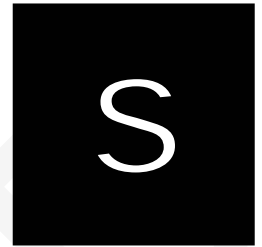


Name

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Grade 5

Form S



North Carolina

End-of-Grade Tests—Grade 5

Reading Comprehension

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Public Schools of North Carolina  
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Raleigh, North Carolina 27699-6314



A girl named Red finds a turtle while on summer vacation at her cousins' country home.

## Box Turtle

by Nola Thacker

Something orange and black, with a piece of grass hanging from its mouth, was watching her with red eyes as she worked. She almost touched the box turtle before she saw it waiting still as a stone amid the yellow squash. When she picked it up, the turtle pulled its head and feet back into its shell with a pop. Red put down the can and took the turtle back to the house.

Tired of looking for puzzle pieces, Carrie Mae had come out onto the porch and was drawing the pier and the bay from the perspective of the porch. The pier looked like a ladder.

"Look what I found," said Red.

"A box turtle!" exclaimed Carrie Mae. She pushed her pencil and paper away and stood up to examine it. "Come on. I bet we have a box in the pantry to put him in."

"Her, I think." Red followed Carrie Mae to the kitchen.

The pantry smelled like the garden, but dryer and stronger. Aunt Phoebe and Margaret Jones kept net bags of herbs drying there. Every few months, they emptied a different set of jars and filled them with freshly dried herbs, and put on labels with dates that Tralice wrote with green ink in script.

"Red found a box turtle," said Carrie Mae as they came back through the dining room, where Aunt Phoebe and Tralice were studying the pieces of a jumper laid out on the table. "May we have this grocery box to keep her in?"

"Let me see," Tralice commanded. She took the turtle and turned her around and around until Red grew uneasy.

"Give her back. She's mine."

"It's okay, Red," said Tralice. "Don't get so excited. I'm only looking at her."

Red reached over and took the turtle, cradling her in both hands. "I'm going to call her Paint."

"You should call her Halloween, because she is orange and black," said Tralice.

Aunt Phoebe said, "You can use the box. She's a beautiful turtle, or tortoise, rather. Those markings are for protection in her home in the woods. Of course, she won't need them in a box."

"I'll fix the box up. She'll like it," said Red.

"I like Halloween, but Paint is a good name, too," said Carrie Mae.

Red wouldn't admit that Halloween was a good name. Tralice was too bossy to be given that satisfaction. "Paint, her name is Paint."

"Well, you should get some grass to put in the box with her," Tralice said. "Shouldn't she, Mother?"

"I know that," said Red. "She's *my* turtle. But you can hold her, Carrie Mae, anytime you want to."

"Why don't you put Paint in the box, and put the box in the corner of the porch. Then you can go and get some grass to line it with," Aunt Phoebe suggested.

"Okay," said Red. "Don't worry, Tralice. Carrie Mae and I'll take care of it."

"Honestly," said Tralice. "I suppose it's all right if I look at your old turtle?"

"Maybe," said Red. "Let's go, Carrie."

At first Paint didn't move at all. Then, as they all crouched by the box without moving or speaking, she poked her head out of her shell. She craned her neck and then pushed her way through the thick, damp grass lining her box until she reached one

side. Then slowly, slowly, she turned and walked until she bumped into another side of the box. She bumped from one side to the other, over and over, until the sound of Joe's and Uncle Herman's footsteps as they came into the house made her retreat into her shell.

Joe liked Paint immediately. "Wow! A box turtle! What are you going to do with him? We could make turtle soup. I could look it up."

Carrie Mae turned to Joe in pained surprise. "You can't eat a turtle! Especially not one you know!"

"Aw, Carrie, I know that. Some people will believe anything. I was just joking. Listen, let's go find another turtle and we could have a turtle race. Or listen, we could train this one, and put up signs and have a

big turtle race, maybe for the Fourth of July picnic at the community center, and charge entry fees and sell tickets and give prizes. We could—"

"Joe, she's a box turtle, not a racing turtle, and she's mine. And she's not for dinner, either," Red said. "Her name is Paint."

"One turtle's probably not enough for soup anyway," said Joe.

Uncle Herman bent forward a little to study Paint. "A turtle in a box is more properly a boxed turtle. Do you know the poem about a robin redbreast in a cage putting heaven in a rage?"

"No." said Red. Uncle Herman's tone of voice sounded very much like Aunt Phoebe's had, and Red didn't like it.

