

Name _____

RELEASED FORM

Grade 6

Form Y



North Carolina

End-of-Grade Tests—Grade 6

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



The Thing in Adam's Room

by J Louis Messina

1. What is the general tone of the selection?
 - A straightforward and scientific
 - B suspenseful and exciting
 - C funny and carefree
 - D dark and disturbing
2. In paragraph 13, what is *most likely* the reason Adam ran all the way home?
 - A to turn up the thermostat to make the room hotter
 - B to get home before his mother saw how bad his room looked
 - C to throw a half-eaten candy bar and part of a burrito onto his floor
 - D to see if anything besides mushrooms had grown while he was at school
3. Paragraph 16 states, "And I'll raise the thermostat in my room to high. Fungus grows better in the heat." What is *most likely* the reason these sentences are included?
 - A to show that this is a horticulture project
 - B to provide a clue about future events
 - C to make the bedroom seem more like a real jungle
 - D to explain how the foliage blocked the door
4. In paragraph 21, what does *foliage* mean?
 - A leaves
 - B darkness
 - C blanket
 - D curtains

The Thing in Adam's Room

by J Louis Messina

5. Why did Adam win the first-prize trophy?
- A He created a jungle in his bedroom.
 - B He developed a special kind of soil.
 - C He grew a plant that is difficult to grow.
 - D He showed how cooler air affects plants.
6. What is ironic about Adam's teacher saying that the Drosera plant is difficult to grow in only a month?
- A Adam already knew that from his research.
 - B Adam's plant was a sundew, not a Drosera.
 - C Adam's mom was an expert on growing it.
 - D Adam grew one much bigger in less than a day.
7. What is the **most likely** reason Adam cleaned his room?
- A His mom made him clean it.
 - B He was getting ready for the next contest.
 - C The fungus and fertilizer were making him sick.
 - D He was scared the man-eating plant would come back.

A Different Kind of School

by Marilyn Kratz

8. For what purpose does the teacher use the recitation bench?
- A to work with one grade level at a time
 - B to seat students who are behaving badly
 - C to use as a base for playing classroom games
 - D to describe new reading selections to the class
9. What does the description of the potluck picnic **most likely** indicate?
- A The teacher performs many jobs.
 - B The students like hanging lanterns.
 - C The townspeople support the school.
 - D Winter is a good time for a performance.

A Different Kind of School

by Marilyn Kratz

10. Why does the author **most likely** mention that she put a pear and a piece of chocolate cake in her lunch bucket on the first day she taught school?
 - A These are easy items to pack in a lunch bucket.
 - B Fruits and pastries are always good choices for dessert.
 - C They bring back fond memories of her days as a student.
 - D This is the only dessert she eats with her lunch or dinner.
11. How does the description of a typical school day help the reader understand this selection?
 - A It summarizes the main problem in the selection.
 - B It provides a setting for the rest of the selection.
 - C It predicts an unexpected outcome in the selection.
 - D It shows how the mood changes through the selection.
12. How are **most** schools today different from rural schools like the author attended?
 - A Today's schools have more students.
 - B Today's schools have more celebrations.
 - C Today's schools have smaller school boards.
 - D Today's schools have smaller playgrounds.
13. Which relationship is **most similar** to the one below?

Woods in the Jar : Fruit Basket Upset

 - A rain : water
 - B pizza : picnic
 - C playground : student
 - D baseball : card games

Aluminum

by Brian Knapp

14. Which word **best** describes aluminum?
- A hard
 - B strong
 - C plentiful
 - D scarce
15. In the third paragraph, why are aluminum alloys compared to steel?
- A to show their widespread use
 - B to show their many jobs
 - C to show how easy they are to find
 - D to show how strong they can be
16. In the third paragraph, what is an *aluminum alloy*?
- A a soft or weak material
 - B aluminum combined with another material
 - C aluminum that has been recycled
 - D a tough steel material
17. What is the **best** example of a material containing a mordant?
- A a blank paper
 - B a red T-shirt
 - C aluminum foil
 - D car tires
18. What is the purpose of the side bars in this selection?
- A They add additional information and facts about aluminum.
 - B They tell the reader that aluminum is expensive.
 - C They confuse the reader by comparing aluminum to gold.
 - D They provide the most important information in the selection.
19. Which relationship is **most similar** to the one below?
- aluminum : oxygen
- A magnets : metal
 - B tin : water
 - C batteries : acid
 - D elements : natural

Two Views

I.

An old farm-house with meadows wide,
 And sweet with clover on each side;
 A bright-eyed boy who looks from out
 The door with woodbine wreathed about,
 5 And wishes his one thought all day:
 “Oh! if I could but fly away
 From this dull spot the world to see,
 How very happy I should be!”

