

Name

RELEASED FORM

Grade 3

Form A

A

North Carolina

End-of-Grade Tests—Grade 3

Reading Comprehension

Public Schools of North Carolina

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# Hamish McBean and His Sheep

by Moira Hepburn

Every Wednesday, Hamish McBean ate his porridge, put on his kilt, and went to market. Every week, he set off with ten sheep to sell, and every week he came back with twenty.

“Hamish McBean, this has got to stop!” Mrs. McBean said. “We have too many sheep! There are sheep in the barn, sheep in the fields, sheep in the woodshed, and sheep on the porch!”

“I know,” said Hamish McBean. “But when I get to the market and see their sad faces, I just have to bring them home.”

“We have no money!” said Mrs. McBean, waving her wooden spoon. “These sheep will have to go!”

Hamish McBean was very sad. He liked his sheep, and they liked him. The sheep had fields of fresh green grass to eat, a bubbling stream to drink from, and leafy apple trees to lie beneath when the sun got too hot.

Hamish McBean went to his workshop to think. He picked up a piece of wood and turned it over in his hands.

Looking around, he saw bits of wood in all shapes and sizes. He saw pots of paint, jars of nails and screws, and bottles of polish and dye.

“I have an idea!” said Hamish McBean. “I will turn these scraps into things I can sell! Then I can keep my lovely sheep! I will make boxes and shelves, stools and tables, rocking horses, salt pots, ladles and cradles!”

All day and night he worked, sawing wood, planing planks, and banging nails.

When Wednesday dawned all dark and dreary, Hamish McBean loaded his cart with colorful pieces and set off to market.

In the market square, he set out his tables, his ladles and cradles, his boxes and shelves, his stools, and his salt pots and toys.

⑫ Soon a crowd of shoppers gathered around Hamish McBean’s wonderful wares.

“I must have this!” a woman said, waving a wooden ladle.

“I must have that!” a man declared, pointing to a wooden rocking horse.

Happy shoppers bought piece after piece until Hamish McBean had nothing left to sell.

Mrs. McBean could not believe their luck! Her husband returned with an empty cart, a bag full of money, and enough orders to keep him busy for a year.

He soon put up a big sign that said: *Hamish McBean, Carpenter Extraordinaire*. And underneath it, he added: *A man with great flair!\**

People came from far and wide to buy the things that he made. But Hamish McBean was not changed by fame and fortune. He was always happiest when he was with his sheep—either in the fields or by the bubbling stream or under the leafy apple trees when the sun got too hot.

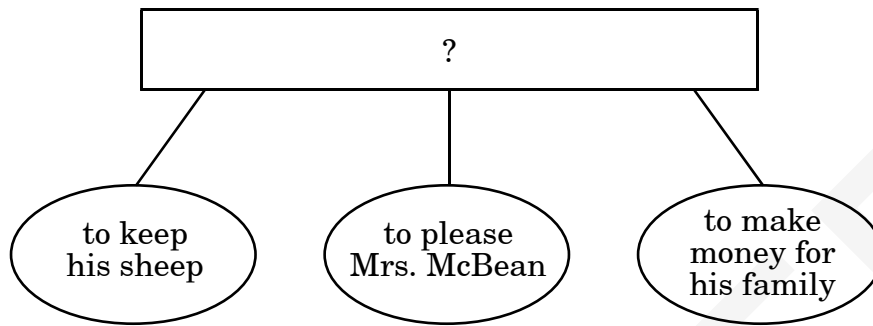
**\*flair:** a special skill

1. What do the words “and His Sheep” in the title of the selection show the reader?
- A The sheep are an important part of the story.
  - B The sheep live and eat inside the house.
  - C The sheep are not very easy to look after.
  - D The sheep are very mean animals.
2. Which words from the selection **best** help the reader picture the setting?
- A “Every week, he set off with ten sheep to sell.”
  - B “These sheep will have to go!”
  - C “I will make boxes and shelves, stools and tables, rocking horses, salt pots, ladles and cradles!”
  - D “Either in the fields or by the bubbling stream or under the leafy apple trees.”
3. In paragraph 12, what does *wares* mean?
- A large bright signs
  - B items made to sell
  - C bags full of money
  - D orders to make items
4. Which sentence from the selection shows that Hamish McBean is an eager carpenter?
- A “Hamish McBean went to his workshop to think.”
  - B “All day and night he worked, sawing wood, planing planks, and banging nails.”
  - C “Happy shoppers bought piece after piece until Hamish McBean had nothing left to sell.”
  - D “But Hamish McBean was not changed by fame and fortune.”

