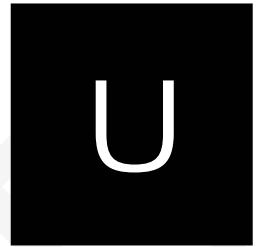


Name

RELEASED FORM

Grade 8

Form U



North Carolina

End-of-Grade Tests—Grade 8

Reading Comprehension

---

Public Schools of North Carolina  
www.ncpublicschools.org  
State Board of Education  
Department of Public Instruction  
Division of Accountability Services/North Carolina Testing Program  
Raleigh, North Carolina 27699-6314



Excerpt from **“The Final Memo”**  
*by Paul Stewart*

RELEASED

Excerpt from **“The Final Memo”**  
*by Paul Stewart*

RELEASED

1. Who is Mrs. Snape?
- A the custodian
  - B the former boss
  - C the new supervisor
  - D the administrative assistant
2. What can be inferred about Mrs. Snape?
- A She has trouble with schedules and organization.
  - B She allows a casual and exciting office atmosphere.
  - C She enjoys socializing with others at the office.
  - D She is formal and rigid at work.
3. Why did Mrs. Snape seem to prefer memos to spoken requests?
- A accuracy
  - B speed
  - C cost savings
  - D noise control
4. As used in the selection, what is “bog paper”?
- A newsprint
  - B toilet tissue
  - C copier paper
  - D memo sheets
5. With which statement would the author *most likely* agree?
- A A friend in need is a friend indeed.
  - B Old friends make the strongest allies.
  - C Conflict always destroys established goodwill.
  - D There is a time to resist, and there is a time to depart.
6. “The staff was like one big, happy, sloppy family. Any newcomer who did not fit right in would be treated as an intruder. And, as I learned, any new supervisor who wanted things a little neater would be treated as an invading enemy.” If the selection had opened with this comment, who would be the narrator?
- A Mrs. Snape
  - B Mrs. Brady
  - C Mr. Arnold
  - D Mr. Grimble

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

by Jack Williams

Ross Ice Shelf, Antarctica,  
Jan. 19, 1999.

Anyone who travels to what’s known as “field camps” in Antarctica is supposed to take a survival course. The regular “Snowcraft” course, which is generally called “happy campers school,” includes camping out for the night in the snow.

This year, most of the journalists the National Science Foundation brought to Antarctica were late getting here because weather and other problems delayed their flights from Christchurch. They were told they could do a half-day lecture course on survival and pass up the camping trip.

But Bob Boyd of Knight-Ridder and I decided to do the full school. We arrived here on time and neither of us wanted to pass up the chance to experience even a little taste of what Antarctica’s first visitors lived through. I’m glad I didn’t miss being a happy camper even though it took most of Jan. 19 and 20.

Our instructor was Bill McCormick, who’s head of search and rescue at McMurdo and works as a mountain guide, including on Mt. McKinley in Alaska, when he’s not here.

Every vehicle that leaves McMurdo, whether it’s an airplane or a snowmobile, has to carry survival equipment, which includes a backpacking stove and fuel, enough sleeping bags for everyone in the vehicle, tents, food, and other equipment. The idea of happy campers school is to make sure anyone who might need to use this equipment knows how.

After a morning of lectures, McCormick took the 11 of us in the course to the area on the Ross Ice Shelf used for the school. He told us that the idea was to learn how to survive. “We don’t want this to be some kind of character-building thing. We aren’t going to see if you crack.”

⑦ In the snow, we learned how to build a snow trench—just what it sounds like, a trench in the snow that will shelter you from the wind—how to pitch the mountain tents found in survival kits and also the larger Scott tents used at field camps, and—most fun of all—how to build a snow mound shelter. For that, we piled up the bags with our sleeping bags and other equipment in them, covered them with a tarp and piled about two feet of snow on top of the pile. After packing down the snow, one person dug into the mound to drag out the bags, leaving a cozy hollow that is warmer than outside in the wind.

We also built a wall of snow blocks as a windbreak for a mountain tent and the “kitchen” area with four backpacking stoves.

Temperatures fell only into the 20s (above zero F), but the wind pushed the wind chill down to around 10 degrees while we were there. We know we were lucky. Earlier in the season temperatures might be 50 degrees colder for the school. I was comfortable in the sleeping bag in the mountain tent and even the dehydrated food wasn’t bad.

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

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

# Here's to Ears

by Tedd Mitchell, M.D.

Turn down the stereo, go easy with cotton swabs, and read my sound advice to save your hearing.

