



**MASTERING THE
NORTH CAROLINA EOG
READING COMPREHENSION TEST
GRADE 3**

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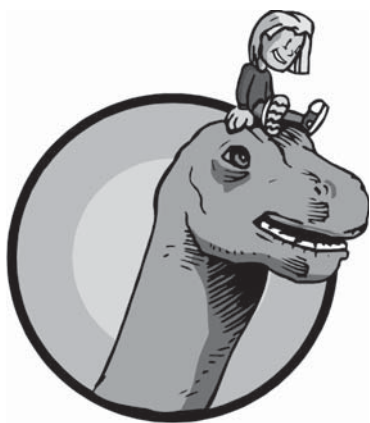
Exploring While I Sleep

When I am asleep,
I dream of silly things.
At times I talk to animals,
Or maybe I have wings.

I can run really fast;
I can swim really far.
I travel far away;
I don't even need a car.

I get to make new friends
Like a monster or a fairy.
We always have a lot of fun,
Since the monsters are not scary.

I really like to go to sleep;
It makes me want to shout.
All night long, I love to dream.
What do you dream about?



24. What does the title tell the reader about the selection? 2.02
- A It tells that the selection is about famous explorers.
 - B It is about a person who did important things at night.
 - C It shows that it's about animals that come out at night.
 - D It is about something a person can do while sleeping.
25. How does the author feel about dreaming? 2.04
- A She is afraid of the monsters in her dreams.
 - B She likes the worlds she sees while asleep.
 - C She wants to find a way to stop dreaming.
 - D She doesn't get enough sleep due to dreams.
26. Why did the author write this selection? 2.04
- A to explain what dreams mean
 - B to describe what her bed feels like
 - C to tell why she enjoys sleeping
 - D to teach a lesson about dreaming

SYLLABLES

What are **syllables**? They are chunks of sound. Each syllable has one vowel sound. Look in a mirror as you say words. See how many times your mouth opens. Each time it opens, you are saying one syllable.

SYL-LA-BLE

All words have at least one syllable. Some have many. If you read one syllable at a time, you can read long words easier. Here are some examples:

One syllable: (Look at the last word, <i>walked</i> . It has two vowels, but you only open your mouth once.)	word, dog, walked
Two syllables:	darted, grumble, modern
Three syllables: (Notice that a vowel at the start of a word, like <i>assistant</i> , can be a syllable all by itself.)	assistant, languages, Internet

In this chapter, you read about prefixes and suffixes. They add parts to a word. Each part usually adds a syllable.

Examples: *play* (one syllable) + *-ing* = *playing* (two syllables)

un- + *fold* + *-ed* = *unfolded* (three syllables)

Practice 3: Syllables

Read each question. Then, choose the *best* answer.

- How many syllables are in the word *tiger*?
 A 1
 B 2
 C 3
 D 4
- What is the first syllable in the word *exploded*?
 A ex
 B expl
 C explod
 D explode



1. In this story, what does the word *piercing* mean?
A bright B noisy C spiky D careless
2. In this story, what does the word *low* mean?
A sad B short C quiet D big
3. In this story, what does the word *mouse* mean?
A a furry rodent C a shy person
B a part of a computer D a scary movie

LOOK IT UP!

There is another good way to learn about a word. How? Look it up!

When you see a new word, look up what it means. Here are some tools you can use to look up a word.

DICTIONARY

A **dictionary** shows what words mean. Words are listed in alphabetical order. That makes them easy to find. The top of each page tells you the first word on that page. It also tells you the last word. You just need to know where the word fits that you are looking up.



To look up a word, use the first letter. This means the word *arctic* comes before the word *better*, because A comes before B. If the first letter is the same, use the second letter, and so on. This means that *acting* comes before *arctic*. And, *astute* comes after *arctic*. See how it works?

When you find a word, you will see what it means. You will also see how the word is pronounced. The dictionary will also tell you the part of speech.

Look at this sentence:

Mom said, “Jim, collapse the folding chair. It is in the way.”

