



**MASTERING THE
NORTH CAROLINA EOG
READING COMPREHENSION TEST
GRADE 6**

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Preface	v
Diagnostic Test	1
Evaluation Chart	20
Chapter 1 Literary Elements	21
Characters	21
Point of View	22
Plot	25
Theme	25
Mood and Style	28
Chapter 1 Summary	29
Chapter 1 Review	30
Chapter 2 Literary Devices	33
Literary Devices	33
How Literary Devices Affect a Story	35
Chapter 2 Summary	37
Chapter 2 Review	38
Chapter 3 Literary Genres	41
Genres of Literature	41
Nonfiction	41
Fiction	42
Drama	42
Poetry	43
Impact of Genre	44
Chapter 3 Summary	45
Chapter 3 Review	46
Chapter 4 Reading Expressive Texts	49
Expressive Texts	49
Analyzing Expressive Texts	49
Reading to Understand	50
Main Idea	51
Supporting Details	52
Recognizing Important Events	53
Chapter 4 Summary	56
Chapter 4 Review	56
Chapter 5 Reading Informational Texts	59
Informational Texts	59
Characteristics of Informational Texts	59
Understanding Informational Texts	60


Raising Questions.....	60
Summarizing	61
Paraphrasing.....	63
Accuracy and Importance of Information.....	65
Chapter 5 Summary	67
Chapter 5 Review.....	67
Chapter 6 Reading Strategies	69
Reading Strategies	69
Inferences	70
Conclusions	72
Making Connections	75
Chapter 6 Summary	78
Chapter 6 Review.....	79
Chapter 7 Critical Thinking	83
Author’s Purpose	84
Writing Meant to Entertain	84
Writing Meant to Inform	85
Writing Meant to Express	85
Writing Meant to Persuade	86
Author’s Bias	88
Propaganda Techniques.....	89
Quality of Communication	92
Look for Evidence.....	92
Read Like a Critic	93
Chapter 7 Summary	95
Chapter 7 Review.....	96
Chapter 8 Analyzing an Argument	99
Analyzing an Author’s Argument	99
Fact and Opinion	100
Claim and Support	100
Persuasive Language	101
Problems and Solutions.....	101
Logic	103
Chapter 8 Summary	106
Chapter 8 Review.....	106
Chapter 9 Vocabulary	109
Context Clues.....	109
Roots and Affixes	111
Commonly Used Roots and Affixes.....	112
Look It Up!	115
Standard English and Dialects.....	115
Chapter 9 Summary	116
Chapter 9 Review.....	116
Practice Test 1	119
Practice Test 2	135
Index	153

Chester kept improving his invention. He found a way to make his ear protectors so they could fold up and fit in a pocket. This made them much more portable. He also made the earmuffs with different materials.

Chester needed help getting earmuffs to everyone who needed them. He opened a factory and hired many workers. By the time he was twenty-eight years old, Chester's

business was selling ear protectors around the world. He even sold earmuffs to the army during World War I. The ear protectors kept the soldiers' ears warm.

Chester thought of many new ways to solve problems. He invented more than one hundred different products. People in Maine still honor the inventor; December 21 is known as Chester Greenwood Day.

7. The article is *mainly* about 1.02
 A dealing with allergies.
 B the invention of earmuffs.
 C the cold winter weather in Maine.
 D celebrating Chester Greenwood Day.
8. The organization of the article 2.01
 can *best* be described as
 A time order.
 B comparison.
 C general to specific.
 D order of importance.
9. The author's purpose in writing 5.02
 the article was *most likely* to
 A sell the reader earmuffs.
 B help the reader picture Maine.
 C explain how earmuffs were invented.
 D teach readers the importance of a patent.
- 
10. Which sentence would *best* 3.03
 support the topic sentence in
 paragraph 7?
 A Earmuffs are only worn in places
 with cold weather.
 B Today, earmuffs come in every
 color of the rainbow.
 C Chester Greenwood is one of
 Maine's best known inventors.
 D One year, his workers made
 400,000 pairs of earmuffs.
11. What is the definition of the 6.01
 word *portable* as it is used in
 paragraph 6?
 A easy to bend
 B easy to carry
 C costly to buy
 D warm to wear
12. A reader wants to learn about 2.01
 Chester's other ideas. Using an
 encyclopedia of inventors, what key-
 word in the index will *most* help the
 reader?
 A Maine C inventor
 B weather D Greenwood

PLOT

Plot is the arrangement of events in a story. It is the sequence of events from the beginning to the end. Every story is different, but many tend to use similar plot patterns. Let's walk through a typical plot.