- 
- |   |  |
|---|--|
| <p>1. Which word <b>best</b> describes Red?</p> <p>A calm</p> <p>B humorous</p> <p>C lazy</p> <p>D proud</p>                    | <p>3. Why does Red name the turtle Paint?</p> <p>A Red is an artist.</p> <p>B Carrie Mae suggests it.</p> <p>C The turtle is a paint turtle.</p> <p>D The turtle has a colorful shell.</p>   |
| <p>2. Where did Red find the turtle?</p> <p>A in a box</p> <p>B on the porch</p> <p>C in the garden</p> <p>D in the kitchen</p> | <p>4. What does Tralice do that suggests she is bossy?</p> <p>A Tralice works with her mother.</p> <p>B Tralice demands to see the turtle.</p> <p>C Tralice looks at the turtle for a long time.</p> <p>D Tralice asks Red's permission to see the turtle.</p> |
-

5. Why does Red not want to admit that Halloween is a good name for the turtle?
- A Red likes the name Paint better.
  - B Red thinks Carrie Mae gets too bossy.
  - C Red does not like the colors orange and black.
  - D Red does not want to give Tralice the satisfaction.
6. How can Joe *best* be described?
- A Joe is cautious.
  - B Joe likes to tease.
  - C Joe is a gardener.
  - D Joe likes to cook.
7. How is Uncle Herman's opinion of the turtle different from Red's?
- A He considers turtles unclean, but Red likes to touch them.
  - B He finds the turtle uninteresting, while Red finds her fascinating.
  - C He agrees with Joe that turtles are edible, and Red objects to that idea.
  - D He thinks it is wrong to confine the turtle, but Red wants to keep her as a pet.

# Goaltending

by Janae J. Carter

Do you know what you'll be doing in 25 years? I do!

I want to be a writer, a ballerina, an inventor, a social worker, and mayor of New York City. My future is no great mystery to me, and yours doesn't have to be a mystery either! All it takes is a goal, a little planning, and a lot of self-confidence.

I get excited when I think about what I can do, and so should you. Every dream can become a reality if you work at it. You don't have to limit yourself to doing just one thing. I want to do lots of things, like Benjamin Franklin. He was a writer, an inventor, a politician, and a scientist.

Having a goal, something you really want to do, is a good place to start in solving the mystery of your future. It gives you something to work toward. Your goal may seem impossible at first, but if you break it down, it won't seem so hard. Remember, a goal is something you really want to do, not what someone else wants you to do.

One of my goals is to write books. My favorite author is Phyllis Wheatley. She was sold into slavery from her home in West Africa when she was 8 years old. She refused to give up her dream of writing. When I read about her and how she achieved her writing success, I was amazed at what you can do if you try. I made a small goal to write every day, even when I'm tired. I feel great when I achieve this goal because it prepares me for my bigger goal—to write books.

Some of your goals might be more personal. I like to write those kinds of goals

in my diary. Writing them down keeps them more private, and nobody can talk me out of them. Sometimes I write a plan that shows me what I need to do step-by-step to accomplish my goals.

⑥ Other people can help you figure out your future, too. People who do what you want to do are your greatest resources. To find out what they do, you can volunteer to help them, do an internship, or even just talk to them. For instance, if you want to be a doctor, talk to a doctor about her goals as a child and how she prepared to become a doctor. She may be able to tell you things you hadn't considered. Visiting your parents' jobs, going to career fairs, and participating in after-school programs are other good options. The Internet and the library are great places to research organizations and programs for young people. You can also read biographies of people who inspire you, which can help you see how other people reached their goals. If you're not certain about your future, explore different careers by asking yourself what you really like to do.

Be realistic when you make your goals, but allow a little room for dreaming. Remember, it's OK for your future to be a little mysterious. That's what makes it so exciting. Someday you may be an astronaut, a carpenter, an ambassador, a writer, a ballet dancer, or whatever else interests you. You may even do it all!

