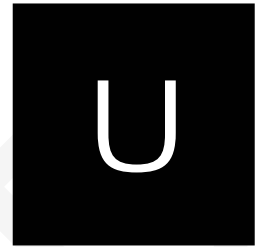


Name

RELEASED FORM

Grade 8

Form U



North Carolina

End-of-Grade Tests—Grade 8

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



Excerpt from “The Final Memo”

by Paul Stewart

1. Who is Mrs. Snape?
 - A the custodian
 - B the former boss
 - C the new supervisor
 - D the administrative assistant

2. What can be inferred about Mrs. Snape?
 - A She has trouble with schedules and organization.
 - B She allows a casual and exciting office atmosphere.
 - C She enjoys socializing with others at the office.
 - D She is formal and rigid at work.

3. Why did Mrs. Snape seem to prefer memos to spoken requests?
 - A accuracy
 - B speed
 - C cost savings
 - D noise control

4. As used in the selection, what is “bog paper”?
 - A newsprint
 - B toilet tissue
 - C copier paper
 - D memo sheets

5. With which statement would the author *most likely* agree?
 - A A friend in need is a friend indeed.
 - B Old friends make the strongest allies.
 - C Conflict always destroys established goodwill.
 - D There is a time to resist, and there is a time to depart.

6. “The staff was like one big, happy, sloppy family. Any newcomer who did not fit right in would be treated as an intruder. And, as I learned, any new supervisor who wanted things a little neater would be treated as an invading enemy.” If the selection had opened with this comment, who would be the narrator?
 - A Mrs. Snape
 - B Mrs. Brady
 - C Mr. Arnold
 - D Mr. Grimble

Learning How to Be a “Happy (Cold) Camper”

by Jack Williams

7. Which *best* describes the difference between the half-day lecture course on survival and the Snowcraft course?
- A The lecture course offered a reward, and the Snowcraft course offered a punishment.
 - B The lecture course was an introduction, and the Snowcraft course was a conclusion.
 - C The lecture course provided guidelines, and the Snowcraft course provided practice.
 - D The lecture course instructed beginners, and the Snowcraft course instructed advanced students.
8. According to the author, what do students learn in the regular Snowcraft course?
- A how to improve one’s character
 - B how to survive
 - C how to locate injured explorers
 - D how to work as a team
9. Why must every vehicle leaving McMurdo carry survival equipment?
- A Traveling in Antarctica still involves risk.
 - B Camping out is part of the fun of the trip.
 - C Vehicles often break down in the snow.
 - D The equipment is user-friendly for beginners.
10. Which is the first step in building a snow mound shelter?
- A gathering mounds of snow
 - B piling up the bags of equipment
 - C setting up a mountain tent
 - D digging out a hollow space
11. In paragraph 7, what does *pitch* mean?
- A to create a tilt
 - B to throw
 - C to assemble
 - D to match tones

Learning How to Be a “Happy (Cold) Camper”

by Jack Williams

12. In the last paragraph, what was **most likely** the author’s reason for mentioning the wind chill?
- A to emphasize the actual weather conditions
 - B to show his acceptance of discomfort
 - C to discourage others from camping in Antarctica
 - D to admit that the journalists who avoided the trip were wise
13. What kind of weather conditions did the author experience on his Antarctic camping trip?
- A painfully cold
 - B comparatively mild
 - C average for the season
 - D more severe than expected

Here's to Ears

by Tedd Mitchell, M.D.

14. What is the purpose of the experiment described in the second paragraph?
- A to demonstrate the impact of hearing loss
 - B to inform readers about stores that sell earplugs
 - C to protect the ears from loud and damaging noises
 - D to encourage readers to pay attention to household sounds
15. Why is impaired hearing called “auditory isolation”?
- A It has a single cause.
 - B It does not involve other body systems.
 - C It cuts people off from their environment.
 - D It keeps sound waves from reaching the auditory nerve.

Here's to Ears

by Tedd Mitchell, M.D.

16. In paragraph 15, what does *trauma* mean?
- A pain
 - B physical harm
 - C chemical damage
 - D slow destruction by time
17. How is sensorineural hearing loss different from conductive hearing loss?
- A Sound arrives at the inner ear but is confusing.
 - B Sound never arrives at the inner ear.
 - C Sound arrives at the inner ear perfectly.
 - D Sound arrives at the inner ear and is then conducted.
18. According to the selection, what indicates that a sound is too loud?
- A Speech at normal volume cannot be heard.
 - B The noise causes nervousness or physical pain.
 - C Motors or machines are started.
 - D Rock and roll music is playing in the background.
19. Which practice belongs in the same category as using earplugs to protect hearing?
- A taking antibiotics for a strep infection
 - B avoiding sunburn with sunscreen and hats
 - C covering a skinned knee with a clean bandage
 - D wearing corrective glasses for nearsightedness

O Pug!