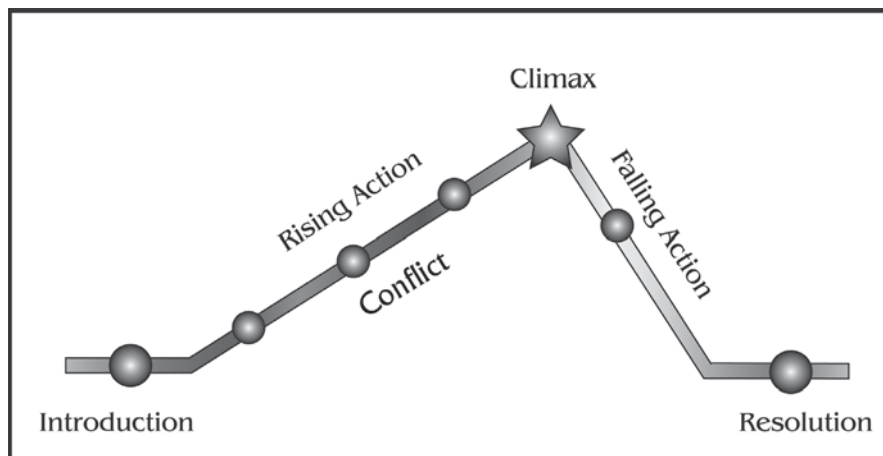
In a story, the **introduction** sets the stage for the events to come. It usually gives details about setting and characters.

As the plot of a story unfolds, problems, or **conflicts**, occur between opposing forces. We see **rising action** as these various conflicts complicate the lives of the characters. For example, characters that are in love with each other may discover that they are not allowed to be together.

The highest point of action in a story is called the **climax**. This point is usually filled with suspense, as readers want to find out what will happen next. The climax is also the turning point. This means that the conflict reaches a peak. Then, the action begins to move toward resolution. Perhaps a character finds a key secret that changes the story's direction. Or, a character may finally conquer a foe.

After the story's highest point of action, most stories begin to move towards the end. This is called **falling action**. Major conflicts begin to be solved. Details of the story begin to wrap up.


The **resolution** is the end of a story. Conflict is resolved, and loose ends may be tied up. Some stories, of course, leave questions unanswered.



THEME

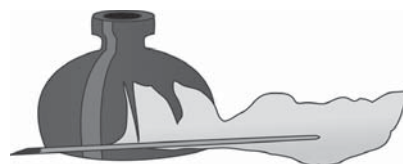
Theme refers to the message about life that the author wants to express. When reading a work of fiction, you can determine theme by looking for ideas about human nature. Theme can be stated—this means that the author tells you what the big idea is, like the lesson in a fable. Usually, the theme is implied. This means that the author gives clues but doesn't come right out and tell you.

Look at what happens in the story and what characters learn. To identify a theme, a successful reader will pay attention to titles, how characters behave, and key plot points.

Common Literary Devices	
Analogy	<p>used to show the ways in which groups of things are similar to each other</p> <p>Example: Our family is like the TV show <i>The Office</i>. My sister is like Pam—she’s funny and loves art. Mom is shy and nice like Phyllis. My dad tries to be serious, but he can’t stop joking around, just like Michael. I like to play music and sports, so I guess that makes me Darryl.</p>
Dialogue	<p>spoken words between characters in a story</p> <p>Example: “I wish I had a candy bar,” Sorab said. “Here, you can share mine,” Jessie said.</p>
Flashback	<p>used in a story to show a memory</p> <p>Example: In many superhero stories, the new hero thinks back on a time when his or her life was normal. This is a flashback.</p>
Foreshadowing	<p>used to give hints about how the plot is going to develop</p> <p>Example: In the fairy tale <i>Cinderella</i>, the Fairy Godmother warns Cinderella that the magic will wear off at midnight. This gives readers a clue that Cinderella won’t leave the ball on time and will have to race the clock.</p>
Hyperbole	<p>an exaggeration</p> <p>Example: I’m so hungry, I could eat a horse!</p>
Imagery	<p>words and phrases that appeal to the five senses of sight, hearing, touch, smell, or taste. Imagery is often called “word pictures” because a writer recreates an experience for the reader.</p> <p>Example: “And now a gusty shower wraps / The grimy scraps / Of withered leaves about your feet.”</p> <p style="text-align: right;">– T. S. Eliot</p>
Metaphor	<p>used to describe an object by comparing it to another object</p> <p>Example: “All the world’s a stage, and all the men and women merely players.”</p> <p style="text-align: right;">– William Shakespeare, <i>As You Like It</i></p>
Personification	<p>a description of a non-human object in terms of human traits</p> <p>Example: The huge rock refused to move, so we planted our garden elsewhere.</p> <div style="text-align: right;">  </div>