8. The selection begins, “Do you know what you’ll be doing in 25 years? I do!” What is the author’s purpose in beginning the selection this way?
- A to show that she has many talents
  - B to get the reader’s attention and interest
  - C to present herself as a strong personality
  - D to make the reader question her statements
9. The author mentions Benjamin Franklin as an example of what?
- A having many skills
  - B influencing many lives
  - C being smart about money
  - D showing great courage in conflict
10. According to the author, which is a good way of carrying out a plan to achieve a goal?
- A work on several plans at once
  - B break it down into manageable steps
  - C daydream about a triumphant outcome
  - D spend a few minutes planning every day
11. What is the author trying to do in paragraph 6 of the selection?
- A make the reader aware of useful resources
  - B inform the reader about the workplace
  - C encourage the reader to excel in school
  - D urge the reader to try several careers

12. The author urges readers, “Be realistic when you make your goals.” Which activity would help a person do that?
- A imitating people one admires
  - B seeking information about careers
  - C writing about hopes and dreams
  - D feeling attracted to different occupations
13. What is the effect of listing multiple occupations in the opening and closing paragraphs?
- A It demonstrates reasonable goals.
  - B It encourages people to focus on one goal.
  - C It stresses the many exciting career choices.
  - D It shows how the author combines all these careers.
14. Which quotation expresses an opinion of the author?
- A “I get excited when I think about what I can do, and so should you.”
  - B “He was a writer, an inventor, a politician, and a scientist.”
  - C “One of my goals is to write books.”
  - D “I made a small goal to write every day, even when I’m tired.”
15. How does the author emphasize the importance of not giving up when dealing with challenging experiences?
- A by telling the story of Phyllis Wheatley
  - B by mentioning Benjamin Franklin
  - C by describing how she uses her personal journal
  - D by advising the reader that it is all right to dream

# Seneca Oil and Early America

by Kerry Lighty

What would you call a stomach remedy, a water repellent, a lamp fuel, and a squeak remover all in one? Seneca Indians and colonial settlers in northwestern Pennsylvania discovered that such a substance could be found naturally in streams. The amazing resource is called Seneca oil, which is more commonly known as petroleum or crude oil.

Seneca oil was named for the Seneca Indians, who collected it by skimming the substance from the top of Oil Creek and other regional streams. Early settlers later learned about this oil through contact with Native Americans who highly regarded petroleum for its medicinal purposes. The Senecas believed that swallowing small amounts of the dark liquid would soothe stomach and digestive problems. Crude oil was said to have a horrible flavor, so the taste would certainly make a person forget what his stomach felt like! Early settlers were convinced of the healing qualities of Seneca oil, too. A few bold and misguided ones even peddled the dark fluid as a remedy for all ailments common to man. “Three teaspoons, three times a day!” one ad claimed, would cure all. Hence, these peddlers—with their “snake oil”—became quite popular among the gullible people of the day.

Besides being taken internally, Seneca oil was applied to the skin as an ointment. It was spread on wounds to aid healing. George Washington’s troops treated frostbite with petroleum. During the Civil War, wounded soldiers were treated with Seneca oil and herbs. Both the Senecas and the early settlers rubbed the fluid on joints to ease the pain and discomfort of rheumatism. Despite the widespread use of Seneca oil for healing purposes, the claimed effects appear to be unfounded.

When used on horses, however, Seneca oil was effective. The Seneca Indians would allow their horses to stand in shallow pools of petroleum, soaking their hoofs in the dark liquid to prevent cracking and splitting.

Crude oil had other unique uses in early America. Upon discovering that mosquitoes were repulsed by the scent of petroleum, the Senecas spread the oily liquid on their skin and created the first insect repellent.

Oil not only repels mosquitoes but water as well. Native Americans capitalized on the fact that water and oil do not mix. The Seneca and other Iroquois Indians produced an ideal war paint by mixing petroleum with paint, which made the substance immune to water. The crude oil gave the paint a “hideous, glistening appearance,” according to eyewitnesses. Settlers also applied Seneca oil to wood and leather goods to preserve them from moisture damage.

Along with providing water protection, crude oil was believed to provide resistance to the sun’s rays. Native Americans spread petroleum over exposed skin to protect it from the intense sunshine, making the substance a rather unique suntan lotion.

In contrast to water, Seneca oil was flammable. Native American tribes discovered that fire would burn brighter when the dark fluid was added to it. The powerful visual effects enhanced the ceremonies performed by the Seneca and other Iroquois.

⑨ Also, settlers used Seneca oil as a fuel in lamps to provide light. However, a thick, black smoke resulted from the burning of petroleum. This annoying by-product kept crude oil from widespread use as a lamp fuel. Later, the distilling of crude oil into various substances led to the advent of kerosene, a



product that provided good lighting without all the black smoke. In the late 1800s, kerosene replaced whale oil as the American lamp fuel of choice.