Next time you are out, drop by a sporting goods store and buy earplugs. Next Saturday morning, wear them. You'll find that everything you do becomes more difficult when you can't hear. Simple conversations are a strain. Listening to the radio is out; watching TV is a chore. Even sensing movement in your house is difficult: You don't hear doors closing, oven timers dinging or air conditioners turning on.

Welcome to auditory isolation. Fortunately, though, hearing loss is preventable for many people.

To brush up on the biology of normal hearing, take a look at the box (right). Then come back here, because I really want you to understand how to keep things from going wrong.

There are two basic types of loss:

**Conductive loss.** This means sounds are not being "conducted" or getting through to the inner ear (where the interpretation of sound occurs).

**Sensorineural hearing loss.** Sound makes it all the way through to the inner ear, but once it's there, the signal is dampened or misinterpreted because of damage to tiny fibers in the inner ear, the hearing nerve or the brain itself. People with this type of loss often have tinnitus, a ringing/buzzing sound that occurs intermittently or constantly. For many, this is worse than hearing loss!

A physician or audiologist can distinguish between the types of losses by looking at your history and performing specific exams. A hearing test (audiogram) can confirm a diagnosis.

For conductive hearing loss, the treatment may be as simple as removing wax from the ear canal, or as complicated as

surgery for otosclerosis (surgery on the bones in the middle ear). For sensorineural losses, treatment can range from using a digital hearing aid (which works extremely well in select patients) to cochlear implants for people with specific inner ear problems.

## Take my S-O-U-N-D advice

Do yourself a favor: Use this strategy to remember things that can cause ear problems. The tips spell out s-o-u-n-d:

**Sensory overload.** As a rule, if you have to raise your voice above the background noise for others to hear you, then you need to either get away from the

### OUR AMAZING EARS

Say someone drops a glass on the kitchen floor. It shatters, sending sound waves in all directions. Some waves enter your ear's external canal and strike the eardrum, causing it to move. The eardrum is connected to the body's three smallest bones (the hammer, anvil and stirrup), creating a "chain" to the inner ear's entrance. As the eardrum moves, the chain vibrates. It sends impulses into the inner ear, where a fluid-filled chamber (cochlea) filled with tiny fibers (hair cells) turns the vibration into an electrical signal. A nerve carries this signal to the brain, where it's interpreted as a distinct sound—all in a split second. Amazing, isn't it?

sound source or protect your ears with plugs or headphones. Baby boomers grew up listening to loud rock 'n' roll, and many are paying for it now. Some of us served in the military or grew up shooting guns without ear protection and ended up with the same



loss. Motors, machines, munitions<sup>1</sup> and music: Their damage is permanent.

**Old age.** By age 55, 20% of people have hearing loss. By 65, 33% are affected. The good news is that age-related hearing loss typically doesn't lead to complete deafness.

**Undiagnosed tumors** or under-treated infections. People with hearing loss in one ear may have an acoustic neuroma, a benign tumor that affects the hearing nerve. It tends to grow slowly but eventually can lead to complete hearing loss and other problems. The treatment is surgery. Many suffer from chronic ear infections, including middle-ear infections, mumps, measles, scarlet fever and meningitis. All of those can lead to hearing loss and should be addressed with a physician.

**Non-functioning** ear canal or bones. Anything that blocks the ear canal impedes sound flow. I often see patients who aggressively clean their ears with cotton swabs, believing they're removing wax, when

<sup>1</sup>**munitions:** ammunition, such as bullets

they're actually packing it deeper into the ear canal like a cannon plunger! (It's OK to use swabs lightly; if you tend to build up wax, see your doctor for tips.) Sometimes, the middle ear has "hardening" of the bones (otosclerosis) or extra fluid (from allergies or infections).

**15** **Damage** from drugs, trauma or pressure. Certain antibiotics, drugs for malaria, heart anti-arrhythmics<sup>2</sup> and even aspirin can have toxic effects on hearing. Trauma can damage hearing, too. A hole poked in the eardrum, fractures to the skull, noise trauma (gunfire, fireworks) and pressure trauma (underwater diving or pressurized airplane cabins) all can damage our sound systems.

Remember the earplugs I asked you to buy? Start wearing them when you need to—mowing the lawn, target shooting, playing video games, watching loud movies, using power tools—to save your hearing.

*Tedd Mitchell, M.D., directs the Wellness Program at the world-renowned Cooper Clinic in Dallas.*

<sup>2</sup>**anti-arrhythmics:** drugs that correct an irregular heartbeat

14. What is the purpose of the experiment described in the second paragraph?
- A to demonstrate the impact of hearing loss
  - B to inform readers about stores that sell earplugs
  - C to protect the ears from loud and damaging noises
  - D to encourage readers to pay attention to household sounds

15. Why is impaired hearing called "auditory isolation"?
- A It has a single cause.
  - B It does not involve other body systems.
  - C It cuts people off from their environment.
  - D It keeps sound waves from reaching the auditory nerve.

