

# North Carolina EOG 2018 Grade 6 Reading

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# Released Items

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**Grade 6  
Reading**

**North Carolina  
End-of-Grade  
Assessment**



**Public Schools of North Carolina**

Department of Public Instruction | State Board of Education

Division of Accountability Services/North Carolina Testing Program



## Sample Questions

### Hiddenite

Hiddenite is a pale green gemstone that was first discovered in North Carolina in 1879. The community in which hiddenite was found, called White Plains at the time, is near Stony Point in Alexander County. White Plains has since been formed into a town named Hiddenite. The gemstone takes its name from William Earl Hidden, a mineralogist hired by Thomas Edison to search the area for platinum. He did not find platinum, but he did send a piece of the unknown mineral to a skilled chemist. The chemist eventually identified the gemstone as a type of crystal and named the new discovery after the man who sent him the sample.

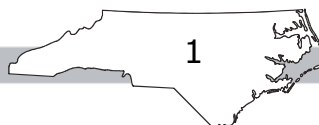
S1 What was the original name of the community in which hiddenite was found?

- A White Plains
- B Stony Point
- C North Carolina
- D Alexander County

S2 What does *sample* mean in the sentence below from the text?

"The chemist eventually identified the gemstone as a type of crystal and named the new discovery after the man who sent him the sample."

- A the whole item
- B a small part
- C the complete unit
- D a heavy thing

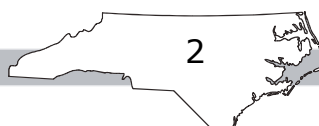




# Elijah McCoy

*by Fred M. B. Amram*

- 1 Based on paragraphs 1 and 9, why do people still use the saying, “I want the real McCoy”?
  - A to remember the inventor that created so many wonderful inventions
  - B to demonstrate that high-quality products are still important to the consumer
  - C to express how the railroad is important to today’s society and the world
  - D to determine whether the product was invented by Elijah McCoy
  
- 2 What can be inferred from the information in paragraph 2?
  - A Railroads were seen as a dangerous way to travel.
  - B Railroads were vital to the development of America.
  - C Railroads were a huge source of trouble for engineers.
  - D Railroads were a fun, new way to travel across America.



Go to the next page.



- 3 What does the author mean when he says that the North American West “was built by the railroads” in paragraph 2?
- A There is a town called North American West that was built by a railroad company.
  - B Railroad companies resisted building railroads in certain places in the country.
  - C Population growth in the North American West was possible because railroad travel was possible.
  - D The most famous railroad company in the region was called North American West.
- 4 What does *apprentice* mean, as used in paragraph 3?
- A learn from more-experienced teachers
  - B create new and important inventions
  - C teach less-experienced learners
  - D design parts for trains and cars
- 5 How does paragraph 5 contribute to the idea that McCoy saw a need for improvement in lubricating engine parts?
- A It emphasizes the amount of work McCoy did.
  - B It details how McCoy created a new invention.
  - C It explains why McCoy wanted to work for the railroad.
  - D It describes the problem that McCoy recognized.





- 6 What inference can be made about Elijah McCoy's second lubricator as compared to the first?
- A It was safer for companies to use.
  - B It took less time to produce.
  - C It cost less money to produce.
  - D It allowed the train to keep moving.
- 7 What does the phrase "the real McCoy" mean, based on paragraph 9?
- A the best-quality item
  - B the family business
  - C the first train engineers
  - D the engine lubrication
- 8 Which quote supports the idea that Elijah McCoy liked to share his talents with others?
- A "When he returned to North America, he ended up in Michigan, at the home of the Michigan Central Railroad."
  - B "Although he was trained as an engineer, the best job he could get was as a stoker, the worker who kept the fire burning on steam-powered locomotives."
  - C "The railroad was pleased with McCoy's work and encouraged him to improve his invention."
  - D "He became a teacher, instructing others about the use of his lubricator and about other workings of engines."



