
- A call for help
 - B stay perfectly still
 - C run to the nearest exit
 - D drop to the floor immediately
31. What is the purpose of including a list of materials needed?
- A to make the project safer
 - B to show how to do the experiment
 - C to help prepare for the experiment
 - D to tell what the project will look like
32. What is the effect of adding red food coloring to the water?
- A It chills the water.
 - B It expands the molecules.
 - C It makes the "fire" visible.
 - D It causes the smoke to rise.

33. Why is the word *fire* written in quotation marks in step 6?
- A to show the fire is not a real fire
 - B to show there is danger with fire
 - C to show how to say the word fire
 - D to show what the word fire means
34. What happens when water and air are heated?
- A The color changes.
 - B The molecules expand.
 - C The temperature drops.
 - D The weight increases.
35. Why is this selection *most likely* called “Fire Under the Sea”?
- A The small bottle looks like a seashell.
 - B The experiment must be done at the beach.
 - C The red food coloring makes the water look like fire.
 - D The experiment must be done with water from the ocean.

The Hero in Tent Three

by Nancy Edwards

Abby tried to smile. “Bye, Mom. Bye, Dad,” she called. Abby waved until her parents’ car disappeared behind a curve and was swallowed up by rows of pine trees. She sank down onto her rolled-up sleeping bag. “Don’t worry about me,” she whispered. “I’ll be fine.”

“You’ve never been to camp before, have you?”

Abby looked up. A tall brown-haired girl stood beside her. A pair of binoculars hung around her neck, and a bird book peeked out from under one arm.

“My name’s Willowby,” she said. “Monica Willowby. This is my third time here.” She looked at Abby’s nametag. “You’re in my tent, Madison. Just follow me and you’ll be fine.”

Patches of sunlight made steppingstones as Abby followed Willowby along the path.

“Hey, Willowby!” someone called.

“Jessi!” Willowby rushed to give the girl an enthusiastic hug.

“Hi, Willowby,” said another camper.

“How have you been, Monica?” asked a counselor.

It seemed as though everyone they passed knew Willowby. “You must know a lot about camping,” Abby said.

“I’ll say. I won the best all-around camper award last year,” Willowby said. “Stick with me and pretty soon you’ll think you were born in the woods.”

“Here we are— tent three.” Willowby pulled back the canvas flap and let Abby go in first. “That’s your cot over there. Use the crate beside it for a dresser. As soon as you’re ready, we’ll go meet the others at the flagpole.”

Abby fumbled with her suitcase zipper as she tried to hurry. Keeping up with Willowby wasn’t going to be easy.

At swim time Willowby cut through the water like a dolphin.

“Good job, Willowby!” called the lifeguard. “Great form!”

Abby swam like a puppy.

“You’ve got to learn to put your face in the water, Madison,” Willowby said. “Come on, Jessi. Race you to the deep end.”

During arts-and-crafts time Willowby was the first to finish her friendship bracelet.

“Wonderful, Willowby,” the counselor said. “Nice colors and design.”

Abby pulled at her threads, trying to untangle them.

“Want some help?” Willowby asked.

“Oh, Willowby, help me first,” Jessi pleaded before Abby could answer. Willowby turned to Jessi, and the two girls huddled together, laughing and talking.

On the nature hike Willowby identified more birds than even the counselor. Abby only knew the robin and the blue jay.

“You’d better borrow my bird book tonight,” Willowby said.

At the campfire Willowby knew all the words to all the songs. Her marshmallows never caught on fire or fell off her stick. After the last song Abby walked slowly back to tent three, kicking at little white stones in the moonlight.

“Don’t you just love camp?” Willowby asked when they were back inside their tent. Abby could only sigh.

That night, zipped inside her sleeping bag, Abby dreamed. She dreamed she paddled a canoe so fast it flew over the lake. She dreamed she hit a home run and her

whole team cheered. She dreamed the head counselor announced, “Best first-time camper— Abby Madison!” while Willowby hung a medal around her neck. It was a wonderful dream, but it ended with a frightened cry.

“Spider!”

Abby’s eyes flew open. Willowby was crouched on the edge of Abby’s cot, pointing a shaking finger at a huge spider. It dangled by a silky thread exactly over Willowby’s pillow.

“I can’t stand spiders!” Willowby sobbed, her face hidden in her hands.

“Want me to get a counselor?” Abby asked.

“No!” Willowby grabbed Abby’s arm. “I can’t let them know I’m afraid. What kind of camper would they think I am?” She looked at Abby with pleading eyes. “Abby, have you ever gotten rid of a spider before?”

Trembling, Abby shook her head.

Willowby sniffed. “I wish it would just go away.”

Abby took a deep breath. Slowly she unzipped her sleeping bag. Picking up Willowby’s bird book, she inched across the tent floor.