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

**O Pug!**  
*by Stevie Smith*

RELEASED

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

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

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

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

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

# Keeping Collectible Bugs

by *Barbara Pleasant*

When you encounter insects you would like to watch closely, keep them as captives for a while. How you house the insects depends primarily on their age. In all cases, it's best to keep insects outdoors so they will remain attuned to the natural environment—and won't get loose in your house.

## **To observe eggs or pupae found on plants:**

Tie a length of sheer fabric over the egg-bearing leaves or stem and check it daily. Or cut off leaves with eggs or pupae on them and place them in a large jar. Cover the jar with cheesecloth or another sheer fabric held in place with rubber bands. Add a handful or two of damp soil, then add a small amount of water every few days to keep the eggs or pupae from drying out.

## **To observe eggs, larvae, or pupae found in soil:**

Excavate the eggs, larvae, or pupae, keeping as much soil intact as possible. Fill a broad jar, a small fishbowl, or an old aquarium tank one-quarter full with soil taken from the place where you found the eggs. Plant a small plug of grass or common weed in the soil. Place eggs at the same depth that you found them. Pupae may be tucked just below the soil's surface. Larvae will move to where they want to be. Sprinkle the container's

interior with water to keep it slightly moist. Cover the top with cheesecloth or another sheer fabric held in place with rubber bands. If nothing has happened after three weeks of warm weather, you may have an insect that feeds below ground. Pull up the plug of grass and look for root-eating larvae.

## **To observe insects found feeding in the garden:**

Place them in a large jar, small fishbowl, old aquarium tank, or bug box that has a lid or cover. You can use any box or enclosure that has big windows covered with polyester window-screening material, or you can buy a cricket cage wherever fishing equipment is sold. Along with the insects, include several sprigs of the plant on which they were feeding and enough leaf litter to cover the bottom of the enclosure. Also include a jar lid filled with water.

## **To save insects for mounted collections:**

Saturate several cotton balls with rubbing alcohol and place them in the bottom of a jar. Cut a cardboard circle that will fit inside the jar and place it over the cotton balls. Catch the insect, using a net if the creature has fragile wings. Place it in the jar, cover, and leave it there until it is dead. Remove the insect, arrange it the way you want it, and mount it on a sewing pin stuck into a Styrofoam or other soft-textured board.

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

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



Excerpt from **“Dreaming the Sky Down”**  
*by Barbara Burford*

RELEASED

## Excerpt from “Dreaming the Sky Down”

by Barbara Burford

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

38. Which word **best** describes the mother's explanation of the scratches?

- A imaginative
- B irrational
- C logical
- D scientific

39. How does the mood change in this selection?

- A from ease to worry
- B from fury to delight
- C from relaxation to tension
- D from indifference to anger

40. Which experience would feel **most similar** to Donna's experience?

- A discovering that one can read others' minds
- B riding a sled down a steep slope
- C convincing people to give up their prejudices
- D being recruited to join a major-league sports team

# The Tree in the Wind

by Irene Mawer

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

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

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

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

But the wind sings in my gaunt branches,

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

- 
41. Which feeling does the tree in the poem express?
- A indignant
  - B disturbed
  - C helpless
  - D useless

42. To whom does the tree “speak”?
- A the wind
  - B the earth
  - C the leaves
  - D the thunder

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

# Healing Sounds in the Garden

Your garden can become a refuge from the noise pollution of the urban and workaday world and the disturbance and stresses that unwanted noise produces.

From the sighing and rustling of leaves and stems in the breeze to the tinkling or rushing of water, sounds in the garden can generate and influence many different moods and feelings. Sounds, like scent, can trigger vivid memories and can bring to mind happy incidents in the past, often from childhood. These can have a psychologically healing effect, especially against depression and as an antidote to the strains of everyday pressures and uncertainties.

## *Wind and water*

Refreshing sounds can be produced by the movement of the wind through trees and shrubs, and there are many species you can plant for this purpose (see table). Bamboos and grasses give gentle rustling sounds that can provide a pleasing background to more immediate sounds, as can running or falling water.

Waterfalls and fountains, producing a trickle or cascade, can be “tuned” through careful arrangement of the height, angle and interruption of the fall of water to make “scales” of sound, bringing an added dimension of harmony to a garden.