BECOME A BETTER LISTENER

You learn when you read. You can also learn when you listen. Think about a time when your class had to give reports. Your teacher probably told you to pay close attention. You might have even had some questions after each student talked.

When you pay close attention, this is called **active listening**. It's not like when you watch TV. You can tune out a TV program if your mom or a friend starts talking to you. But, when you want to learn, you need to listen actively. When you listen actively, you also show that you understand what you are hearing.




In real life, when a person talks, you should **face the speaker**. This is one way to listen actively. It makes you focus on what he or she is saying. It can also help you to know if something is meant to be funny or serious. You can tell this by the look on the speaker's face.

When you talk with another person, you can do even more to listen actively. You can **make eye contact** with that person. This means you look that person in the eyes as he or she talks. This helps you to listen. Looking around can distract you. You can also **ask questions** to make sure you know what the person said. Even better, you can ask for more details.

Practice 2: Become a Better Listener

Choose the *best* answer for each question.

1. Which of these is *most likely* a part of active listening?
 - A nodding to show you understand
 - B eating snacks while you listen
 - C tapping your foot to a beat in your head
 - D patting the speaker on the shoulder
2. Why is it important to make eye contact?
 - A It makes you remember the color of the speaker's eyes.
 - B It shows the speaker you are not falling asleep.
 - C It helps you to focus on what the speaker is saying.
 - D It means you can see the speaker, so he or she can see you.

Drama	
<p>Drama includes short and long plays. They are literature that actors perform. Plays can be read aloud or acted out onstage. They include lines of dialogue and stage directions.</p> <p style="text-align: center;">Example: <i>A Midsummer Night's Dream</i> by William Shakespeare</p>	
<p>A skit is a very short play. It is usually one scene about a topic or event.</p> <p style="text-align: center;">Example: acting out how to ask a friend for a favor</p>	

Here is a sample of a play. These are a few lines from a play based on the fable “The Stork and the Fox.”

Narrator: Once upon a time there was a Fox and a Stork who were very good friends. One day the Fox invited the Stork to dinner.

[Narrator exits the stage]

Fox: Would you like to come to dinner?

Stork: Sure. What will you cook?

Fox: It will be a surprise!

Stork: When and at what time shall I come?

Fox: How about tomorrow night at seven?

Stork: Sounds good for me. See you tomorrow.

[Stork waves and starts walking away]

Fox: See you... and be on time!

Stork: I will!

[lights dim and then come back up to show a night has passed]



As you can see, the play has **dialogue**. It tells what each person in the play says. The parts in brackets [] are the stage directions. They tell what action is going on.

PLOT: WHAT HAPPENS IN THE STORY

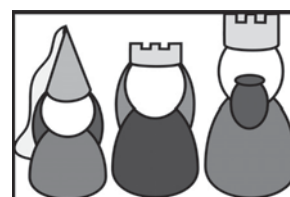
What happens in a story or book is called the **plot**. The plot is not the same all the way through. It has different parts. Every story has a beginning, middle, and end. Certain things happen at different times. It is a **sequence** of events. Here are the parts of the plot.

WHAT HAPPENS IN A STORY?

What happens in a story or book is called the **plot**. The plot is the chain of events in the story. Every story has a beginning, middle, and end. Certain things happen at different times. Here are the parts of the plot.

Introduction—how the story starts. The author usually tells where the story is taking place and who the characters are.

Example: Once upon a time, there was a beautiful princess. Her name was Trudy. She lived in a big castle with her father and mother, the King and the Queen.



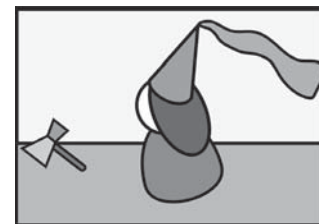
Conflict—the problem the characters face, or the journey that they have to take.

Example: One day, Princess Trudy was in her lovely garden. Suddenly, she saw a wild wolf near the cherry tree! It saw her too and let out a low growl. Should she run? Would it attack her?



Rising Action—the action in the story gets exciting.

Example: Trudy looked around and saw a sharp garden axe not far from where she stood. Maybe she could use it to defend herself! She turned and ran. She heard the wolf growl and run after her.