by Stevie Smith

20. Based on the information in the poem, the speaker is *most likely* which person?
- A the owner of the pug
 - B the dog's veterinarian
 - C an expert on dog behavior
 - D a friend of the Brownes
21. Why is the text directly below the poem's title in italics?
- A to highlight a meaning
 - B to emphasize its content
 - C to indicate that it is a title
 - D to show it is separate from the poem
22. What do lines 9–10 imply about the pug?
- A It wants to please people.
 - B It feels anxious outdoors.
 - C It gets affection from its family.
 - D It needs encouragement to exercise.
23. Why does the speaker believe that the dog has never had cause for a moment's anxiety?
- A The dog lives in a safe home.
 - B The dog acts playful and friendly.
 - C The dog is mischievous and outgoing.
 - D The dog shows a cheerful disposition.
24. According to the speaker, when is the dog "almost not frightened"?
- A when asleep and snoring
 - B when walking on a leash
 - C when on its owner's lap
 - D when surrounded by people
25. Which characteristic makes the speaker feel that the dog is frightened?
- A its expression
 - B its determination
 - C its silence
 - D its unfriendliness

O Pug!

by Stevie Smith

26. In line 26, what does *obstinate* mean?

- A brave
- B lazy
- C loyal
- D stubborn

27. Why does the speaker feel sorry for the dog?

- A Its owners do not know that it is upset.
- B Its size makes it vulnerable to injuries.
- C Its nervous breakdown has left it fragile.
- D Its advantages do not make it feel secure.

Keeping Collectible Bugs

by Barbara Pleasant

28. In the first paragraph, what does “attuned to” mean?
- A beneficial to
 - B unaware of
 - C adjusted to
 - D protective of
29. At the end of the section “To observe eggs, larvae, or pupae found in soil,” what does “if nothing has happened after three weeks” mean?
- A if eggs can no longer be found in the soil
 - B if insects are not flying around the enclosure
 - C if the larvae have not moved to where they should be
 - D if no signs of life have been noticed in the enclosure
30. Which **best** describes the type of container to use to keep bugs for observation?
- A It should provide air and keep the bugs from escaping.
 - B It should be glass and have a solid lid or cover.
 - C It should be large enough for the bugs to get exercise.
 - D It should look very similar to the natural environment.
31. When keeping living insects, eggs, pupae, or larvae to observe, which of the following is a common requirement?
- A keeping them indoors at night to stay warm
 - B providing water in their environment
 - C including soil from where they were found
 - D checking on them daily

Keeping Collectible Bugs

by Barbara Pleasant

32. How would members of a group dedicated to protecting animals **most likely** react to this selection?
- A They would object to a mounted insect collection.
 - B They would enjoy and learn from the entire article.
 - C They would prefer that this work be left to scientists.
 - D They would be pleased that people cared about insects.
33. Which question does this selection most fully answer?
- A How good are bugs as pets?
 - B How do you find bugs in a yard?
 - C How do you keep bugs to study them?
 - D How do you start a bug collection?

Excerpt from “Dreaming the Sky Down”

by Barbara Burford

34. What is Donna’s unique ability?
- A showing patience
 - B flying through the air
 - C surviving without sleep
 - D dreaming vividly of flight
35. What does Donna do in the second paragraph?
- A leaves through her bedroom window
 - B sneaks out the back door
 - C takes a stroll through her neighborhood
 - D climbs a tree to find a private place to think
36. What is the effect of Donna’s actions in the last paragraph?
- A It makes her feel superior to her peers.
 - B It helps her realize that she can make her own choices.
 - C It inspires her to plan mischievous tricks on Miss Howe.
 - D It strengthens her belief in the previous night’s experience.
37. What caused the scratches under Donna’s chin?
- A her fingernails
 - B twigs and leaves
 - C sharp objects in her sheets
 - D a conflict with a peer at school

Excerpt from “Dreaming the Sky Down”

by Barbara Burford

38. Which word **best** describes the mother’s explanation of the scratches?
- A imaginative
 - B irrational
 - C logical
 - D scientific
39. How does the mood change in this selection?
- A from ease to worry
 - B from fury to delight
 - C from relaxation to tension
 - D from indifference to anger
40. Which experience would feel **most similar** to Donna’s experience?
- A discovering that one can read others’ minds
 - B riding a sled down a steep slope
 - C convincing people to give up their prejudices
 - D being recruited to join a major-league sports team

The Tree in the Wind

by Irene Mauer

The whisper of the wind is in my little leaves,
I hear the calling of the wind.
They dance, my little leaves, until my branches
stir.

5 The wind-song rocks my branches, in a rhythm
slow and slumberous.

But my heart can feel the storm that breaks,
And thunders suddenly on high.
I am tossed, I am torn.

10 Hold me, oh, hold me, brave earth, and strongly.
Lest in mine agony I fall—
For, lo! an arm drops useless,
And I am very old.