5. How does Hamish McBean change from the beginning to the end of the selection?
- A At the beginning he is sad; at the end he is happy.
  - B At the beginning he is quiet; at the end he is loud.
  - C At the beginning he is mean; at the end he is nice.
  - D At the beginning he is scared; at the end he is brave.

6. What can the reader learn from Hamish McBean's solution to his problem?
- A how to run a farm
  - B how to make wool
  - C how to follow rules
  - D how to use imagination

7. Which main idea would **best** complete the graphic organizer?



- A Reasons Why Hamish McBean Sold His Homemade Things
- B Reasons Why Hamish McBean Wanted to Become Rich
- C Reasons Why Hamish McBean Spent Time with His Sheep
- D Reasons Why Hamish McBean Spent Time in His Fields
- 

8. What would Hamish McBean **most likely** do in the future?

- A move to the city
- B make more things
- C learn how to cook
- D sell all the sheep

# Lots of Kids Live Here

by Judy Wolfman

When Jimmy Search says that he lives with lots of kids, he doesn't mean just his brothers and friends. Jimmy is talking about more than fifty baby goats raised by his family on their farm in New Jersey.

The family started out with a few pet goats, and they sold the babies to others. They milked the females, or does, and sold the milk as well.

"Dad was raised on a dairy farm, and he talked Mom into running one," Jimmy says. "I'm glad he did. Between the does and kids, we now have almost one hundred goats, including two bucks (adult males) that we use to breed the does."

Since the Searches raise their goats for milk, they keep only the female babies and sell the males.

A doe will carry a baby for about five months before giving birth. When it is time for the baby to be born, the doe goes off by herself.

Family members keep a close watch on the doe, in case she has trouble.

"We can't let the doe see us," Jimmy says, "or she won't get down to business. So we just peek at her now and again until the baby comes."

Usually the kid is born without help. The front feet come out first, then the head and the rest of the body. The baby's eyes are open, and its tiny ears stand up straight.

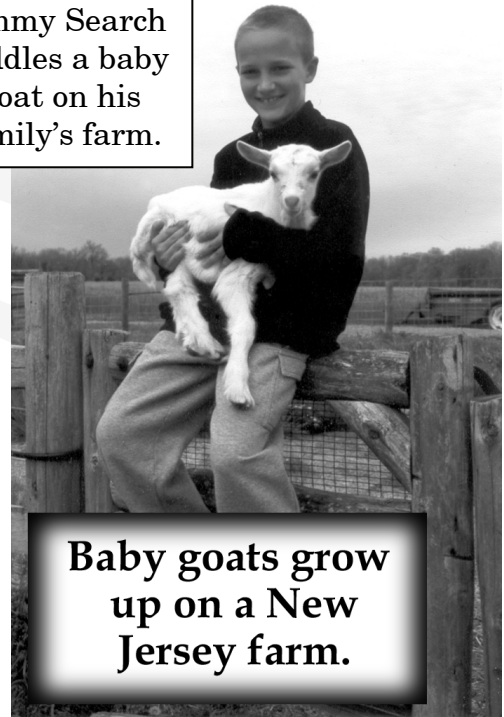
"The kid is so cute," Jimmy says. "We watch the doe lick the mucus\* from her baby, and sometimes we help dry it with a towel. We make sure the kid's nose and mouth are clean so it can breathe."

A newborn kid is also given four shots. "Two are vitamins, and two are like a vaccination," Jimmy says. "They get the kid

off to a good, healthy start. Then we make sure the kid starts nursing."

Since the Searches' business is selling goats' milk, the newborns are allowed to nurse for only two or three days. Then they are fed with bottles. After a baby is born, the mother continues to give milk and becomes a milk producer for the dairy.

Jimmy Search  
cuddles a baby  
goat on his  
family's farm.



Baby goats grow  
up on a New  
Jersey farm.

The goats give milk that is creamy and white. "It's delicious," Jimmy says.

Raising goats takes a lot of hard work, but Jimmy loves it. "The goats are like members of our family," he says. "My brothers and I like to play tag and run races with them. They're fast, but I'm faster!"