Climax—the climax is the turning point in a story. The action of the story is at its highest, most suspenseful point.

Example: Then the wolf pounced! He knocked Trudy to the ground, inches from the axe. Then, the wolf spoke. “Princess, the ogre in the woods put a curse on me. I need a gift from you, so he will remove the curse.” Trudy’s mind was racing—should she reach for the axe? Or, should she believe the wolf? Her true nature was to be kind and gentle, so she gave the wolf an emerald ring from her finger. She was relieved when he took it and ran off.

Figurative Language		
Imagery	Imagery is writing that appeals to the five senses. The words describe how things feel, taste, sound, look, and smell.	Example: “During the whole of a dull, dark, and soundless day in the autumn of the year. . .” – Edgar Allan Poe
Metaphor	A metaphor compares things directly, without using <i>like</i> or <i>as</i> .	Example: His smile was a ray of sunshine.
Personification	Personification means to give human qualities to something which is not human.	Example: The sun smiled down on us cheerfully.
Simile	A simile compares two unlike things using <i>like</i> or <i>as</i> .	Example: He is as happy as a puppy with a new chew toy.

Figures of speech are made up to help you see in new ways. They do not always mean exactly what they say. Your friend might tell you, “My little brother is a pig! His room is always messy.” It does not mean that the boy is an animal with a snout that lives on a farm! It means that he is not very neat.

Practice 1: Figurative Language

Read the selections, and answer the questions.

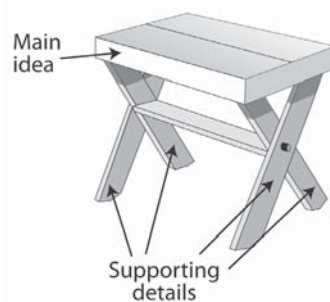
The moon has a face like the clock in the hall;
 She shines on thieves on the garden wall,
 On streets and field and harbor quays,
 And birdies asleep in the forks of the trees.
 The squalling cat and the squeaking mouse,
 The howling dog by the door of the house,
 The bat that lies in bed at noon,
 All love to be out by the light of the moon.



– from “The Moon” by Robert Louis Stevenson

SUPPORTING DETAILS—THE SMALLER THINGS

Supporting details tell about the main idea. They are smaller ideas that hold up the main idea. Think about a selection being like a table. The top of the table is the main idea. The details are the legs that hold up the table. They are facts, reasons, and examples that support the main idea.



What if your friends said, “We had the best time at Sam’s house this weekend”? You would want to know why they had such a good time. The things they did at Sam’s house are the supporting details. Read the example below. The supporting details are underlined.

We had the best time at Sam’s house this weekend! We played video games and jumped on the trampoline. Sam’s mom made us ice cream sundaes. Later, we watched a movie.



The main idea is “We had the best time at Sam’s house.” All of the other sentences are supporting details. They explain why it was so much fun.

Practice 2: Supporting Details

Read the selections below. Then, answer the questions that follow.

Busy Otters

Otters are small animals. They have to eat a lot. This is because they are very busy. Otters know how to dig and swim well. An otter can swim under water for eight minutes! Otters like to play in snow. Some even like to race down hills. They can run quickly. They are able to catch lots of bugs. Otters are also good at catching fish. Otters do many things!



1. According to the selection, how long can an otter hold its breath under water?
A three minutes
B five minutes
C eight minutes
D ten minutes

CHAPTER 8 REVIEW

2.04

Read the selections. Then, answer the questions.

Having Fun in the Sun

When the weather is warm, we all like to be outside. If you are playing in the sun, remember some safety tips.



- Put on sunscreen so that you don't get a sunburn.
- Make sure you wear shoes that are right for what you're doing.
- If you are running around much of the time, socks and tennis shoes are easier on your feet than sandals.
- Many times, playing outside means getting dirty, so wear old clothes...that way, no one will get upset when you come home with stains on them!