POETRY

Poetry is written in lines and stanzas. This is different than prose, which follows standard rules including sentence structure. Some songs are poems written to music.



Some poems are written in **blank verse**, which means the lines do not have to rhyme.

Example: “Frost at Midnight” by Samuel Coleridge

Other poems are written in **patterns**, which have lines that form the shape of the subject.

Example: “The Mouse’s Tale” by Lewis Carroll is shaped like a long tail.

Lyric poems are usually short poems that express personal feelings.

Example: “Nothing Gold Can Stay” by Robert Frost

Narrative poems tell stories and can be short or long.

Example: “The Charge of the Light Brigade” by Alfred Lord Tennyson

Practice 1: Genres

Read the selections, and then answer the questions that follow.

Bethany straightened her back as she stood up. She was always sore from washing the kitchen floor. With her father fighting in World War II, Bethany’s mom had to get a job to provide for the family. Now, Bethany was in charge of the household chores. She missed being able to play with her friends after school. But, since the war started, everyone had to work in order to survive.

1. If this story is about a real person or event, it can be considered part of what genre?
- A fiction B nonfiction C poetry D drama

The Greeks loved the story of Cassiopeia. Cassiopeia was a very beautiful but vain queen. She broke many promises and relied too much on her beauty. One day, Poseidon became tired of her bragging, so he punished her by placing her in the stars, upside down on her throne. Her undignified position was a warning to all.

2. The story of Cassiopeia belongs in what literary genre?
- A myth C play
B autobiography D poem

CHAPTER 4 SUMMARY

Expressive texts include any kind of writing that shares the personal thoughts and experiences of the author.

Analyzing expressive texts means looking at how an author uses literary elements and devices to convey a message.

Several **reading strategies** can help you understand expressive texts. These include **skimming, scanning, raising questions, and summarizing.**

The **main idea** is the controlling idea, or main point, of a selection. **Supporting details** and ideas are used to expand the main idea of a paragraph.

An important skill is to consider the **significance of events**, which means seeing why things that happen are important.

CHAPTER 4 REVIEW

Read the selections, and answer the questions that follow.



The sun shone brightly across the mesh table where Daphne sat in front of a small Italian bistro waiting for the sight of a blue minivan. Seeing it turn the corner would mean Rochelle's mom was on the way with Rochelle.

Rochelle and Daphne had been friends since the first grade. They had been

mat mates in kindergarten and Brownies in first grade. In the fourth grade, they were a hall monitor team, and now, as soon-to-be seventh graders, they were having their first movie day out together without parents.

Looking around her, Daphne noticed the movement of the shopping center. Cars rolled slowly around the Starbucks drive-through. From where she sat, Daphne could hear their detailed orders. For a moment, she wondered what it would be like to be one of those

1. What is the *best* way to paraphrase the selection?

A The legend of Atlantis has intrigued readers since the days of Homer. Some scholars have joined the debate as to the existence of Atlantis and its probable location. Some believe Atlantis was a vast continent found somewhere between Europe and North America. Others believe Atlantis is the Aegean island of Thera. Most people believe it was not a paradise.



B Homer wrote about Atlantis. It intrigues readers. It may have been between Europe and North America. It may have been in the Aegean Sea. No one knows.

C Ever since Homer wrote about Atlantis, many scientists have argued about whether it existed. If it did, where was it? One theory that some think is true is that Atlantis was a large land mass somewhere in the North Atlantic Ocean. Another theory is that it was a small island called Thera near the Greek coast. None of them think that Atlantis was some sort of magical paradise.