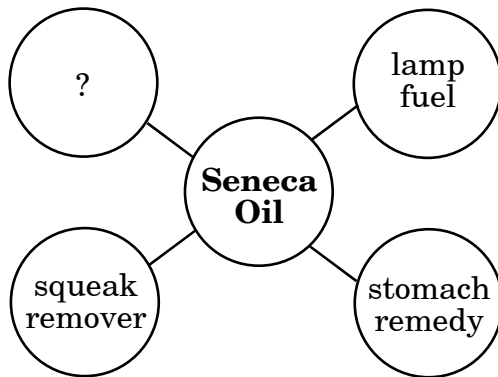
The lubricating properties of petroleum were also known in nineteenth-century America. Many mills in the oil country of northwestern Pennsylvania used petroleum on their machine tools to reduce the friction, wear, and noise. The

slippery substance was also applied to wagon wheels to cause them to turn more freely and to eliminate irritating squeaks.

Seneca oil, or petroleum, played an interesting role in early America, ranging from the comical to the ingenious. As a natural resource, crude oil had many worthy applications, and it is still very valuable and versatile today.

- 
16. In the second paragraph, what does the word *gullible* mean?
- A confident
  - B determined
  - C highly excited
  - D easily deceived
17. Which would **most likely** be a use for Seneca oil by early settlers in Pennsylvania?
- A to heat their houses
  - B to season their food
  - C to treat a cut on the leg
  - D to eliminate squeaks on an elevator
18. According to the selection, what was one effect of the Senecas' mixing petroleum with paint, particularly during a time of war?
- A to look more frightening to their enemies
  - B to create new colors to fool their enemies
  - C to prevent sunburn during midday battles
  - D to provide light for nighttime battles

19. According to the selection, which item **best** completes the graphic organizer?



- A food preservative  
 B cooking grease  
 C snake repellent  
 D suntan lotion
20. In paragraph 9, what does the word *advent* mean?
- A arrival  
 B eating  
 C farming  
 D opposition

21. How were the early American settlers and the Native Americans similar in their approach to Seneca oil?
- A Both used it as lamp oil.  
 B Both thought it was poison.  
 C Both tried it for various needs.  
 D Both tried to make money from it.
22. Which statement about Seneca oil is **best** supported by the selection?
- A Seneca oil was useful as an alternative to kerosene.  
 B The settlers used Seneca oil to treat a variety of illnesses.  
 C Seneca oil has been replaced by crude oil in recent times.  
 D The settlers taught Native Americans many uses for Seneca oil.

# Heat Waves

by Eileen Ressler

Before  
breakfast  
even the  
sky was  
white

hot &  
by noon  
the tar  
on the  
rooftops  
bubbled &  
up rose the  
ghost waves  
of heat from  
the hoods of  
parked cars,  
and even our  
hair was hot  
to the touch  
as we sat  
in the  
last  
slab  
of  
shade—  
It was a  
SCORCHER!

Then  
all at  
once the  
rush of a  
park full  
of pigeons  
flying off  
filled our  
ears and  
flooded  
us off  
the steps  
& along  
the gutter  
a tiny  
torrent  
of silver  
wrappers  
& metal  
poptops  
bobbing  
in the  
blast  
that  
stung  
our skin  
& made us  
SHRIEK!

And  
slid a  
glittering  
red band  
from  
Jocelyn's  
sleek hair,  
her long  
black  
bangs  
spilling  
over her  
brown,  
brown  
eyes,  
her  
white  
teeth  
gleaming  
& bright  
squealing  
drowned  
out in a  
gush of  
cold water  
pumping up  
from old pipes  
down below the  
overflowing streets—  
IT WAS WAY COOL!

23. Who is *most likely* the speaker in the poem?
- A Jocelyn
  - B a bus driver
  - C a police officer
  - D one of the children
24. Why does the speaker refer to “ghost waves of heat”?
- A Heat makes objects appear to glow.
  - B Heat makes some people feel dizzy.
  - C Heat rising from cars makes the air appear to move.
  - D Heat waves are another name for periods of hot weather.
25. How does Jocelyn show that she is surprised?
- A She squeals.
  - B She slides her headband off.
  - C She brushes her hair from her eyes.
  - D She jumps into the cold water.
26. How does the arrangement of the stanzas affect the poem?
- A It adds detail to the poem.
  - B It helps to show the subject of the poem.
  - C It makes the mood very strong and easy to guess.
  - D It breaks the poem into easy-to-read sections.
27. What is the effect of ending each stanza with words in capital letters?
- A It makes the reader think of loud city noises.
  - B It gives a sense of suddenness and excitement.
  - C It offers a hint of what happens in the next stanza.
  - D It makes the reader feel sorry for the overheated children.
28. What does the poet use to emphasize the emotions of the children in the poem?
- A short lines
  - B alliteration
  - C vivid descriptions
  - D correct punctuation

29. Which is the *best* summary of the poem?
- A Relief on a hot day can come unexpectedly.
  - B City parks are fun in the summer.
  - C People help those who help themselves.
  - D Water is too precious to waste.