1. What is the *main* purpose of this selection?
A to entertain readers with a story about summer
B to persuade readers that the sun is bad for you
C to inform readers what to do in the summer
D to amuse readers with silly things people do

The Best Pet

A dog is a much better pet than a cat. You can play fetch with a dog. You can't do that with a cat. You can also train a dog to do tricks. Cats just stare at you when you want them to do something. Dogs are very loyal too. They will do their best to protect you. If you want a really good pet, get a dog. It is the best kind of pet!



2. Who would benefit the **most** from this selection?
 - A someone who is interested in weather
 - B someone who likes to draw clouds
 - C someone who wants to build houses
 - D someone learning to fly an airplane

3. What is the **best** way to summarize how clouds are made?
 - A Water from the sky comes down to the ground and gets hot.
 - B Water from the ground goes up into the sky and cools down.
 - C Water from the ground goes up into the sky and falls again.
 - D Water from the sky comes down to the ground and dries up.

4. What is the **best** way to describe cumulous clouds?
 - A Cumulus clouds are big, white, and puffy, like cotton candy.
 - B Cumulus clouds are high clouds that fill with rain and get dark.
 - C Cumulus clouds are very high in the sky and pretty to look at.
 - D Cumulus clouds are low, white clouds that get dark before it rains.

CONCLUSIONS

When you draw a **conclusion**, you use the clues in a text to figure out a major fact. This can be a fact about a character or event. You need to look for all the clues. Like a detective, you can conclude what is most likely true.

As you may know, the word *conclusion* can also mean “ending.” So, a conclusion is a big fact or result. It is something you can be pretty sure about. You conclude based on the facts in the text you read.

Read this selection. See if you can answer the questions.



In the Spotlight

Cynthia had practiced for weeks. Her dance teacher, Mrs. Sims, said she was ready. Cynthia heard the music start. Her eyes got wide. Her heart started racing. The lights were hot and bright. She moved onto the stage. Kicking her leg, she turned in circles.

COMPARE AND CONTRAST

One way to respond what you read is to **compare and contrast** parts of it. To compare means to look at how things are alike. To contrast means to look at how they are different.



When you read a story, look at the characters. Is there one you like a lot? Why is that? How are the others different from him or her? Are some nice and others mean? How are their looks alike or different?

You can compare and contrast two stories. Think about what happens in the stories. Also, look at where they take place. Say you read two stories that are both set in outer space. One is about a real NASA mission. The other is a made-up story about aliens coming to earth. As you can see, the two stories would be alike in some ways. They would be very different in other ways.

Here is an example of how you can contrast two characters.

Flik is an ant in the movie *A Bug's Life*. He does not fit in with the other ants. He has to work with other bugs to please the mean grasshoppers.

Z is an ant in the movie *Antz*. He also feels like an outsider. He has to go against the other ants because they are too controlling.

These characters are not from the same place. Their families are not the same. They do not look the same. Seeing how different they are means we can contrast them. But what IS the same about them? They are both ants, and both are misfits. That is how we can compare them.

Did you know that stories can be like life? They can, even if they are made up! Even with talking animals, the events might be like things that can happen to you. Read this passage from a story.

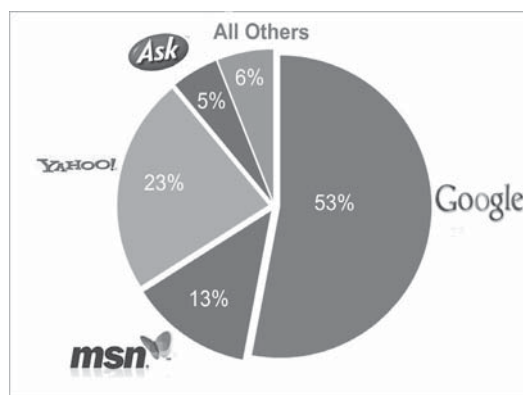
Travis the Turtle walked down the lane, searching up and down. He stumbled. He got turned around. His feet were sore from all the walking he was doing. He was crying a little because he was scared and tired. Where was the corner of the field that he knew? Where was the path that led to his house?