“Come on, spider,” she whispered, holding the book under its eight wiggling legs.

As soon as the spider dropped onto the book, Abby broke its silk with her finger, carried it outside, and dumped it in the grass. “Now, go eat some mosquitoes!” she told it.

When Abby came back, Willowby jumped up from the cot. “You did it!” she whispered, hugging her and jumping up and down. “Thanks, Madison,” she said.

The next days flew by. On the last night of camp, awards were given out around the campfire. Willowby won the arts-and-crafts award. Jessi was best all-around camper. The list went on and on. Abby sat quietly, staring into the fire. Afterward she and Willowby walked back to their tent, making designs on the path with their flashlights.

“Did you like your week here?” Willowby asked.

“It was fun,” Abby said, “even if I don’t have a medal to show for it.”

“But you do!” Willowby exclaimed. She stepped into their tent, reached under her sleeping bag, and pulled out a homemade medal. Glitter-covered letters spelled out the word HERO.

“To Abby Madison,” Willowby announced, hanging the medal around her neck. “The hero in tent three!”

36. Which word *best* describes how Abby felt when she arrived at camp?
- A comfortable
 - B disappointed
 - C enthusiastic
 - D unsure
37. Which word *best* describes Willowby?
- A brave
 - B confused
 - C confident
 - D shy
38. Why did Abby think that keeping up with Willowby was going to be hard?
- A Willowby won the best all-around camper award last year.
 - B Willowby won the swimming competition.
 - C Willowby had decided to become a camp counselor.
 - D Willowby was the fastest girl at camp.
39. Why did Willowby give Abby a “hero” medal?
- A Willowby felt sorry for Abby.
 - B Abby caught and released the spider.
 - C Abby paddled the canoe across the lake.
 - D Willowby was the best at arts and crafts.
40. How is Abby different from Willowby?
- A Abby sings better than Willowby.
 - B Abby is less outgoing than Willowby.
 - C Abby is a better swimmer than Willowby.
 - D Abby is more afraid of spiders than Willowby.
41. How does Abby change from the beginning to the end of the selection?
- A She is brave at the beginning and afraid at the end.
 - B She is nervous at the beginning and self-confident at the end.
 - C She is confident at the beginning and scared at the end.
 - D She is excited at the beginning and bored at the end.

42. What would *most likely* have happened if Willowby had been alone in the tent with the spider?
- A Willowby would have slept outside in the woods.
 - B Willowby would have gotten rid of the spider herself.
 - C Willowby would have yelled for a counselor to come to her tent.
 - D Willowby would have stayed huddled on the cot until the spider left.

43. Based on the selection, what will *most likely* happen the next year?
- A Abby and Willowby will return to the same camp.
 - B Abby and Willowby will go to different camps.
 - C Abby and Willowby will not stay friends.
 - D Abby and Willowby will not go back to camp.

Fast Elephants

by Jack Myers, Ph.D., Senior Science Editor

Dr. John Hutchinson went to Thailand with a team of scientists to study a question about fast-moving elephants: are they running, or are they just walking fast?

In case you had not noticed, there are differences between walking and running. If you are walking and try to go faster and faster, suddenly you feel the bouncy motion of running.

It all seems so easy, but some big changes take place when you start to run. Without thinking, you change the way your feet hit the ground. In walking, one foot is always on the ground. In running, there is a short period of time when you are “coasting through air” and neither foot is on the ground. Also, your up-and-down motion changes. In walking, your body is highest when only one foot is on the ground. In running, your body is lowest when a foot is on the ground.

How Horses Run

A similar change from walking to running also occurs in most four-footed animals, though it has to be a little more complicated. A galloping horse is a good example. In changing from a walk to a fast gallop, the horse changes its gait by putting its feet down in a new order. Even with four feet, there is a short period of time when no foot is touching the ground.

The horse’s up-and-down motion must alternate between hips and shoulders. As in humans, this motion in running is the opposite of that in walking. So when most animals go from walking to running, both pairs of legs (front and back) make the change at the same time.

When Elephants Go Fast

For a long time, people have noticed that there seems to be something strange about the walking-to-running change in elephants. As Dr. Hutchinson wrote, “The fastest gait used by elephants has been commonly described as a walk, amble, trot, pace, rack, or a running walk.”

Dr. Hutchinson’s partners on the team were all scientists who study *biomechanics*—how animals use their muscles to move. You can see why this team would want to study what seemed to be the special case of elephant movement.

A BIG Race

⑧ Asian elephants of Thailand were easy to study because they have been domesticated to work in fields and forests. Each elephant works with a *mahout*, a man who has been with it so long that the man and the elephant communicate with each other and trust each other.

