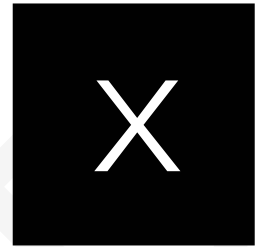


Name

RELEASED FORM

Grade 7

Form X



North Carolina

End-of-Grade Tests—Grade 7

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



Second Best

by Maureen Crane Wartski

1. Which statement **best** describes how Jim feels about his cousin?
- A Jim does not like his cousin and feels angry around him.
 - B Jim likes his cousin but feels that his cousin can be somewhat controlling.
 - C Jim enjoys his cousin's company but feels that his cousin tries too hard.
 - D Jim thinks his cousin is rude and feels that he boasts too much.
2. In the third paragraph, what is the meaning of the word *ruefully*?
- A full of anger and worry
 - B full of disappointment and regret
 - C full of impatience and haste
 - D full of anticipation and excitement
3. In paragraph 18, why does the author italicize the words "*Breathe easy, . . . take gentle, even breaths and you'll get out of this*"?
- A to organize the actions Jim will take
 - B to define information that Jim will need
 - C to show that Jim is attempting to speak these words calmly
 - D to emphasize that these words are part of Jim's inner thoughts
4. Based on the selection, which situation would cause a diver to develop an illness called the bends?
- A breathing too hard underwater
 - B rising to the water's surface too quickly
 - C struggling frantically underwater
 - D running out of air in the air tank

Second Best

by Maureen Crane Wartski

5. Which statement is **best** supported by the last paragraph in the selection?
- A Chad is a boastful person.
 - B Chad will be more cautious in the future.
 - C Chad has gained new respect for his cousin.
 - D Chad is happy to no longer be trapped in the cave.
6. Which statement **best** describes how the events in this selection will **most likely** affect Jim in the future?
- A He will be more adventurous.
 - B He will become a better diver.
 - C He will be more self-confident.
 - D He will become afraid to dive with his cousin.

Extra Innings

by Diana Star Helmer

7. What is the purpose of the selection?
- A to emphasize the importance of women's sports
 - B to describe a woman's research into women's league baseball
 - C to point out the differences between men's and women's sports
 - D to persuade the reader that women should play professional sports
8. What is the purpose of beginning the selection with information about Merrie Fidler's experience with sports?
- A to explain why she decided to become a physical education teacher
 - B to point out how well women athletes were treated in the 1960s
 - C to establish a basis for her later interest in women's professional sports
 - D to describe her as an active supporter of equal opportunities for women
9. Which event caused Merrie Fidler to learn about the Girls Softball League?
- A investigating why more women did not play men's sports
 - B writing her thesis for a master's degree in physical education
 - C being disappointed over not being allowed to play Little League
 - D writing a newspaper article on women in intramural sports
10. Based on the selection, which statement *best* expresses a difficulty the researcher faced?
- A By the 1970s, very little research had been done on women's teams.
 - B There was an overabundance of books to read about women's teams.
 - C The Girls Softball League was so active that gathering information was hard.
 - D Merrie Fidler received almost no help in writing about the Girls Softball League.

Extra Innings

by Diana Star Helmer

11. With which statement would Merrie Fidler *most likely* agree?
- A The Blue Sox team is still popular in South Bend.
 - B Men deserve to have access to more professional teams.
 - C A great deal has been written about women's professional baseball.
 - D The Girls Softball League was important to the history of women's sports.
12. Besides the sports editors of the newspapers, what other source could Merrie Fidler *most likely* have contacted to gain information regarding the Girls Softball League?
- A the people who used to maintain the softball fields
 - B the women who used to play in the league
 - C the people who used to work at the concession stands
 - D the women who used to make the women's uniforms

Tracking the Elephants

by George W. Frame

13. What is the purpose of the selection?
- A to clear up myths about elephants
 - B to demonstrate the training of elephants
 - C to describe the eating habits of elephants
 - D to explain some patterns of elephant behavior
14. Which statement about elephants is **best** supported by the selection?
- A They learn through experience.
 - B They search for food with their mates.
 - C They adopt abandoned baby elephants.
 - D They travel long distances each season.