30. Based on the information in the poem, which statement is *most likely* true?
- A Jocelyn was on her way to the park.
  - B The children had been feeding pigeons.
  - C The city had been experiencing high heat.
  - D The day before had been cool and pleasant.

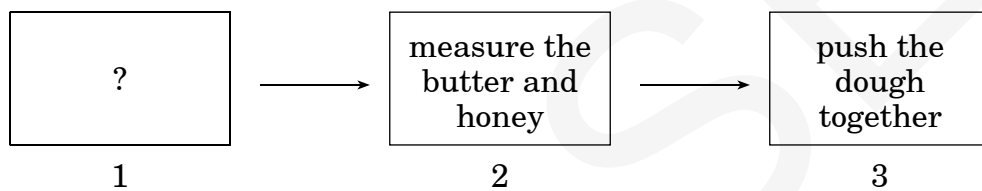
# *a recipe for* **Homemade Graham Crackers**

*by Mollie Katzen*

31. What is the purpose of this selection?
- A to entertain readers with a story about a snack
  - B to persuade readers to buy graham crackers
  - C to inform readers how to make a favorite snack
  - D to describe to readers the taste of graham crackers
32. When a person starts this recipe, **about** how long is it before the dough is ready to be placed in the oven?
- A about 10 minutes
  - B about 15 minutes
  - C about 25 minutes
  - D about one hour

33. The recipe says, “Yield: about 3 dozen.” What does the word *yield* mean?
- A amount of dough
  - B number produced
  - C preparation time
  - D serving size
- 

34. Which step belongs in box 1?



- A melt the butter and honey
- B roll the dough
- C mix the dry ingredients
- D set a timer for 10 minutes

35. In step 3, what is being mixed with a fork?
- A the dry ingredients
  - B the butter and the honey
  - C the flour and the butter
  - D the six ingredients
36. What would make it easier for someone to follow this recipe?
- A divide step 3 into several smaller steps
  - B include a drawing of how to mix with a fork
  - C include a drawing of measuring spoons
  - D list the three steps before listing the ingredients



# Weirdest of All

by Melanie A. Stinson

“If anyone sees, I’ll have to leave town.” Gordon looked both ways down the school hallway. He hoped his body would hide Zee, who was slipping her special home-baked pumpkin seeds into his backpack. Gordon was planning to invent a new recipe.

“Secrets have a way of getting out,” Zee said, bright clothes and red hair flashing like neon.

“The Weirdos,” Lion jeered as he and his buddies swaggered up. “Born weird. Dress weird. Act weird.”

“Weird, how?” Zee asked. “As in magical? As in wizards and elves? Do you mean mysteriously strange, fantastic, or just plain eerie?”

Zee’s good with words, Gordon thought. She uses words to dance around Lion’s teasing.

“Weird’s what I mean,” Lion said, frowning at Zee.

Gordon hunched his shoulders. Weird was exactly how he felt. And if Lion found out his secret, he’d be weirdest of all.

Lion held out his lunch bag. Gordon reluctantly traded with him. If he didn’t, Lion would tease him all day, and Gordon couldn’t stand that. It was bad enough that Gordon’s own brain always kept him worrying about whether his haircut was funny-looking and whether his clothes looked OK. Embarrassing.

“You bring in great lunches, Gordo,” said Lion. “That cheesy bread smothered in spaghetti sauce—*mamma mia!*”

Everyone knew Lion’s lunches were the worst. Gordon had once thrown away a pickle-and-peanut-butter sandwich.

Zee nudged Gordon, and he followed her, head down.

“I wish Lion would stop,” Gordon grumbled as he and Zee strolled downtown after school. “I wish he’d eat his own lunches.”

“He’s not going to,” Zee said. She stopped in front of a poster. “Not till we make him understand that it’s unacceptable for him to act the way he does toward us.” She pointed to the poster, which read COMMUNITY BAKE-OFF.

“Oh no,” Gordon said. “No way am I entering that.”

“You’d win.”