II.

Amid the city’s constant din.
 10 A man who round the world has been.
 Who, ‘mid the tumult and the throng
 Is thinking, thinking all day long;
 “Oh could I only tread once more
 The field-path to the farm-house door.
 15 The old green-meadow could I see,
 How very happy I should be!”

20. What is the mood of the selection?

- A confused
- B humorous
- C suspenseful
- D wanting

21. Which phrase **best** describes the dream of the boy?

- A leaving the farm
- B living in the city
- C enjoying the countryside
- D finding a way to be happy

22. Which phrase **best** describes the man's feelings?
- A curious about city life
 - B bored with country life
 - C eager to travel around the world
 - D interested in returning to the farm
23. Which wishes do the boy and the man both share?
- A seeing the world
 - B being somewhere else
 - C finding a peaceful place
 - D escaping from everyday tasks
24. What is a possible link between stanza 1 and stanza 2?
- A The boy in stanza 1 is the grown-up man in stanza 2.
 - B The boy in stanza 1 wants to know the man in stanza 2.
 - C In both stanzas, the people are happy where they are living.
 - D In both stanzas, the people wish to travel the world together.
25. Which experience is **most similar** to the one described in this poem?
- A forgetting to do something that was important
 - B staying overnight with a friend
 - C wanting to go to school in another town
 - D making a decision at work

Shades of Long Ago

by Kathiann M. Kowalski

26. What was the **main** benefit of silhouettes during the Colonial era?
- A They cost less than portraits.
 - B They would last longer than portraits.
 - C They provided more detail than portraits.
 - D They could be made smaller than portraits.
27. What is the source of the word *silhouette*?
- A a town in rural France
 - B a cheap French person
 - C the French word for shadow
 - D the first Frenchman to draw a shade
28. Which silhouette size was **most** popular during the Colonial era?
- A extra-large
 - B full-size
 - C medium
 - D miniature
29. In step 2, how would the silhouette **most likely** be affected if the instructions in the parentheses were ignored?
- A It would be more detailed than most silhouettes are.
 - B It would look more realistic than most silhouettes do.
 - C It would not accurately represent the friend's profile.
 - D It would not be as clear because of the dull pencil lead.

Shades of Long Ago

by Kathiann M. Kowalski

30. Why are the instructions **most likely** included in this selection?

- A to make the silhouettes seem more realistic
- B to encourage the reader to try making a silhouette
- C to explain why silhouettes are also called shades
- D to emphasize the importance of silhouettes today

31. Which activity below is **most similar** to the activity in this selection?

- A giving a school picture to a friend
- B reading the biography of a photographer
- C watching a movie set in the Colonial era
- D following a recipe to make a batch of cookies

Why Alligator Hates Dog

retold by J. J. Reneaux

32. Based on the selection, which phrase **best** describes a bayou?

- A a type of cabin
- B a dark hole in the swamp
- C a swampy area near New Orleans
- D a place where only alligators can live

33. Based on information in the selection, which word **best** describes Hound Dog?

- A angry
- B calm
- C clever
- D lazy

Why Alligator Hates Dog

retold by J. J. Reneaux

34. How are Lapin and Hound Dog alike?
- A They are both quick thinkers.
 - B They are both good swimmers.
 - C They both enjoy chasing alligators.
 - D They both like to tease M'sieur Cocodril.
35. How did Alligator change by the end of the selection?
- A He learned a valuable lesson.
 - B He decided to leave the bayou.
 - C He learned to swim in the bayou.
 - D He became a good friend to Lapin.
36. Why did the author **most likely** write the selection in Cajun dialect?
- A to compare different ways of speaking
 - B to identify the origin of Cajuns
 - C to teach the reader to speak Cajun
 - D to make the selection more authentic
37. Based on the selection, which relationship is **most similar** to the one below?
- porch : galerie
- A New Orleans : bayou
 - B dog : chien
 - C cabane : Canada
 - D alligator : swamp

Feelings About Words

by Mary O'Neill

38. What is the **main** purpose of this poem?
- A to help the reader understand feelings
 - B to show the reader how to spell words
 - C to teach the reader how to speak a unique language
 - D to help the reader experience the effect of different words
39. What is the mood of the poem?
- A light and playful
 - B silly and ridiculous
 - C thoughtful and caring
 - D exciting and suspenseful
40. Which is used to create tone in this poem?
- A short lines that rhyme
 - B metaphors and similes
 - C difficult vocabulary words
 - D lengthy phrases that describe
41. Which is described by the poet as a word that is small?
- A and
 - B is
 - C the
 - D tiny
42. How is glue described?
- A something that is thick
 - B something that is heavy
 - C something that is made of clay
 - D something that is used for building