But the wind sings in my gaunt branches,

15 Tearing the dead leaves away to sleep for ever—
I am old, but yet I dance.
And the wind goes ever singing, singing, singing.

41. Which feeling does the tree in the poem express?

- A indignant
- B disturbed
- C helpless
- D useless

42. To whom does the tree “speak”?

- A the wind
- B the earth
- C the leaves
- D the thunder

The Tree in the Wind

by Irene Mauer

43. Which statement shows an aspect of the relationship between the wind and the tree?
- A The wind depends on the tree.
 - B The wind helps the tree to survive.
 - C The wind at times damages the tree.
 - D The wind encourages the tree to grow.
44. Which progression shows the changes of mood that occur in the poem?
- A calm to distressed to calm
 - B sad to hopeful to sad
 - C energetic to sleepy to contented
 - D gentle to humorous to angry
45. What do the choppy rhythms and uneven lines of this poem suggest?
- A the fragility of the aged tree
 - B the wildness of the weather
 - C the breaking of the tree's limb
 - D the slow and sleepy song of the wind
46. Which human life experience is *most* like the tree's experience in the poem?
- A attending twelve different schools in twelve years
 - B wanting to travel while being stuck in a small town
 - C finding out how to win conflicts by communicating effectively
 - D enduring a time of stress and anxiety and overcoming it

Healing Sounds in the Garden

47. According to the selection, how does a garden promote psychological healing?
- A It provides a constructive occupation.
 - B It encourages creative thinking skills.
 - C It creates sounds that trigger happy memories.
 - D It brings together the sounds of wind and water.
48. What is the purpose of the first paragraph?
- A to pose a problem
 - B to provide background
 - C to state the main idea
 - D to summarize the material

Healing Sounds in the Garden

49. Which conclusion does the section “The sounds of insects” support?
- A Wind can be harmful to a garden.
 - B Gardeners sometimes attract bees deliberately.
 - C Waterfalls are not original features of gardens.
 - D Insects in a garden are considered pests.
50. What is the purpose of the chart?
- A to relate the main idea to other concepts
 - B to place the reader in a real-life scenario
 - C to give examples related to the subject discussed
 - D to demonstrate the effectiveness of the idea discussed
51. According to the chart, which plant is **most** useful for producing a rustling sound?
- A *Eucalyptus* (Gum trees)
 - B *Phormium tenax* (New Zealand Flax)
 - C *Populus tremula* (Aspen)
 - D *Sinarundinaria nitida* (Bamboo)
52. Which statement about bamboo is supported by information from the selection?
- A It needs little space to grow.
 - B It can add musical harmony to a garden.
 - C It can be “tuned” to make different sounds.
 - D It is considered undesirable by many gardeners.
53. Which topic would be appropriate to include in this selection?
- A pest control use in the garden
 - B plants that attract butterflies to the garden
 - C plants that can be used to make medicines
 - D wind chimes that can enhance calming effects



**End of Reading
Comprehension**

ACKNOWLEDGMENTS

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North Carolina Test of Reading
Grade 8 Form U RELEASED Fall 2009
Answer Key

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

**North Carolina Test of Reading
Grade 8 Form U RELEASED Fall 2009
Answer Key**

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

**North Carolina Test of Reading
Grade 8 Form U RELEASED Fall 2009
Answer Key**

39	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
40	A	1 — Analyze and evaluate expressive materials using reading strategies and relate to personal experience, social, historical and cultural issues
41	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
42	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
43	C	3 — Explore and evaluate argumentative works using reading strategies
44	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
45	B	3 — Explore and evaluate argumentative works using reading strategies
46	D	4 — Use critical thinking skills to analyze author's purpose and impact, and draw conclusions based on evidence, reasons, and relevant information
47	C	2 — Analyze and evaluate informational materials using reading strategies
48	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
49	B	2 — Analyze and evaluate informational materials using reading strategies
50	C	2 — Analyze and evaluate informational materials using reading strategies
51	D	2 — Analyze and evaluate informational materials using reading strategies
52	B	2 — Analyze and evaluate informational materials using reading strategies
53	D	2 — Analyze and evaluate informational materials using reading strategies

**North Carolina Test of Reading
Grade 8 Form U RELEASED Fall 2009
Raw to Scale Score Conversion**

Raw Score	Scale Score
0	327
1	328
2	328
3	329
4	330
5	330
6	331
7	332
8	333
9	334
10	335
11	336
12	337
13	338
14	339
15	340
16	341
17	342
18	343
19	344
20	345
21	346
22	346
23	347
24	348
25	349
26	350
27	351
28	352
29	353
30	354
31	354
32	355
33	356
34	357
35	358
36	359
37	360
38	361
39	362
40	363
41	364

**North Carolina Test of Reading
Grade 8 Form U RELEASED Fall 2009
Raw to Scale Score Conversion**

42	365
43	366
44	367
45	368
46	370
47	371
48	373
49	374
50	376
51	378
52	381
53	384