⑨ The team was able to study 42 elephants. First, they used a harmless paint to mark spots on the elephants’ bodies. That way, videos would show how their feet, legs, hips, and shoulders were moving. The scientists marked off a course of 30 meters (about 30 yards) long. It was easy for a mahout to use a little coaxing and cheerleading to get his elephant hurrying over the course. Once the elephant got up to speed, the scientists took videos and timed the elephant.

As you might expect, some elephants were faster than others. Twenty of them completed the course in six seconds. And three elephants finished in less than

five seconds. That meant their speed was at least fourteen miles per hour. That's faster than I can run and probably faster than you can run.

Half Runs, Half Walks

But the videos were not like those for other running animals. Elephants always kept at least one foot on the ground and never changed the up-and-down footfall pattern shown by the videos. The easiest way to describe their movement is to say that when an elephant is moving fast, its hips and hind legs seem to be running but its shoulders and front legs seem to be walking.

In most animals, the several indicators of walking and running all go together. Since this does not happen in elephants, Dr. Hutchinson did not try to decide whether fast-moving elephants are really running.

As a cautious scientist, he concluded: "Our observations suggest that at greater speeds elephants do more than merely walk."

Do Elephants Bounce?

Dr. Hutchinson has asked another question about how elephants move fast. Many animals save energy when they run by keeping the leg muscles tensed as the foot touches the ground. That way, the downward force of their bodies stretches the tendons and muscles like rubber bands. Then these animals can use the bouncy springiness of stretched tendons and muscles to help push upward and forward for the next step. But it will take more work to find out whether elephants can also use that trick.

44. What does the third paragraph help the reader to do?
- A tell how to walk and run correctly
 - B tell how elephants walk and run
 - C compare the way people walk and run
 - D compare the way people and animals walk and run
45. According to paragraph 8, what does the word *domesticated* mean?
- A discovered
 - B measured
 - C protected
 - D tamed

46. In paragraph 9, what was *most important* in getting the elephants to move through the course?
- A the mahouts
 - B the scientists
 - C the paint
 - D the video
47. According to the selection, how are elephants different from other four-footed animals when they move fast?
- A Elephants save energy by doing tricks.
 - B Elephants always have one foot on the ground.
 - C Elephants coast through the air when moving fast.
 - D Elephants change their up-and-down foot pattern when they run.
48. Which sentence from the selection shows what scientists discovered about elephants?
- A “Each elephant works with a *mahout*.”
 - B “As you might expect, some elephants were faster than others.”
 - C “Our observations suggest that at greater speeds elephants do more than merely walk.”
 - D “Dr. Hutchinson has asked another question about how elephants move fast.”

49. Which is the purpose of the bold print in the selection?
- A to ask the reader questions about elephants
 - B to let the reader know to read these sections aloud
 - C to brainstorm ideas about elephants for the reader
 - D to inform the reader about each section's topic
50. In which school report would a student *best* be able to use the information in this selection?
- A "How Elephants Move"
 - B "How Elephants Are Trained"
 - C "Elephants Walking in Thailand"
 - D "Comparing Asian and African Elephants"



**End of Reading
Comprehension**

ACKNOWLEDGMENTS

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Adapted from “Animals and Light,” *World Book’s Young Scientist*, Vol. 2. © 1997 World Book, Inc. By permission of the publisher. All rights reserved. www.worldbookonline.com. (Pg. 46–47).

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**North Carolina Test of Reading
Grade 4 Form T RELEASED Fall 2009
Answer Key**

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

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Grade 4 Form T RELEASED Fall 2009
Answer Key**

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

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		conclusions, identifying and interpreting elements of fiction and nonfiction
32	C	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
33	A	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
34	B	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
35	C	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
36	D	3 – Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
37	C	3 – Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
38	A	3 – Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
39	B	3 – Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
40	B	3 – Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
41	B	3 – Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
42	D	3 – Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
43	A	3 – Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, themes
44	C	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
45	D	1 – Vocabulary usage and decoding
46	A	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of

**North Carolina Test of Reading
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Answer Key**

		fiction and nonfiction
47	B	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
48	C	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
49	D	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
50	A	2 – Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction

**North Carolina Test of Reading
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Raw to Scale Score Conversion**

Raw Score	Scale Score
0	314
1	315
2	316
3	316
4	317
5	318
6	318
7	319
8	320
9	321
10	322
11	323
12	324
13	325
14	326
15	327
16	328
17	330
18	331
19	332
20	333
21	334
22	335
23	336
24	337
25	337
26	338
27	339
28	340
29	341
30	342
31	343
32	344
33	344
34	345
35	346
36	347
37	348
38	349
39	350
40	351
41	352

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Grade 4 Form T RELEASED Fall 2009
Raw to Scale Score Conversion**

42	353
43	355
44	356
45	358
46	359
47	361
48	364
49	366
50	370