Feelings About Words

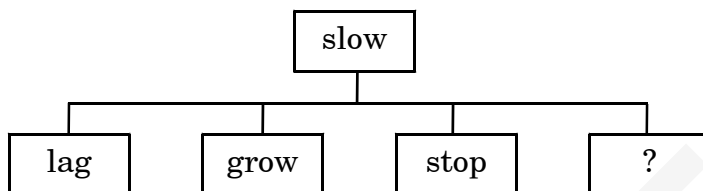
by Mary O'Neill

43. In line 31, the word *preen* represents which idea?
- A making oneself appear funny
 - B making oneself appear elegant
 - C making oneself appear careless
 - D making oneself appear thoughtful
44. Which statement is **best** supported by the poem?
- A A word is only one small part of a language.
 - B Words can affect different people in different ways.
 - C Words have the power to produce sensations and emotions.
 - D A word's meaning depends on the context in which it is used.

Feelings About Words

by Mary O'Neill

45. Based on the poem, which word **best** completes the graphic organizer?



- A creep
- B gush
- C spout
- D spurt

Bacteria Rule

They're Here, There, and Everywhere

by David George Gordon

- | | |
|--|---|
| <p>46. What is the main purpose of this selection?</p> <ul style="list-style-type: none"> A to convince readers that all bacteria are unhealthy B to inform readers about some of the benefits of bacteria C to entertain readers by telling a story about swamp bacteria D to encourage readers to stop brushing their teeth <p>47. Based on the selection, which is the best description of a bacterium?</p> <ul style="list-style-type: none"> A a life-form that creates sickness in everything that it contacts B a life-form present only on living things C a life-form that exists on many living and nonliving things D a life-form that should be destroyed whenever possible <p>48. What is the main idea of the section "Pollution Solution"?</p> <ul style="list-style-type: none"> A Oil spills can be prevented by scientists. B Oil spills are not always natural disasters. C Bacteria can be helpful to people. D Bacteria prefer a diet of oil. | <p>49. Why did the author add the additional sections about "Swamp Gas" and "Pollution Solution"?</p> <ul style="list-style-type: none"> A to help the reader see bacteria's negative effects on the environment B to tell the reader why the air around swamps smells like rotten eggs C to give the reader additional information about bacteria D to tell the reader how scientists have discovered ways to clean oil spills <p>50. What do the examples in "Open Wide," "Pollution Solution," and "Swamp Gas" have in common?</p> <ul style="list-style-type: none"> A All show how humans use bacteria. B All show the things bacteria feed on. C All show positive things about bacteria. D All show how bacteria harm the environment. |
|--|---|

Bacteria Rule

They're Here, There, and Everywhere

by David George Gordon

51. What is **most likely** the reason that the air around swamps smells so bad?

- A because of the lack of water around the plants
- B because the water in the swamp is dirty
- C because of the lack of air around the water
- D because the water is polluted

52. What have scientists discovered about bacteria?

- A Bacteria are the main cause of sickness.
- B Bacteria cannot be destroyed.
- C Bacteria feed on healthy plants.
- D Bacteria feed on spilled oil.

53. Based on the information in the selection, which statement is true?

- A There are only a few types of bacteria.
- B Most illnesses are caused by bacteria.
- C Food needs to contain bacteria to be digested.
- D Bacteria can live under many different conditions.



**End of Reading
Comprehension**

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North Carolina Test of Reading
Grade 6 Form Y RELEASED Fall 2009
Answer Key

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

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Answer Key

21	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
22	D	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
23	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
24	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
25	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
26	A	2 — Explore and analyze informational materials using reading strategies
27	B	2 — Explore and analyze informational materials using reading strategies
28	D	2 — Explore and analyze informational materials using reading strategies
29	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
30	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
31	D	2 — Explore and analyze informational materials using reading strategies
32	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
33	C	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
34	A	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	4 — Use critical thinking skills to determine author's purpose and draw conclusions based on evidence and reasons
37	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
38	D	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
39	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
40	A	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
41	B	5 — Use interpretative and evaluative processes to analyze texts and their characteristics
42	A	5 — Use interpretative and evaluative processes to

**North Carolina Test of Reading
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Answer Key**

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

**North Carolina Test of Reading
Grade 6 Form Y RELEASED Fall 2009
Raw to Scale Score Conversion**

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

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

42	358
43	359
44	360
45	361
46	363
47	364
48	365
49	367
50	369
51	371
52	374
53	377