"There's nothing like having a bunch of kids around to play with every day," he says. "I know I'll never be bored or lonely as long as I have my kids!"

\***mucus**: a slippery substance that is protective

9. Which completes the chart?

kids	young goats
does	female goats
bucks	?

- A old goats
- B male goats
- C mother goats
- D newborn goats
10. Why do the Searches only sell the bucks?
- A because they make good pets
- B because they are difficult to groom
- C because they do not produce milk
- D because they are too expensive to keep

11. Which statement about newborn goats is supported by the selection?

- A Newborn goats are not able to see or hear.
- B Newborn goats are usually born with very little help from people.
- C Newborn goats must be delivered at an animal hospital.
- D Newborn goats give milk that is creamy and white.

12. What is the purpose of giving shots to newborn kids?

- A to help them breathe
- B to stop them from nursing
- C to give them a healthy beginning
- D to make them produce creamy, white milk

13. Why do the Searches feed the kids from bottles after they are only a few days old?
- A because the Searches sell the mother goat's milk
  - B because the bottled milk is less expensive than the mother goat's milk
  - C because the mother goats stop producing milk after two or three days
  - D because the bottled milk is healthier for the kids than the mother goat's milk
14. Based on the illustration in the selection, what does *cuddle* mean?
- A to clean
  - B to feed
  - C to hug
  - D to milk
15. Which experience is ***most similar*** to Jimmy's experience in the selection?
- A caring for puppies
  - B visiting a dairy farm
  - C drinking goat's milk
  - D reading a story about pets

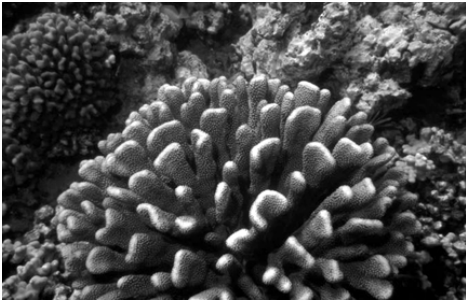


## Reefs at Risk

Hundreds of clownfish dart in and out of the gaps in coral reefs. The reefs are home to thousands of ocean plants and animals. Along with fish, those animals include crabs, turtles, and sea horses.

Those ocean creatures may soon have no place to live. A recent study shows that many coral reefs around the world are being destroyed. Some scientists say more than half of the world's reefs may be gone by the year 2030.

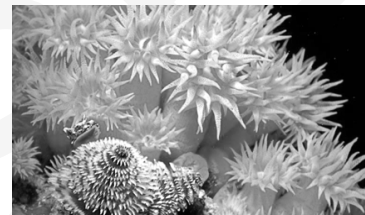
What is causing coral reefs to disappear? Scientists say people are largely to blame. Ships and fishing nets often damage the reefs. Other threats include pollution, storms, and disease.



### It's Alive!

Coral reefs may look like rocks, but they are actually living structures. They are made up of tiny sea animals. Those tiny creatures are called coral polyps.

The polyps build hard shells around themselves. When a polyp dies, it leaves behind its shell. Young polyps attach themselves to the old shells. Over many years, the polyps form a coral reef.