## The Top 10 Reasons Students Cannot Cite or Rely On Wikipedia

by Mark E. Moran

- 9 What is the central idea the author is conveying in the text?
- A Wikipedia is gradually improving in accuracy and quality of information.
  - B Wikipedia has so many flaws that other sources must be relied upon for useful research.
  - C Allowing students to reference Wikipedia is a sensible research practice.
  - D Allowing anyone to serve as a contributor has made Wikipedia into an effective resource.
- 10 What was the author trying to convey by quoting Wikipedia's own statement that some of its content was "complete rubbish" in paragraph 1?
- A The Web site is full of trash.
  - B The Web site contains computer viruses and is unsafe.
  - C Some content on the Web site is fun to read because it reports gossip.
  - D Some content on the Web site is not accurate information.
- 11 What does the word *skeptical* mean in paragraph 3?
- A determined
  - B questioning
  - C educated
  - D praising



- 12 Why is it important to confirm information through multiple resources?
- A Information drawn from multiple resources usually produces a more accurate result.
  - B When multiple resources are used, researchers know who wrote the articles.
  - C Experts on specific subjects usually write more than one article on a topic.
  - D Information that is found in multiple resources is more carefully edited.
- 13 What does the word *fabricated* mean in paragraph 8?
- A created from materials or fabrics
  - B made up as a way to trick people
  - C putting parts together to combine things
  - D using other people's ideas as one's own
- 14 How does paragraph 9 explain one of the major problems with Wikipedia's articles?
- A Administrators can control postings and only present articles that agree with their personal points of view.
  - B Administrators have the ability to edit articles and change what authors have written.
  - C An administrator did not believe in global warming and removed all of the articles that support the theory.
  - D An administrator blocked all articles on global warming because it is a narrow point of view.







- 15 According to paragraphs 17 and 18, what are *deletionists*?
- A editors who participate in writing articles with contributors
  - B editors who interview and proofread information given by contributors
  - C editors who change or remove information given by contributors
  - D editors who assist contributors in verifying their claims
- 16 Why does Wikipedia state that their articles are not “primary sources”?
- A Wikipedia is not an authorized world encyclopedia.
  - B Wikipedia cannot verify the reliability of articles that are written for the site.
  - C Wikipedia does not want students to copy articles for their term papers.
  - D Wikipedia editors are not efficient deletionists.





## Concrete Source: MIT Scientists Turn the Concrete Jungle Green

*by Ian Hardy*

- 17 Which detail supports the central idea of the text?
- A " 'Concrete is maybe one of the oldest man-made materials on earth.' "
  - B "Thirty billion tons of concrete are manufactured globally each year."
  - C " 'Cement is basically limestone and clay.' "
  - D "This version is stronger, more durable, and greener. They call it green concrete."
- 18 Which statement answers why MIT conducted the research study of concrete?
- A "Let's face it—concrete is boring. Most of us recognize it instantly, when we see hideous flats and offices from the 1960s and 1970s, that for a brief moment were the cutting edge of architecture."
  - B " 'Concrete is relatively inexpensive. It's a forgiving material—it can be mixed by ordinary laborers, and used in climates ranging from the South Pole to the tropical mid part of the Earth. It can also get hard under water.' "
  - C "This process of combining of water, cement paste, sand, and rock creates an awful lot of CO<sub>2</sub> gases—which are linked by some scientists to global warming—about five to 10% of the world's total emissions."
  - D "Longer-lasting buildings mean fewer workers, but higher buildings and longer bridges made with the new tougher cement paste might mean more jobs."



- 19 Which quote from the text suggests the future of concrete?
- A "Let's face it—concrete is boring."
  - B "When you meet the researchers, their passion for concrete becomes infectious."
  - C "The way that concrete is mixed is very simple says Professor Ulm."
  - D "This version is stronger, more durable, and greener."
- 20 What is the meaning of the word *innovative* in the sentence below from paragraph 28?
- "Their inventive phase will undoubtedly lead to a compelling innovative phase far from the Cambridge-based campus."
- A traditional
  - B creative
  - C distant
  - D recent
- 21 Which is a possible drawback of the use of green concrete?
- A a decrease in the cost of building over time
  - B a reduction of the number of potholes on roads
  - C a negative effect on the financial situation of construction workers
  - D an increase in the life span of building foundations



- 22 What is the impact of the author's use of questions in paragraph 29?
- A It encourages the reader to develop a position on the topic of concrete.
  - B It allows the reader to reflect on the possibilities of using the new concrete.
  - C It creates background knowledge on the MIT studies of concrete.
  - D It persuades the reader to accept the author's position on green concrete.
- 23 What was the author's purpose for writing this text?
- A to highlight the need for a concrete that does not produce as much CO<sub>2</sub>
  - B to provide a detailed history of the uses of concrete
  - C to invite workers for a new invention currently planned at MIT
  - D to provide information about changes that needed to take place in the construction industry
- 24 Which statement summarizes this text?
- A Environmentally-friendly concrete is being developed by scientists.
  - B Concrete has been around for centuries and is used all around the world.
  - C It is impossible to recreate concrete in a laboratory setting.
  - D Concrete is the hardest substance found on Earth.