D Atlantis is a legend. I don't believe it's real. Scholars seem to argue over it. So, maybe it is real. Anyway, they can't decide where it was or what it was like.

2. Now, write a paraphrase of this selection.

It is very important to maintain a healthy diet. Having a healthy diet means eating a variety of foods. It also means eating fruits and vegetables daily. There are many benefits to eating healthy. One is that it keeps the body strong. For this and other reasons, everyone should try hard to eat healthy foods.

ACCURACY AND IMPORTANCE OF INFORMATION

When you read fiction, you know the author made up most of it. However, when you read informational texts, it is important that the facts be correct. There are ways to **evaluate accuracy** of what you read.

Why do you have to evaluate what you read? After all, if you find material in a book or on a Web site, it must be OK, right? Not always. These days, anyone can self-publish a book or a brochure. And, anyone can create a page on the Internet. So, how do you screen material for importance and accuracy?

1. When you find information that you want to use, verify it. Find two or more sources that agree with it.
2. Look for authors who are experts in the topic you are reading about.

MAKING CONNECTIONS

When you **make connections**, it helps to think about how a new idea might be like something you already know. You might connect a piece of literature you read to something that happened in your life. For instance, you may read a story about a sixth grader who dreams of being a rock star. You can relate to this story because you are in the sixth grade. And, you probably have dreams of your own, right? You were just able to connect what you read to your own life.

Sometimes, in order to make a connection, you must look at how something new is the same as or different from what you already know or something in another subject area. This is called **comparing and contrasting**. When you use this skill, you look for similarities and differences between two or more texts and the ideas in them. It is one way to analyze ideas and issues in a text or across texts.



When you use this process, be sure to look for similarities or differences within the same category. This means you have to make sure you are comparing “apples to apples” and “oranges to oranges.” You can’t compare “apples to oranges.” For example, consider this sentence:

This candy is tangy and sweet, but that candy is green.

This statement compares flavor and color, which are two unrelated categories. We may be able to conclude that the writer likes sweet candy and does not like green candy, but we can’t adequately compare the two candies because we don’t know the color of the sweet candy, and we don’t know the flavor of the green candy. When comparing or contrasting two things or ideas, stay in the same category.

Practice 3: Making Connections

Read the following selection. Then, answer the questions.

The French and English Colonies

The main interest of seventeenth century French colonizers in North America was trade in animal furs. Some furs were used for hats that were very popular in France at the time. The Native Americans were valuable trading partners to the French. They supplied animal pelts from beaver, otter, muskrat, and mink. As a result, the French saw no need to try to conquer them. Likewise, the French did not destroy the forests because they wanted to maintain the habitat of the animals they valued so much. The northern areas of North America, where the French colonized, were sparsely populated. This meant that epidemics took less of a toll. Similarly, the French tended to see native peoples as equals, and they



QUALITY OF COMMUNICATION

Knowing an author’s purpose also allows you to judge the effectiveness and **quality of communication**. When you read, you need to evaluate texts in several ways.

You must decide if what you are reading is well written and accomplishes its goal. For example, if you are reading a selection from your language arts textbook that explains how to go through the writing process, when you have finished reading, you should understand the writing process. The writing should be clear, informative, and well explained so that you are able to gain knowledge of what the writer presented to you. The following areas are important features to consider about a text that you are evaluating:

Does it meet the author’s purpose?

If a selection is meant to persuade, it should use persuasive language. One that is meant to express should use vivid description. And a selection meant to entertain should be entertaining!

Is it a good resource for your needs?

How well a selection meets this criterion depends on what you are looking for.

Language:	Language refers to the writer’s choice of words.
Content:	Content is what the writer has chosen to include to inform you, the reader.
Organization:	Organization refers to the writer’s way of arranging ideas so that they are most effectively communicated to and understood by the reader.
Reader:	You are the reader. It is up to you to determine how effectively the text has been written.

LOOK FOR EVIDENCE

When you read nonfiction, you can also determine if a text is effective by looking at the amount and quality of **evidence**. You will read more about this in chapter 8, but evidence is examples, reasons, or facts that prove the author’s viewpoint. These details support what the author is saying.

It is especially important to support conclusions. When you think about what a selection means, you should reach a **conclusion based on evidence**. Authors need to support conclusions too. If an author writes that it is dangerous to walk around alone after dark, you may agree—but, there should be reasons and examples to back it up. In the next chapter, you will read about how to analyze an author’s argument. You will see more information about evidence there.