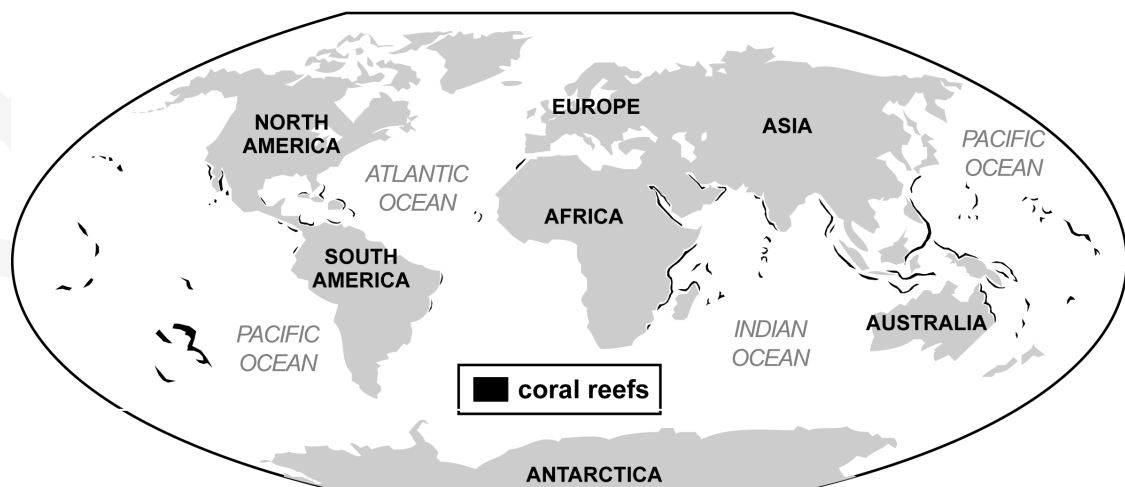


### Saving the Reefs

Scientists are working hard to protect coral reefs. They are mapping and studying the reefs. Many protected areas are being widened. Fishing is not allowed in those areas.

Solving the coral reef problem is a challenge, said one scientist. "It requires us to understand what's going on much better than we do."

### REEFS AROUND THE WORLD



16. In the first paragraph, what is **most likely** the reason for listing types of animals?
- A to show that coral reefs are important to many animals
  - B to describe the animals scientists study in coral reefs
  - C to map a home for each different animal that lives in the coral reefs
  - D to explain which animals live in the ocean
17. Which of these are believed to be destroying coral reefs?
- A salt water and sand
  - B turtles and sea horses
  - C ocean plants and storms
  - D ships and fishing nets
18. Why does the subheading “It’s Alive!” include an exclamation point?
- A to express surprise that the rock-like reefs are living
  - B to express the challenge of protecting the reefs for the future
  - C because it is unusual that the reefs are home to so many sea animals
  - D because it is sad that the reefs are being damaged by pollution and disease
19. What is the section “Saving the Reefs” **mostly** about?
- A how to dispose of old shells
  - B why polyps build hard shells
  - C what is being done to protect coral reefs
  - D teaching people how to study coral reefs
20. According to the selection, what are scientists doing to protect coral reefs?
- A fishing near coral reefs
  - B diving to the ocean floor
  - C building shells around reefs
  - D mapping and studying the reefs

21. What is the purpose of the map in this selection?

- A to show different kinds of coral reefs
- B to show where coral reefs are located
- C to show how coral reefs are being saved
- D to show the animals that live in coral reefs

22. How would a group dedicated to protecting animals ***most likely*** feel about this selection?

- A uninterested in the study
- B saddened by the lack of interest
- C happy about the challenges
- D pleased with the scientists' work

# She Should Have Listened to Me

by Kalli Dakos

At recess,  
Annie jumped rope  
Four hundred and  
Eighty-two times  
5 Without one mistake.

She stopped because  
The bell rang for lunch,  
And she said  
She was so thirsty  
10 She could swallow an ocean.

Then she drank . . .

All of her milk  
And an extra pint, too,  
Three glasses of grape juice,  
15 Four of orange juice,  
And one hundred and two slurps  
From the water fountain.

I warned her to stop:  
“You’ll float away  
20 If you drink any more!”

She just laughed,  
And drank all the lemonade  
In Frank’s giant thermos,  
And then asked Ben  
25 If he wanted his chocolate milk.

That afternoon,  
In the middle of a story,  
We heard a gurgling sound,  
And Annie started to float  
30 As if an ocean were underneath her.

She sailed right by Ms. Madison,  
Over the desks,  
Through the open door,  
And down the hall.

35 We ran to watch Annie  
Float past the principal’s office  
And out the main door  
Of our school.

Then she just floated away,  
40 Like a ship at sea.

*She should have listened to me.*

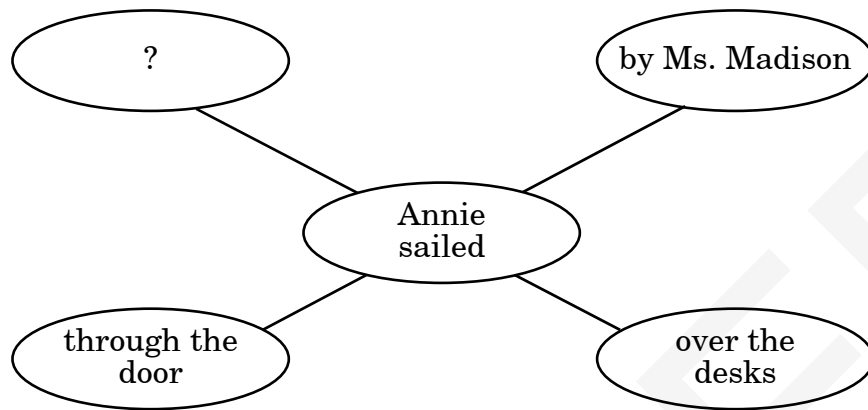
23. What is the purpose of the speaker's warning in lines 19–20?