## A Chilling Thrill Or Was It A Thrilling Chill?

*by Karen Dowicz Haas*

- 25 Which theme is found in this selection?
- A Learning to ski is challenging.
  - B Traveling away from home is exciting.
  - C Trying new things is a great way to meet new friends.
  - D Starting at a new school is scary.
- 26 What does paragraph 3 reveal about the relationship between the narrator and her mother?
- A The narrator doubts her mother.
  - B The mother does not appreciate her daughter.
  - C The mother and daughter argue often.
  - D The narrator trusts her mother's judgment.
- 27 How does the author's choice of words in paragraph 9 affect the meaning of the text?
- A It shows that Carly was quickly learning to become a good skier.
  - B It shows that Carly had a natural talent for skiing.
  - C It shows that Carly was having a difficult time learning to ski.
  - D It shows that Carly understood everything about skiing.



- 28 Which of the statements made by the narrator shows that she knows little about skiing?
- A "I distributed the tubes of lip balm my thoughtful mother had sent to prevent chapping."
  - B "He repaired my skis and sent me toward a rope that was mysteriously moving up the mountain."
  - C "A knot reached my hands and dragged me up the hill with the force of a tidal wave."
  - D "Skis together, aimed directly at the ski-lodge door, I zipped down the hill."
- 29 What is the effect of using the word *humiliating* instead of the word *embarrassing* in paragraph 22?
- A It explains why Carly is trying to avoid peer pressure.
  - B It lessens the effect of peer pressure on Carly.
  - C It shows the increased amount of peer pressure Carly feels.
  - D It describes the first time Carly experiences peer pressure.
- 30 What does the word *maneuvering* mean in paragraph 25?
- A falling slowly
  - B moving exactly
  - C stepping quickly
  - D sliding unexpectedly



- 31 Which statement below is evidence that Carly was glad she went on the ski trip with her school?
- A "I snapped photos, the proof Mom wanted that I was having fun."
  - B "Finally I squatted, figuring that the closer I was to the snow, the easier it would be to fall."
  - C "'Hi, I'm Carly,' I said. 'Fracture anything yet?'"
  - D "I'd forgotten that I was a social misfit."

RELEASED



## It's a Chick, Not a Dog

*by Jar al-Nabi al-Hilw*

*Translated from Arabic by Marilyn Booth*

- 32 Which quote supports the theme of intelligence in animals?
- A "My mother captures all my attention. And she's ruled my heart too."
  - B "Now all of you know, of course, that a dog is bigger than a chick."
  - C "When he discovers that it is just a leaf he comes back and sits on his rear paws."
  - D " 'He knows to be afraid of those who might eat him.' "
- 33 What does the narrator mean in paragraph 2?
- A He believes his mother is fascinating and loves her very much.
  - B He believes that his mother is a good and hardworking woman.
  - C He knows that he should respect and love his mother.
  - D He knows that his mother loves him very much.
- 34 Which sentence contributes to the development of the setting?
- A "All our lives we've had chickens and roosters and ducks."
  - B "My fine dog always waits for me next to the door, in the little garden that is all around our house."
  - C "Now all of you know, of course, that a dog is bigger than a chick."
  - D "I have tried a lot to get my dog to come sleep on my lap, but he gets bored and impatient; he won't sit still."





- 35 How do paragraphs 32–34 contribute to the plot?
- A It indicates change as the rooster becomes obedient and the dog becomes rough.
  - B It indicates change as the rooster becomes protective and the dog becomes indifferent.
  - C It indicates change as the rooster becomes dangerous and the dog becomes feeble.
  - D It indicates change as the rooster becomes forceful and the dog becomes content.
- 36 What is the mother indicating in paragraph 35?
- A that animals have natural survival instincts
  - B that she still loves the rooster
  - C that life is sometimes difficult
  - D that roosters are naturally aggressive
- 37 How does the mother's attitude change from the beginning to the end of the selection?
- A She continues to enjoy taking care of the chick.
  - B She decides she prefers the dog instead of the chick.
  - C She starts to fear the chick when it becomes a rooster.
  - D She finds another animal to replace the chick.