“Maybe. But the teasing would never stop.”

Zee looked at him. “Don’t you want to be legitimate?”

“What’s that?”

“Recognized for the talent you are.”

Gordon mumbled, “Gotta go,” and started walking away. He could hear Zee calling him, but he didn’t stop until he reached his kitchen. By then, Gordon realized that he *did* want to enter that contest—to see if he could win and to prove he was—what was that word? *Legitimate*.

Gordon took a deep breath. What if he entered the contest and Lion found out?

Four days, a dozen egg whites, and a bottle of vanilla extract later, Gordon was famous in his hometown. The newspaper even ran a story about him.

The next day, he’d have to face his classmates. He knew just how he’d do it, too.

“You *bake?*” Lion scoffed as Gordon entered the classroom armed with a tray. “You bake things, like a girl?” Lion waved the newspaper photo of Gordon in a baker’s hat.

“Yes, he bakes,” Zee said. “See? ‘Grand Prize Winner, Community Bake-Off. Prize: Fifty dollars.’”

Lion laughed harder.

Gordon uncovered his tray of prizewinning cookies.

“Gordon’s magic recipe,” Zee bragged.

Lion eyed the cookies with suspicion.

“What’s in them?”

“Great bakers never give out their secrets.” Zee bit into one. “Mmmm. Still warm.”

A crowd gathered around them. Hands reached. Mouths opened. Cookies disappeared.

“I think it’s cool that you bake, Gordon,” Stephanie said.

“Lion, you love his lunches,” Zee prompted.

“Gordo made those lunches?” Lion said, dumbfounded. His stomach growled. He reached for the last cookie, but Zee snatched and swallowed it in one fluid move.

The whole class laughed. Lion glared.

Gordon removed a cookie from his backpack. “Saved one just for you, Lion. Two dollars.”

“Nobody else paid,” Lion said.

“Nobody else treats us as bad as you do,” Zee scolded. “You want that for free, you treat us like classmates.”

“And promise never to bug us again,” Gordon added.

“Can’t promise.”

“No cookie, then,” Gordon said.

Lion’s stomach rumbled louder.

“Sounds like you’re starving,” said Zee.

“My mom burned dinner *again* last night, so I skipped it,” Lion admitted. “Now you know. Breakfast’s as bad as lunch.” He sized up the duo. “If that cookie makes me sick, all promises are off.”

Gordon handed him the cookie.

Lion wolfed it down. “So it’s good. What else do you bake, Gordo—n?”

Zee answered, “Cakes, pies, baked Alaska.”

Lion thought for a moment, then said, “My birthday’s next week. Could you do the cake?”

“Maybe,” Gordon said.

“Chocolate? With pudding and marshmallows?”

“That’s doable,” said Gordon.

“One problem, though,” Zee said. “Cakes made by champion bakers cost money.”

“What do you mean?”

“Weirdest-of-all cake,” Gordon surprised himself by saying. “It’s not free.”

“You’re a laugh a minute. How much?”

“Ten dollars.”

The room grew quiet. Lion licked the icing off his fingers. “Guess my mom would pay that—to support our town’s most promising baker.”

Gordon grinned. Most promising baker, he thought. Legitimate, at last.

37. At the end of the selection, which statement describes Lion?
- A He is bored with childish games.
  - B He reaches out to help another person.
  - C He appreciates another person's talents.
  - D He worries too much about how he looks.
38. Which **best** describes Lion at the beginning of the selection?
- A a bully
  - B a friend
  - C a comic
  - D a coward
39. Which two students approve of Gordon's baking before Gordon and Lion settle their differences?
- A Gordon and Zee
  - B Lion and Gordon
  - C Zee and Stephanie
  - D Stephanie and Lion
40. Which adjectives **best** describe Zee?
- A shy and anxious
  - B proud and selfish
  - C funny-looking and confused
  - D self-confident and supportive
41. Which statement **best** describes Gordon?
- A Gordon is often mean-spirited.
  - B Gordon likes to spend time alone.
  - C Gordon wants to be Lion's friend.
  - D Gordon worries about what people think.
42. What is the importance of Lion calling Gordon by his full name near the end of the story?
- A Lion is showing respect for Gordon.
  - B Lion knows Gordon dislikes his name.
  - C Lion is showing off his sense of humor.
  - D Lion wants to flatter and please Gordon.