- A It makes the setting easier to picture.
- B It makes the poem more fun.
- C It helps predict the ending.
- D It helps the reader relate to Annie.

24. What is the purpose of putting the last line of the poem in italics?

- A to tell how to act out that part
- B to tell the speaker's opinion
- C to tell where to end the poem
- D to tell why that line should be read out loud

25. Which answer **best** completes the graphic organizer?



- A down the hall
- B by the cafeteria
- C on a ship
- D in the ocean

26. How is Annie different from the speaker?
- A Annie plays inside; the speaker plays outside.
  - B Annie is daring; the speaker is careful.
  - C Annie stays after school; the speaker leaves school early.
  - D Annie sings a song; the speaker writes a story.
27. What would the speaker *most likely* do if this ever happens again?
- A give Annie more to drink
  - B take Annie on a boat
  - C tell Annie to set up a lemonade stand
  - D help Annie find something else to do

28. Which experience is *most similar* to Annie's experience?
- A A boy sees a danger sign but still enters a building.
  - B A mother makes lunch but forgets it.
  - C A small bird falls from its nest and lands on the ground.
  - D A kitten is lost and cries for its mother.

# Camps and Events

## SPORTS CAMPS

They're back once again! The Dover Recreation Division together with Skyhawks Sports Academy are offering new sport camps for children this summer.

Included are:

### Mini-Hawk Camp for ages 4–7

Mini-Hawkers learn sport skills and basic team concepts for basketball, soccer, and t-ball.

**July 12–20 and August 6–10**

**9–12 noon**

**Fee: \$88**

**Location: To Be Announced**



### Multi-Sport Camp for ages 7–12

This camp includes instruction in basketball, soccer, and baseball. Campers can learn three new sports or improve their skills.

**August 6–10 and August 13–17**

**9–3 p.m.**

**Fee: \$102**

**Location: To Be Announced**

### Roller Hockey Camp for ages 7–12

A fast-paced program. Participants bring their own stick, helmet, pads, skates, mouthpiece, and shoes.

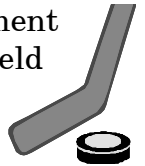
Instructors teach proper hand, stick and skating techniques for beginning to intermediate participants. Equipment rentals available. Held at Butterfield Gym/Skate Park.

**July 30–August 3**

**9–12 noon or 1–4 p.m.**

**Fee: \$88**

**Call for information or brochure.**



## FISHING DERBY

**June 2 (rain or shine)**

**7:00–11:00 a.m.**

**Fee: \$1**

Ages 5 & under, 6–9 years,  
10–14 years.

Held at Willand Pond. Pre-registration is required. Forms available May 7 at City Hall, Library, Indoor Pool, Ice Arena, and Butterfield Gym. Deadline to register is 5/31/01.

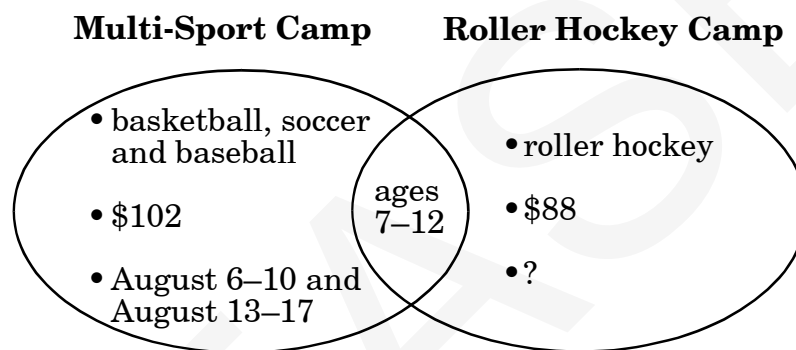




29. What should a person do to receive more information about Roller Hockey Camp?

- A go to the first day of camp
  - B read the local newspaper
  - C call to ask questions
  - D go to City Hall
- 