NON-PRINT SOURCES

Electronic sources are ones that you can find online. You find them using a computer. There are facts about many things on the Internet (also called the World Wide Web). But, you have to be careful. Anyone can make a Web page. You need to check that the page has real facts. Some pages are written by a university or a government agency. These usually have facts. Chat pages or sites that sell things are not good sources to use.

The best way to find a topic on the Web is to use a **search engine**. Some examples are Google, Yahoo!, Bing, and MSN. Each has a space where you can type in your topic. The engine searches for what you typed. It is best to use specific words. Say that you need to write about a kind of bug. You decide your bug will be a beetle. If you type *beetle* in a search engine, you will get millions of pages! Some will be about the bugs, but others may be about pest control. Some may even be about the Volkswagen car! So, be specific. Try *beetle insect*. Or, pick one kind of beetle. You will see later how one student, Jordan, used this topic.



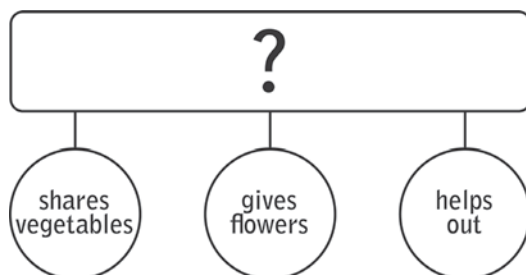
At times, **television** can have good sources. Some programs on TV teach or inform. So, Jordan might see a nature program about beetles on Animal Planet or the Discovery Channel. He can use a show like that in his research. Other shows are not good sources. They entertain, but they do not have good facts. Just like with the Internet, you have to choose carefully if you want to use TV sources.

Artifacts can be sources too. An artifact is a tool or object. It can give clues about another time or place. For example, think about an old covered wagon. It is one artifact of pioneer life. If you see one in a museum, you can use it as a source. You could talk or write about it in a report about how people moved west.



Even **people** can be sources. You can interview an expert about a topic. For his report on beetles, Jordan could talk to a keeper at the zoo. There is most likely a person that takes care of all the bugs there.

13. Which main idea **best** completes the graphic organizer? 2.04



- A Why Grandma Georgiana Has Simple Clothes
- B Why Grandma Georgiana Is a Good Citizen
- C Why Grandma Georgiana Has a Nice Garden
- D Why Grandma Georgiana Is a Good Friend

14. Why does the sentence “Last 3.05 week, one tomato plant had ten tomatoes!” include an exclamation point?

- A to persuade readers to grow their own tomatoes
- B to point out that it’s a large number of tomatoes
- C to explain that there were many tomato plants
- D to show that the grandma does not eat tomatoes

15. What does Grandma 3.01 Georgiana **most likely** mean when she suggests it is up to everyone to make the world a better place?

- A She thinks everyone should go to college and find a good job.
- B She believes that every small thing people do can help a little.
- C She thinks people should become doctors and help others.
- D She believes that how you treat others shows that you care.



28. What is the purpose for including the graphic “Making Your Sandwich”? 3.01
- A to show the reader how to eat the sandwich when it’s done
 - B in case someone does not understand the order of the items
 - C to give the reader an idea of how much turkey to include
 - D in case there is a step missing in the numbered instructions
29. According to the selection, why is turkey good to eat? 3.03
- A It tastes better than ham.
 - B It has protein and vitamins.
 - C It helps you fall asleep.
 - D It comes frozen or fresh.
30. One of the lists is called “Optional Items.” Which definition *best* fits the meaning of *optional*? 1.05
- A by choice
 - B for the future
 - C a play in football
 - D equipment
31. In which step of making the sandwich is the top piece of bread added? 2.04
- A step 1
 - B step 2
 - C step 3
 - D step 4
32. The author would *most* agree with which statement? 2.04
- A Turkey takes way too long to cook.
 - B Turkey is only for Thanksgiving.
 - C Turkey tastes good and is healthy.
 - D Turkey can taste dry and bland.
33. Which step of making the sandwich is skipped in graphic? 3.05
- A step 1
 - B step 2
 - C step 3
 - D step 4