- 38 Why did the dog respond differently to the family than the chick did?
- A The dog was always treated better than the rooster.
  - B The dog started out as a pet and remained that way.
  - C The rooster was continually mistreated by the speaker.
  - D The rooster heard the father say he wanted to eat him.
- 39 Which statement summarizes the selection?
- A A child wants one animal to become more like another. He hopes his rooster will play like his dog.
  - B A child is jealous of a mother's love for an animal. He wishes the rooster would go away.
  - C A child notices the differences between two animals. He learns a lesson in how nature works.
  - D A child is worried a former pet will become a food source. He asks his mother to prevent this.



# The Two Friends

*by Carolyn Wells*

A Spider and a Centipede went out to take a walk;  
The Centipede said frankly, "I will listen while you talk,  
But I may appear distracted, or assume a vacant stare,  
Because to keep my feet in step requires my constant care."

- 5        Said the Spider: "I appreciate your most peculiar case,  
          And your feet must be quite handy when you want to run a race;  
          But though you gain in some ways, in some other ways you lose;  
          And, of course, my friend, you must be quite extravagant in shoes."

- "Ah! yes. Ah! yes," a heavy sigh escaped the Centipede;  
10        "And I have other trials, too;—my life is hard indeed!  
          Why, sometimes when I'm very tired, a long, long time it takes  
          To ascertain<sup>1</sup> with certainty which foot it is that aches.

- "And when I go to dancing-class on Saturdays at three,  
I find the First Position very difficult for me.  
15        Though I put my best foot foremost, and good time I try to keep,  
          To my chagrin,<sup>2</sup> I often find a foot or two asleep.

- Athletics I attempted, but, alas! I must admit  
That every exercise I tried I put my foot in it.  
I think I'll join a foot-ball team,—as many friends suggest,—  
20        Before I've one foot in the grave and gout in all the rest.

But now I'll say good-morning; for, my friend, I have to stop  
To get my boots blacked neatly at this little boot-black's shop;  
And, as you may imagine, it will keep me here some time,  
But, what is worse, I'll have to pay him many a hard-earned dime."

- 25        The Spider said good-morning, and pursued his way alone,  
          And as he went he murmured, in a thoughtful undertone:  
          "I'm a happy little Spider, and I'm very glad indeed,  
          That I was born an octoped and not a centipede!"

<sup>1</sup>**ascertain:** to understand

<sup>2</sup>**chagrin:** a feeling of disappointment



- 40 Which quote suggests a theme of contentment?
- A “ ‘Ah! yes. Ah! yes,’ a heavy sigh escaped the Centipede; / ‘And I have other trials, too;—my life is hard indeed!’ ”
  - B “ ‘And, as you may imagine, it will keep me here some time, / But, what is worse, I’ll have to pay him many a hard-earned dime.’ ”
  - C “The Spider said good-morning, and pursued his way alone, / And as he went he murmured, in a thoughtful undertone:”
  - D “ ‘I’m a happy little Spider, and I’m very glad indeed, / That I was born an octoped and not a centipede!’ ”
- 41 Which quote suggests that the Centipede wants to benefit from having so many feet?
- A “But I may appear distracted, or assume a vacant stare, / Because to keep my feet in step requires my constant care.”
  - B “Why, sometimes when I’m very tired, a long, long time it takes / To ascertain with certainty which foot it is that aches.”
  - C “I think I’ll join a foot-ball team,—as many friends suggest,— / Before I’ve one foot in the grave and gout in all the rest.”
  - D “But now I’ll say good-morning; for, my friend, I have to stop / To get my boots blacked neatly at this little boot-black’s shop;”
- 42 What does the figurative language mean in line 20?
- A The Centipede knows that football is very dangerous.
  - B The Centipede knows that it cannot play football.
  - C The Centipede wants to try football before it is too old.
  - D The Centipede wants to watch football with friends.