30. Which completes the graphic organizer?



- A May 7
- B June 2
- C July 12–July 20
- D July 30–August 3

31. Why did the author ***most likely*** write “(rain or shine)” in parentheses for the Fishing Derby?
- A to explain the title of the Fishing Derby Camp
  - B to explain that weather will not cancel the event
  - C to explain that the derby will not begin until the sun rises
  - D to explain how the derby will be moved if it rains
32. Which child would be able to attend the Fishing Derby?
- A Maria, who will be out of the area the month of June
  - B Julie, who has pre-registered and is nine years old
  - C John, who has a soccer game in the morning on June 2
  - D Paul, who was unable to register in advance
33. Which camp teaches a person how to play t-ball?
- A Mini-Hawk Camp
  - B Multi-Sport Camp
  - C Roller Hockey Camp
  - D Fishing Derby Camp
34. What activity would a camper who likes to skate ***most likely*** choose?
- A Mini-Hawk Camp
  - B Multi-Sport Camp
  - C Roller Hockey Camp
  - D Fishing Derby
35. Which activity requires pre-registration?
- A Mini-Hawk Camp
  - B Multi-Sport Camp
  - C Roller Hockey Camp
  - D Fishing Derby Camp

# Toby Meets Bouncer

by Lloydene L. Cook

Toby lay in the sunshine on the front porch. Lazily he scratched his ear with his hind foot.

Andy would be home soon. Then they would chase each other around the yard and play with his yellow rubber ball. Toby crawled under the front steps and found the ball.

When the family car pulled into the driveway, Toby grabbed the ball in his mouth and raced to meet it. Andy climbed out of the car slowly, holding a bundle in his arms. Toby danced on his back legs, then dropped the ball at Andy's feet.

"I can't play now, Toby," Andy said. "Look what I have." Andy knelt down and unwrapped the blanket. A small black puppy was curled up inside, sleeping. Toby sniffed and poked the puppy with his nose.

"Hey, be careful, Toby," Andy said. "You might hurt him." Andy carried the puppy into the house. The screen door slammed in Toby's face.

"Why does Andy need a new dog?" wondered Toby. "He already has me." Toby sighed and lay down beside the door. "Maybe Andy doesn't love me anymore," he thought.

Toby waited, but Andy didn't come out all afternoon. Toby pressed his face to the screen door and listened. "I'm going to call him Bouncer," he heard Andy say. "He bounces around like a little black ball."

"That's a stupid name for a dog," Toby thought.

After a while Toby felt hungry. He wondered if Andy had forgotten all about him. Finally, Andy carried out his dish and set it down. Bouncer waddled behind him and began to nibble the food. Toby growled.

"No, Toby! Bad dog!" Andy scolded. "You've got to share."

Toby ate as fast as he could so there wouldn't be any left for Bouncer. Then he

ran and fetched his yellow ball. Maybe now Andy would want to play with him.

"Sorry, fella," Andy said, patting his head. "I can't play with you now. I've got to take Bouncer back inside before he gets too cold. Good night." He went inside and closed the door.

"Why does he get to sleep inside and I don't?" Toby grumbled. "It's not fair." He curled up on his rug and shut his eyes, but he couldn't sleep. All night he could hear Bouncer yapping and crying. "What a baby!" he thought.

The next morning Andy came out carrying Bouncer. Toby sniffed at a leaf and pretended not to notice. Andy tossed a ball across the grass.

"Go get it, Bouncer," he called. But the puppy just sat there.

Andy ran around the yard. "Come on, Bouncer," he called. But the puppy just sat there.

"Ha!" Toby thought. "He can't do anything. I think I'll take a nap."

"Here, Toby," called Andy. "Show Bouncer how to catch the ball." He threw it across the yard. Toby chased after the ball and brought it back.

"Good dog," Andy said. "I guess Bouncer still has a lot to learn."

Toby ran in circles around the yard. Andy chased after him, followed by Bouncer. Toby danced on his back legs. Bouncer tried it but fell over backwards. Toby rolled over. Bouncer tried it, but his legs got tangled.