43. Which experience is *most similar* to Gordon's experience at the bake-off?
- A cooking dinner for friends
  - B playing on a team
  - C singing in a choir
  - D winning a writing contest

# Yellowstone National Park

Yellowstone was the first national park in all the world. It is famous for its spouting geysers (GĪ-zerz), bubbling mudpots, hot springs, and beautiful scenery. About 500 tourists travelled to Yellowstone the first year it was open. Now, over two million people drive through the park every year.

Yellowstone is 3,472 square miles (8,992 sq km). Almost all of the park is in the northwest corner of Wyoming, with the remainder in Idaho and Montana.

The park gets its name from a golden canyon in the area. A waterfall that is higher than Niagara Falls drops 308 feet (94 m) into a canyon with yellow stone walls. The yellow stone of the canyon was once thought to be gold.

Yellowstone Park has over 200 active geysers, which is more than in all the rest of the world combined. Yet all of Yellowstone's geysers are different. Beehive Geyser shoots water over 200 feet (61 m) high. Riverside Geyser sprays at an angle, not straight up. Old Faithful is the most famous of Yellowstone's geysers. About once every 65 minutes, it spouts a column of water about 130 feet (40 m) high. The jet usually lasts from 2 to 5 minutes.

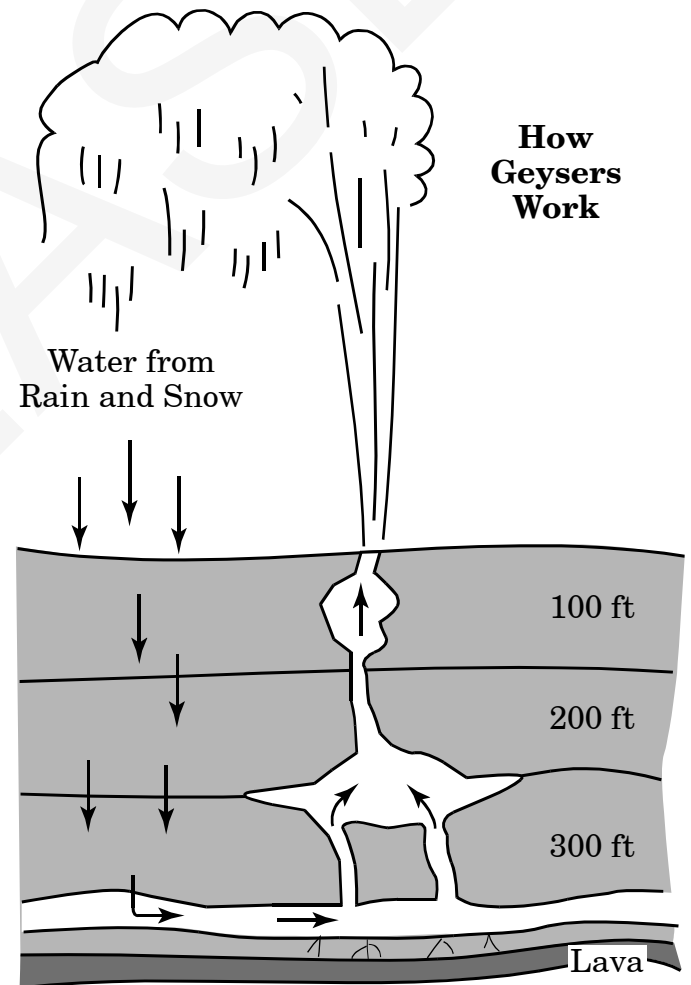
Yellowstone has many hot springs, or pools, in various colors. The largest hot spring in the park is Grand Prismatic. It is 370 feet (113 m) across. Mudpots are hot springs with smaller supplies of water. The small amount of moisture mixes with acid gases. Sometimes, rising bubbles of gas fling mud several feet high.

The mudpots come in a variety of colors: cream, grey, black, and even pink.

One of Yellowstone's geysers first erupted in a parking lot underneath a car. People nearby thought the car's radiator was boiling over. That's how the geyser got the name Radiator Geyser.

Yellowstone is one of the few places in the United States where people can see wild buffalo, or bison. In the early 1800s, millions of buffalo roamed across the United States. After 100 years of hunting, less than

What makes a geyser go off? Water soaks into the ground near molten rock, or magma. It is heated to temperatures as high as 400 degrees Fahrenheit (204°C). The water is unable to boil at the normal temperature because of the weight of the water above.



The water then becomes superheated. Steam and bubbles form as the pressure builds. Suddenly, a spout of hot vapor and water is forced to the surface and high into the air. As the water seeps back down, the process starts again.