- 43 How do the Spider's words in the final stanza relate to the rest of the poem?
- A They show that the Spider is not actually the Centipede's friend.
  - B They reflect the intended sympathetic reaction.
  - C They provide background on how the two became friends.
  - D They imply that the Spider's life is actually harder.
- 44 How does the poet develop the point of view of the Spider?
- A by having him listen and then leave the conversation
  - B by having him wish he could be a Centipede
  - C by having him listen and then offer good advice
  - D by having him hope to meet another Centipede



**This is the end of the Reading test.**

**Directions:**

- 1. Look back over your answers for the test questions.**
- 2. Make sure all your answers are entered on the answer sheet. Only what is entered on the answer sheet will be scored.**
- 3. Put all of your papers inside your test book and close your test book.**
- 4. Stay quietly in your seat until your teacher tells you that testing is finished.**
- 5. Remember, teachers are not allowed to discuss questions from the test with you, and you are not allowed to discuss with others any of the test questions or information in the test.**

RELEASED



**Grade 6 Reading  
RELEASED Items  
2020  
Answer Key**

| <b>Item Number</b> | <b>Type</b> | <b>Key</b> | <b>DOK*</b> | <b>Standard</b> |
|--------------------|-------------|------------|-------------|-----------------|
| S1                 | MC          | A          | 1           |                 |
| S2                 | MC          | B          | 2           |                 |
| 1                  | MC          | B          | 2           | RI.6.1          |
| 2                  | MC          | B          | 2           | RI.6.1          |
| 3                  | MC          | C          | 2           | RI.6.4          |
| 4                  | MC          | A          | 2           | L.6.4           |
| 5                  | MC          | D          | 3           | RI.6.5          |
| 6                  | MC          | D          | 2           | RI.6.1          |
| 7                  | MC          | A          | 2           | RI.6.4          |
| 8                  | MC          | D          | 3           | RI.6.8          |
| 9                  | MC          | B          | 2           | RI.6.2          |
| 10                 | MC          | D          | 2           | L.6.5.a         |
| 11                 | MC          | B          | 2           | RI.6.4          |
| 12                 | MC          | A          | 2           | RI.6.3          |
| 13                 | MC          | B          | 2           | L.5.4           |
| 14                 | MC          | A          | 3           | RI.6.5          |
| 15                 | MC          | C          | 2           | RI.5.4          |
| 16                 | MC          | B          | 1           | RI.6.1          |
| 17                 | MC          | D          | 2           | RI.6.2          |
| 18                 | MC          | C          | 2           | RI.6.1          |
| 19                 | MC          | D          | 2           | RI.6.1          |
| 20                 | MC          | B          | 2           | RI.6.4          |

# GRADE 6 READING—RELEASED ITEMS

| Item Number | Type | Key | DOK | Standard |
|-------------|------|-----|-----|----------|
| 21          | MC   | C   | 2   | RI.6.1   |
| 22          | MC   | B   | 3   | RI.6.5   |
| 23          | MC   | A   | 2   | RI.6.6   |
| 24          | MC   | A   | 2   | RI.6.2   |
| 25          | MC   | C   | 2   | RL.6.2   |
| 26          | MC   | A   | 2   | RL.6.3   |
| 27          | MC   | C   | 2   | RL.6.4   |
| 28          | MC   | B   | 2   | RL.6.1   |
| 29          | MC   | C   | 2   | L.6.5.a  |
| 30          | MC   | B   | 2   | L.6.4    |
| 31          | MC   | D   | 2   | RL.6.1   |
| 32          | MC   | D   | 2   | RL.6.2   |
| 33          | MC   | A   | 2   | RL.6.4   |
| 34          | MC   | B   | 3   | RL.6.5   |
| 35          | MC   | D   | 3   | RL.6.5   |
| 36          | MC   | A   | 2   | RL.6.4   |
| 37          | MC   | C   | 2   | RL.6.3   |
| 38          | MC   | B   | 2   | RL.6.3   |
| 39          | MC   | C   | 2   | RL.6.2   |
| 40          | MC   | D   | 2   | RL.6.2   |
| 41          | MC   | C   | 2   | RL.6.1   |
| 42          | MC   | C   | 2   | L.6.5.a  |
| 43          | MC   | B   | 3   | RL.6.5   |
| 44          | MC   | A   | 3   | RL.6.6   |

**\*DOK:**

**1 = Recall**

**2 = Skill/Concept**

**3 = Strategic Thinking**