## *The sounds of insects*

Choosing plants that create sounds is a start, but there are also many other species that attract sounds to them. Plants and flowers that are irresistible to insects will result in a glorious drowsy hum on a sunny summer’s afternoon as the bees and others busy themselves among the blooms. You can deliberately plant to attract bees by specifically selecting species they use as sources of nectar or pollen. Some of the best to plant are any of the varieties of thyme, lavender and rosemary, *Phlomis*, *Lythrum*, *Eryngium*, *Cytisus*, *Verbena* and particularly *Cistus*, which also provide scent and color in the garden.

## TREES, SHRUBS AND GRASSES TO PLEASE THE EAR

Botanical name	Common name	Maximum height and spread	Comment
<i>Colutea arborescens</i>	Bladder senna	1.8 × 2.5m (6 × 8ft)	The pods rattle and rustle in the breeze.
<i>Cordyline australis</i>	Cabbage palm	3.5 × 2.5m (12 × 8ft)	The strap-shaped leaves rustle together.
<i>Eucalyptus</i>	Gum trees	Variable but at least 9 × 4.5m (30 × 15 ft)	For a sunny garden where the leaf litter can be crunched underfoot.
<i>Miscanthus</i>		1–3 × 1m (3–9 × 3ft)	Perennial grasses for small gardens.
<i>Phormium tenax</i>	New Zealand Flax	1.8–3 × 1.2m (6–10 × 4ft)	For warm gardens.
<i>Phyllostachys nigra</i>	Black Bamboo	3–6 × 6m (10–20 × 20ft)	Bamboo for unrestricted space.
<i>Phyllostachys viridiglaucescens</i>		4.5–6 × 6m (15–20 × 20ft)	Bamboo for unrestricted space.
<i>Picea breweriana</i>	Brewer's weeping spruce	6 × 2.5m (20 × 8ft)	A charming spruce for the characteristic sound of the breeze in conifers.
<i>Pinus bungeana</i>	Lacebark pine	3.5 × 1.5m (12 × 5ft)	A suitable pine for the characteristic sound of the breeze in conifers.
<i>Populus tremula</i>	Aspen	12 × 9m (40 × 30ft)	For 'tremulous' sound.
<i>Populus tremuloides</i>	American Aspen	6–9 × 4.5m (20–30 × 15ft)	For 'tremulous' sound.
<i>Sinarundinaria nitida</i>	Bamboo	2.5–4 × 2m (8–13 × 7ft)	For gentle rustling sound.

47. According to the selection, how does a garden promote psychological healing?
- A It provides a constructive occupation.
  - B It encourages creative thinking skills.
  - C It creates sounds that trigger happy memories.
  - D It brings together the sounds of wind and water.

48. What is the purpose of the first paragraph?
- A to pose a problem
  - B to provide background
  - C to state the main idea
  - D to summarize the material

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



**End of Reading  
Comprehension**



## ACKNOWLEDGMENTS

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

Excerpt from “The Final Memo” from *Lucky Luke and Other Very Short Stories* by Paul Stewart; Penguin Group, London, England, 1997; text excerpt pp. 34–37. Copyright © Paul Stewart, 1997. Reproduced by permission of Penguin Books Ltd.

“Learning How to Be a ‘Happy (Cold) Camper’” by Jack Williams from USA TODAY, a division of Gannett Co., Inc. Copyright © 1999. Reprinted with permission.

“Here’s to Ears” reprinted by permission of T. L. Mitchell, M.D., Contributing Editor for *Health, USA Weekend Magazine*.

“O Pug!” from *Collected Poems of Stevie Smith* by Stevie Smith, copyright © 1976 by James MacGibbon. Used by permission of Oxford University Press, Inc.

“Keeping Collectible Bugs” excerpted from *The Gardener’s Bug Book* by Barbara Pleasant. Copyright © 1994 by Storey Publishing LLC. Used with permission from Storey Publishing LLC. [www.storey.com](http://www.storey.com) (Pg. 12–13).

Excerpt from “Dreaming the Sky Down” by Barbara Burford from *The Threshing Floor*. Copyright © 1987 by Barbara Burford. Reprinted by permission of Firebrand Books, Ann Arbor, Michigan. (Pg. 7–8).

“The Tree in the Wind” from *The Dance of Words* by Irene Mawer; J. M. Dent & Sons, Ltd., 1925.

“Healing Sounds in the Garden” from *The Healing Garden: A Natural Haven for Body, Senses and Spirit* by Sue Minter, © 1993 Eddison Sadd Editions. Used by permission. (Pg. 96–97)

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

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

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

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

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

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

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

---

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

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

---

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