That night Andy brought the puppy out. "Bouncer is lonely," he said. "I think he wants to sleep with you." With a sigh, Bouncer curled up next to Toby and went to sleep.

"Maybe having a new puppy is not so bad," Toby thought. Then he closed his eyes and went to sleep, too.

36. In the beginning of this selection, why did Toby run toward the family car?
- A Toby wanted to see the new puppy.
  - B Toby wanted to look at the car.
  - C Toby wanted to go for a ride in the car.
  - D Toby wanted to play catch with his ball.
37. Why did Andy name the new puppy Bouncer?
- A The puppy looked like a ball.
  - B The puppy squeaked like a ball.
  - C The puppy moved around like a ball.
  - D The puppy was the same color as a ball.
38. Why did Toby eat his food as fast as possible?
- A Toby was so hungry that he ate quickly.
  - B Toby thought it would taste better.
  - C Toby wanted all the food for himself.
  - D Toby wanted another kind of food.
39. Why did Toby act like he did not notice when Andy tossed the ball across the grass?
- A Toby was too busy playing with a leaf in the yard.
  - B Toby was pretending not to care about the new puppy.
  - C Toby was too busy eating from his food dish.
  - D Toby was tired from being awake all night.
40. Bouncer tried to copy Toby's actions. What does this tell the reader about their relationship?
- A Toby is afraid of Bouncer.
  - B Toby admires Bouncer.
  - C Bouncer is afraid of Toby.
  - D Bouncer admires Toby.
41. What word **best** describes Toby's feelings at the end of the selection?
- A caring
  - B jealous
  - C confused
  - D worried

42. If the selection continued, what would ***most likely*** happen next?

- A The two dogs will become friends.
- B Bouncer will go back inside and sleep.
- C The two dogs will become enemies.
- D Toby will teach Bouncer how to eat.

43. Which is ***most similar*** to what happens in the selection?

- A A child gets a new toy.
- B A child goes to school for the first time.
- C A child must learn how to take care of a puppy.
- D A child must get used to a new baby brother.

# Nature's Spring Magicians

*by Jack Sanders*

The woods are full of magic each spring. While the magicians don't have black hats or white rabbits, they do have bright colors, strong smells, and even hungry birds and ants. And they're so good at their tricks that they've survived for hundreds of thousands of years.

These magicians are spring wildflowers. In much of North America, they start pushing out of the ground when most of us are still wearing heavy coats. Many of these flowers seem too tiny and delicate to stand the chilly nights and icy winds of early spring, but they have special ways of surviving this harsh season.

Most early wildflowers live in forests where there's plenty of room to grow between the trees. For many plants, it's too shady here in summer. But in the weeks before the trees put out their leaves, the sun's strong rays reach the forest floor, warming the earth and the roots within. Once out of the ground, early wildflowers quickly use the few weeks of full sunlight. The sun's energy helps their leaves make and store food that they'll need to push up next year's flowers. After the tree leaves appear, some of these early plants die back. Others, like skunk cabbage, unfold large leaves to collect as much light as possible for the shady months ahead.

Flowers produce the seeds that will grow future plants. But before the seeds can grow, flowers must be fertilized by grains of pollen from other flowers of the same species. Often bees help the plants. While collecting nectar for making honey, bees accidentally pick up pollen at one blossom and rub it off on another. In early spring, when bees are few and far between, flowers must rely on other insects to move the pollen. Many spring flowers attract these insects by their color or odor. Skunk cabbage resembles dead

meat. Not only does it smell bad, but it also has a shield protecting a ball of tiny flowers that is brownish purple like old meat. Both color and odor attract early flies and beetles hunting for the bodies of animals that died over the winter. And when they crawl around inside the skunk cabbage's shield, they pick up and transport pollen between the flowers.

Birds, too, move pollen for wildflowers. The beautiful wild columbine amazes hikers who find it blooming on rough, rocky ledges or from cracks in boulders. Such bleak surroundings help to show off the flower's bright red-orange petals. That color attracts ruby-throated hummingbirds, hungry after their long journey from the tropics. Columbines' tubelike flowers are just right for holding the nectar this bird feeds on. With a long beak that fits right into the blossom, the hummingbird feeds from flower to flower, picking up and leaving pollen along the way.