Tracking the Elephants

by George W. Frame

15. According to the selection, what is the significance of marks and scars on the elephants?
- A They help baby elephants find their mothers.
 - B They permit elephants to show off their victories.
 - C They show the elephants that have been wounded.
 - D They allow the trackers to identify certain elephants.
16. Based on the selection, which is the **best** example of an elephant's cunning nature?
- A raiding farms at night
 - B traveling as a group
 - C drinking from a reservoir
 - D eating a diet of corn and millet
17. Which relationship is **most similar** to the one below?
- reserve : elephants
- A zoo : tourists
 - B tigers : jungle
 - C house : humans
 - D children : playground
18. What can readers infer about the author of the selection?
- A He is an experienced elephant hunter.
 - B He is afraid of most large elephants.
 - C He respects the intelligence of elephants.
 - D He wants to keep elephants away from humans.

Secret Talk

by Eve Merriam

19. Which word **best** describes the friendship discussed in the poem?
- A agreeable
 - B jealous
 - C new
 - D silly
20. What seems to be **most important** in the friendship described in this poem?
- A spending time together
 - B having adventures together
 - C sharing secrets together
 - D learning about things together
21. In stanzas 2–4, which statement **best** describes the activities of the friends?
- A They are studying rare and unusual things in nature.
 - B They are searching for different kinds of wildlife.
 - C They are trying to avoid boredom on a summer day.
 - D They are enjoying nature in a relaxed, unhurried way.
22. In lines 19 and 20 of the poem, what is **most likely** the reason the phrase “when we say goodbye” is repeated?
- A to draw the reader’s attention to the friends’ sad farewell
 - B to emphasize the importance of the way the friends say goodbye
 - C to create a contrast between the friends’ greeting and their farewell
 - D to show their eagerness to end the day
23. In the last stanza, what do the words “we understand” mean?
- A The friends know they both enjoyed the day.
 - B The friends made a plan to meet again tomorrow.
 - C The friends do not plan to see each other for a long time.
 - D The friends realize they are both very sad to say goodbye.
24. What literary strategy is used to convey the meaning of the poem?
- A similes
 - B personification
 - C simple language
 - D symbols

Funky Food Guide

by Robin Meyers

25. What is the main idea of paragraph 5?
- A To prevent injury, teen athletes need to eat extra carbohydrates.
 - B To have enough energy to compete, teen athletes need to eat more than less active teens.
 - C To perform best, teen athletes need to eat the right balance of foods from the Food Guide Pyramid.
 - D To eat right, teen athletes need to study the Food Guide Pyramid found on most cereal boxes.
26. What is the *main* purpose of paragraph 7?
- A to explain what protein is
 - B to discuss an incorrect idea
 - C to relate proteins to endurance
 - D to cite the benefits of supplements
27. Which conclusion is *best* supported by the information in paragraph 8?
- A An athlete should eat sugary foods for energy.
 - B Healthy fats can provide a good energy source for athletes.
 - C High-fat snacks are a good source of energy for athletes.
 - D An athlete is thin because of the limited fats eaten daily.
28. Based on the selection, which behavior should be avoided?
- A drinking milk with every meal
 - B eating tuna daily as an after-school snack
 - C insisting on a diet free of all sources of fat
 - D being very conscious of food choices

Funky Food Guide

by Robin Meyers

29. According to the selection, which nutrient provides long-lasting energy?
- A carbohydrates
 - B fats
 - C iron
 - D protein
30. What is the *most likely* reason the picture of the Food Guide Pyramid is included in the selection?
- A to highlight suggested menus for effective daily meal planning
 - B to describe where a variety of nutritious foods can be purchased
 - C to list the specific nutrients provided by the various food categories
 - D to provide information about the amounts of essential foods needed
31. According to the selection, why is calcium important for athletes?
- A to build strong muscles
 - B to provide instant energy
 - C to supply the body with fuel
 - D to protect bones from breaking
32. Which phrase is used to persuade readers to accept the advice in this selection?
- A “Things can get pretty confusing.”
 - B “Sound simple? It is.”
 - C “Amino acid supplements won’t help either.”
 - D “Foods from the milk group are the best sources of calcium.”

Monsieur Corot's Wonderful Wedding Gift

by Elizabeth Alder

33. Which word **best** describes Yvette?

- A calm
- B forgetful
- C sensitive
- D irresponsible

34. Which statement is true about Monsieur Corot?

- A He is an unknown painter.
- B He comes from a very poor family.
- C He dislikes the man Yvette will marry.
- D He is modest about his painting ability.