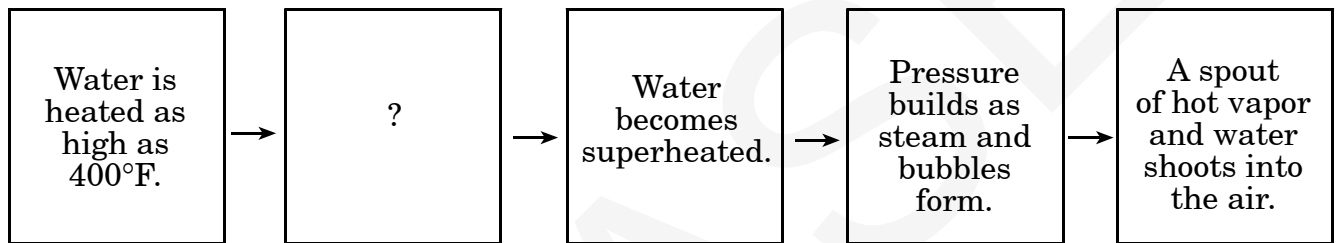
100 wild bison were left—all in Yellowstone. The bison in Yellowstone were then protected from hunters. A man known as “Buffalo Jones” took more bison to

Yellowstone and cared for them. Over time, the herd grew. Yellowstone bison now number about 3,000.

44. What is the purpose of this selection?
- A to describe wild bison to the reader
  - B to inform the reader about a national park
  - C to persuade the reader to visit Yellowstone
  - D to entertain the reader with stories of geysers
45. How are Beehive Geyser and Old Faithful alike?
- A Both are named after insects.
  - B Both spray at an angle, not straight up.
  - C Both produce a water column at least 125 feet high.
  - D Both produce a water column at least once an hour.
46. What **best** describes a geyser’s action?
- A blazing
  - B repeating
  - C rare event
  - D natural disaster
47. How is a mudpot different from other geysers?
- A It is yellow.
  - B It is inactive.
  - C It has less water.
  - D It contains magma.
48. What is the **most likely** reason “Buffalo Jones” brought bison to Yellowstone?
- A to rebuild the population of an endangered species
  - B to control the excess grass growing in the park
  - C to make the park look like it did in the 1800s
  - D to provide animals for tourists to hunt

49. What is emphasized with the diagram of a geyser?
- A the importance of the geyser
  - B the force that produces a geyser
  - C the geyser's nearness to Earth's core
  - D the process involved in a geyser's eruption
- 

50. Which statement *best* completes the graphic organizer?



- A Water is forced to the surface.
- B Water weighs more than normal water.
- C Water soaks into the ground near magma.
- D Water is unable to boil at normal boiling point.



**End of Reading Comprehension**

## ACKNOWLEDGMENTS

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**North Carolina Test of Reading  
Grade 5 Form S RELEASED Fall 2009  
Answer Key**

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

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

**North Carolina Test of Reading**  
**Grade 5 Form S RELEASED Fall 2009**  
**Answer Key**

		fiction and nonfiction
29	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
30	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
31	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
32	B	1 — Vocabulary usage and decoding
33	B	1 — Vocabulary usage and decoding
34	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
35	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
36	A	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
37	C	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas
38	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas
39	C	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/evaluating characters, events, ideas
41	D	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas
42	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas

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**Answer Key**

43	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
44	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
45	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
46	B	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
47	C	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
48	A	3 — Respond to selections using critical, evaluative and interpretative processes, comparing/contrasting/evaluating characters, events, ideas
49	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction
50	D	2 — Reading Comprehension strategies, drawing conclusions, identifying and interpreting elements of fiction and nonfiction

**North Carolina Test of Reading  
Grade 5 Form S RELEASED Fall 2009  
Raw to Scale Score Conversion**

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<b>Raw Score</b>	<b>Scale Score</b>
0	321
1	321
2	322
3	323
4	323
5	324
6	325
7	326
8	327
9	328
10	329
11	330
12	331
13	332
14	333
15	334
16	335
17	336
18	337
19	338
20	339
21	340
22	341
23	342
24	343
25	344
26	345
27	346
28	346
29	347
30	348
31	349
32	350
33	351
34	351
35	352
36	353
37	354
38	355
39	356
40	357
41	358

**North Carolina Test of Reading  
Grade 5 Form S RELEASED Fall 2009  
Raw to Scale Score Conversion**

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42	359
43	360
44	362
45	363
46	365
47	367
48	369
49	371
50	374