Once the wildflowers have produced seeds, they need to be spread around. Ants help wild ginger and trillium to spread their seeds, which have tiny sacks of oil and sugar attached to them. The ants haul the seeds to their nests, chew off the oil-sugar mixture, and throw away the seed itself, often in an underground tunnel. Surrounded by rich soil, the seed has a perfect place to sprout and grow.

Spring flowers are strong enough to handle the cold weather, but they can't fight people, even people who are trying to do good. Some wildflowers are rare because they are fussy about where they live. These flowers won't survive in gardens without the right soil, food, moisture, light, and sometimes even a layer of dead leaves from a certain species of tree. Plants should never be taken from the woods if we want to enjoy

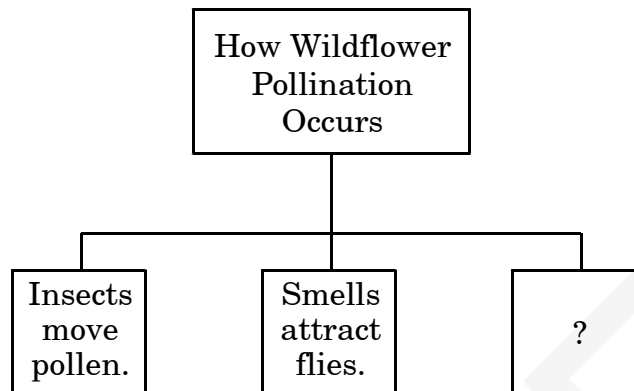
them in the future. Besides, wildflowers are always more exciting to find in the wild than

in a backyard, a flowerpot, or a vase. They are, after all, *wildflowers*.

44. What is the **main** purpose of the selection?
- A to tell how wildflowers attract insects
  - B to describe how wildflowers look and bloom
  - C to show how wildflowers store food
  - D to explain how wildflowers grow and reproduce
45. What is the magic in the woods in the first paragraph?
- A colorful wildflowers
  - B hungry birds and ants
  - C black hats and white rabbits
  - D shady trees

46. In the fourth paragraph, what does *resembles* mean?
- A acts and moves like
  - B rests and grows like
  - C looks and smells like
  - D sounds and tastes like

47. Based on the selection, which sentence **best** completes the graphic organizer?



- A Winds move pollen.
- B Birds move pollen.
- C Leaves attract ants.
- D Colors attract people.



48. According to the selection, what attracts hummingbirds to the wild columbine?
- A a ball of tiny flowers
  - B large seeds in flowers
  - C bright-colored flowers
  - D the smell of the flowers
49. What is the purpose of putting *wild* in italics in the last word of the selection?
- A to describe the beauty of wildflowers
  - B to explain the meaning of wildflowers
  - C to stress that wildflowers should remain in nature
  - D to show “wildflower” is a compound word

50. The author would ***most likely*** agree with which opinion?
- A Wildflowers are too tiny to be pretty.
  - B Wildflowers make excellent houseplants.
  - C Wildflowers are best when grown in gardens.
  - D Wildflowers are the most amazing of all flowers.



**End of Reading  
Comprehension**

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**Grade 3 Form A RELEASED Fall 2009**  
**Answer Key**

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

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**Answer Key**

		fiction and nonfiction
17	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
18	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
19	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
20	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
21	B	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	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
24	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
25	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
26	B	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
27	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
28	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
29	C	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	B	2 — Reading Comprehension strategies, drawing

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		conclusions, identifying and interpreting elements of fiction and nonfiction
32	B	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	C	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
35	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
36	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
37	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
38	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
39	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
40	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
41	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
42	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
43	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
44	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
45	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction

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Answer Key**

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46	C	1 — Vocabulary usage and decoding
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	C	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas
50	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting characters, events, concepts, and ideas

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Raw to Scale Score Conversion**

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Raw Score	Scale Score
0	304
1	304
2	305
3	306
4	306
5	307
6	308
7	309
8	310
9	311
10	313
11	314
12	315
13	317
14	318
15	319
16	320
17	322
18	323
19	324
20	325
21	326
22	327
23	328
24	329
25	330
26	331
27	332
28	333
29	334
30	335
31	336
32	337
33	338
34	339
35	340
36	341
37	342
38	343
39	344
40	345
41	346

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Raw to Scale Score Conversion**

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42	348
43	349
44	351
45	352
46	354
47	357
48	359
49	363
50	367