Monsieur Corot's Wonderful Wedding Gift

by Elizabeth Alder

35. Which **best** describes the change in Yvette's mood in the selection?
- A from fearful to relieved
 - B from enthusiastic to sad
 - C from bitter to encouraged
 - D from troubled to joyful
36. Which statement **best** describes Yvette's relationship to Monsieur Corot?
- A She is his niece.
 - B She is his model.
 - C She is his student.
 - D She is his housekeeper.
37. In the first three paragraphs, what is the effect of the description of the weather?
- A It emphasizes Yvette's unhappy mood.
 - B It represents a typical winter day in Paris.
 - C It contrasts with the warmth of Monsieur Corot's house.
 - D It points out how far Yvette has to walk to get to Monsieur Corot's home.
38. In paragraph 7, what is the meaning of *impromptu*?
- A unplanned
 - B gloomy
 - C prepared
 - D beautiful
39. In paragraph 31, what is the meaning of *memento*?
- A creative
 - B photograph
 - C puzzle
 - D reminder

Morning Walk

by Mark Roberts*

40. In line 3 of “Morning Walk,” what does the use of “hidden” suggest?
- A The owl is seeking shelter.
 - B The owl’s sound is imitated.
 - C The owl is unable to be seen.
 - D The owl is in need of protection.
41. Based on “Morning Walk,” what advice would the speaker *most likely* give his friends?
- A Walking is good exercise for better health.
 - B Observing nature helps us appreciate our lives.
 - C Watching the activity of animals teaches us to relax.
 - D Keeping watch for hidden dangers is important.
42. What does the description of the wings in line 4 of “Your World” suggest?
- A the speaker’s yearning to fly away
 - B the speaker’s desire to be comforted
 - C the speaker’s ability to build a nest
 - D the speaker’s reluctance to leave the familiar

Your World

by Georgia Douglas

43. What motivates the speaker in “Your World” to want to explore?
- A a longing to gain power
 - B a desire to find a new nest
 - C a wish to reach the horizon
 - D an urge to feel the breeze
44. What change in outlook does the speaker experience in “Your World”?
- A from bold to timid
 - B from happy to angry
 - C from shy to adventurous
 - D from selfish to generous
45. Which statement *best* supports the use of natural images in “Your World” and “Morning Walk”?
- A A particular time frame for each poem is defined.
 - B The elements that inspire the speaker are emphasized.
 - C The speaker’s message in each poem is scarcely illustrated.
 - D The challenging characteristics of the environment are highlighted.

Morning Walk

by Mark Roberts*

Your World

by Georgia Douglas

46. Which statement *best* notes a contrast between the poems?
- A “Your World” is serious; “Morning Walk” is humorous.
 - B “Morning Walk” uses an animal’s point of view; “Your World” uses a human’s point of view.
 - C “Morning Walk” suggests satisfaction; “Your World” suggests making changes.
 - D “Your World” defines a narrow experience; “Morning Walk” defines a universal experience.

Endangered Species

47. What is the main idea of the selection?
- A All of the endangered species are found in the United States.
 - B The United States has more endangered species than any other country.
 - C The endangerment of species in the United States is a growing problem.
 - D The United States created the Endangered Species Act to protect the animals of the world.
48. Why do some businesses *most likely* try to weaken the protection of the Endangered Species Act?
- A It prevents the use of federal lands.
 - B It makes logging activities difficult.
 - C It restricts their ability to carry on profitable activities.
 - D It turns the general public against them.
49. According to the map of the United States, which state has the *most* endangered species?
- A Alabama
 - B California
 - C Florida
 - D Hawaii
50. Based on the selection, how are endangered plants different from endangered animals?
- A Almost all of the endangered animals are mammals.
 - B Almost all of the endangered plants can be found in the United States.
 - C The endangered plants have been recently discovered.
 - D The endangered animals get most of the public support.

Endangered Species

51. Based on the bar graph, which statement is true?
- A The world is losing insects at a very high rate.
 - B The United States has very few endangered plants.
 - C The United States is home to less than half of the endangered mammals.
 - D The world has lost most of its fish and clams.
52. How does the number of endangered animals in the United States compare with the world total endangered animal population?
- A The United States total is less than half of the world's total.
 - B The United States total is equal to the world total.
 - C The United States total is greater than the world's total.
 - D The United States is home to most of the endangered animals.
53. Other than becoming extinct, why might a species be removed from the endangered list?
- A It is no longer threatened.
 - B All the members of the species have died.
 - C It is taken off the wildlife list.
 - D It is no longer interesting to the scientist.



**End of Reading
Comprehension**

ACKNOWLEDGMENTS

The North Carolina Department of Public Instruction wishes to express gratitude to the following authors and publishers, whose generous permission to reprint literary selections has made these tests possible. Every effort has been made to locate the copyright owners of material reprinted in this test booklet. Omissions brought to our attention will be corrected in subsequent editions.

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**North Carolina Test of Reading
Grade 7 Form X RELEASED Fall 2009
Answer Key**

Item Number	Correct Answer	Goal
1	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
2	B	6 — Model an understanding of correct grammar and language usage
3	D	4 — Use critical thinking skills to analyze author's purpose and draw conclusions based on evidence and reasons
4	B	1 — Explore expressive materials using reading strategies and relate to personal experience, social, historical and cultural issues
5	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
6	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
7	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
8	C	4 — Use critical thinking skills to analyze author's purpose and draw conclusions based on evidence and reasons
9	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
10	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
11	D	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
12	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
13	D	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
14	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
15	D	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
16	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
17	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
18	C	4 — Use critical thinking skills to analyze author's purpose and draw conclusions based on evidence and reasons
19	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
20	A	5 — Use interpretative and evaluative processes to

North Carolina Test of Reading
Grade 7 Form X RELEASED Fall 2009
Answer Key

		analyze texts and their characteristics
21	D	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
22	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
23	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
24	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
25	C	2 — Respond to informational materials using reading strategies
26	B	1 — Explore expressive materials using reading strategies and relate to personal experience, social, historical and cultural issues
27	B	2 — Respond to informational materials using reading strategies
28	C	3 — Explore and analyze argumentative works using reading strategies
29	B	2 — Respond to informational materials using reading strategies
30	D	4 — Use critical thinking skills to analyze author's purpose and draw conclusions based on evidence and reasons
31	D	2 — Respond to informational materials using reading strategies
32	B	4 — Use critical thinking skills to analyze author's purpose and draw conclusions based on evidence and reasons
33	C	1 — Explore expressive materials using reading strategies and relate to personal experience, social, historical and cultural issues
34	D	1 — Explore expressive materials using reading strategies and relate to personal experience, social, historical and cultural issues
35	D	1 — Explore expressive materials using reading strategies and relate to personal experience, social, historical and cultural issues
36	B	1 — Explore expressive materials using reading strategies and relate to personal experience, social, historical and cultural issues
37	A	1 — Explore expressive materials using reading strategies and relate to personal experience, social, historical and cultural issues
38	A	6 — Model an understanding of correct grammar and

**North Carolina Test of Reading
Grade 7 Form X RELEASED Fall 2009
Answer Key**

		language usage
39	D	6 — Model an understanding of correct grammar and language usage
40	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
41	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
42	D	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
43	C	2 — Respond to informational materials using reading strategies
44	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
45	B	4 — Use critical thinking skills to analyze author's purpose and draw conclusions based on evidence and reasons
46	C	4 — Use critical thinking skills to analyze author's purpose and draw conclusions based on evidence and reasons
47	C	2 — Respond to informational materials using reading strategies
48	C	3 — Explore and analyze argumentative works using reading strategies
49	D	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
50	B	2 — Respond to informational materials using reading strategies
51	C	2 — Respond to informational materials using reading strategies
52	A	2 — Respond to informational materials using reading strategies
53	A	4 — Use critical thinking skills to analyze author's purpose and draw conclusions based on evidence and reasons

**North Carolina Test of Reading
Grade 7 Form X RELEASED Fall 2009
Raw to Scale Score Conversion**

Raw Score	Scale Score
0	325
1	326
2	326
3	327
4	327
5	328
6	329
7	330
8	330
9	331
10	332
11	333
12	334
13	335
14	336
15	337
16	338
17	339
18	340
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28	349
29	350
30	351
31	352
32	352
33	353
34	354
35	355
36	356
37	356
38	357
39	358
40	359
41	360

**North Carolina Test of Reading
Grade 7 Form X RELEASED Fall 2009
Raw to Scale Score Conversion**

42	361
43	362
44	363
45	364
46	365
47	367
48	368
49	370
50	371
51	374
52	376
53	379