7. Which is the *best* example of strong evidence?
- A You're not alone.
 - B We all have to gulp and rush.
 - C The last morning class ends at 11:45, and the next class begins at 12:30.
 - D She has agreed to listen to our idea about changing the schedule.
8. Which sentence states a fact?
- A When was the last time you ate your whole lunch in peace?
 - B There is not enough time to eat lunch properly.
 - C If you're tired of feeling sick to your stomach in class after lunch, join us
 - D We'll gather in the gym on Friday at 3:00 p.m. for a meeting with the principal.

LOGIC

One important part of persuasive writing is **logic**. Logic is the rational way of arriving at a conclusion. A strong argument supports a claim using facts in a valid way. A weak argument lacks logic. It does not have the proof for a reader to be persuaded. There are different ways to build a logical argument.

Inductive reasoning is the process of reaching a conclusion based on observations. This type of logic begins with specific details and leads to a general conclusion. Inductive reasoning allows us to form ideas about groups of things in real life.

Observation: My dog Sparky likes to chew on his bone.

Observation: My neighbor's dog Scruffy likes to chew on his bone.

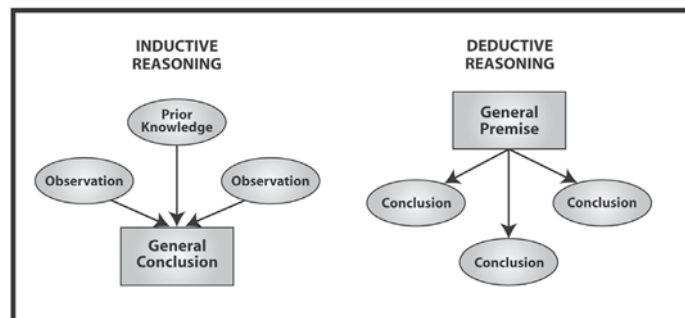
Conclusion: Dogs like to chew on bones.

Deductive reasoning is the process of reaching a conclusion based on already known facts. Deductive reasoning starts with general ideas and moves to specific examples.

General idea: Human beings need sleep.

Specific example: I am a human being.

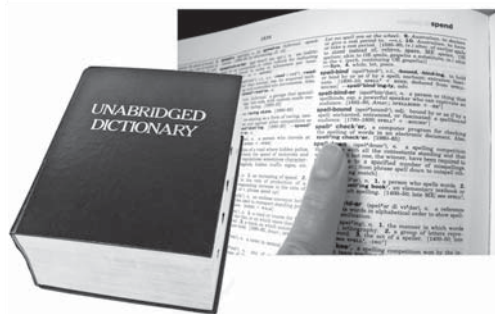
Conclusion: I need sleep.



4. How many meters are there in a *kilometer*?
 A 100 B 500 C 1,000 D 10,000
5. *Biology* is the study of _____.
 A the stars B life C the earth D physics

LOOK IT UP!

There are many resources you can use to look up an unknown word. A **dictionary** is used to find the definitions of unfamiliar words. It also tells how to say a word and the part of speech. Dictionaries are arranged in alphabetical order (ABC). On the top corner of each page, you will find two words listed called guide words. These words tell you the first word and the last word on that page. This helps you find the word you are looking for faster. A **glossary** is like a dictionary, but it only lists certain words that are in a book or chapter. You can find glossaries in many of your textbooks.



A **thesaurus** is a little different; it contains words that have the same meanings or opposite meanings of the word that you are looking for. It will also tell you words that have meanings that are close to the same but not exactly the same. A thesaurus is also organized in alphabetical order. It is important to use when you are writing.

STANDARD ENGLISH AND DIALECTS

The words you find in reference books like the dictionary typically belong to **standard English**. However, some authors write dialogue as people speak. When they do, they may spell words differently to mimic the dialect a character uses. So, you might see words that you can't find in a dictionary.



Dialect is a way of talking that is shared by a group (usually people living in a certain area). It can have pronunciation, grammar, and vocabulary that is different from standard English. There is an example of an author's use of dialect on page 71 in chapter 6. The excerpt from Mark Twain's *Adventures of Huckleberry Finn* shows Huck using words like *warn't* (instead of *weren't*), saying he got a *hiding* (instead of a *spanking*), and that he was "coming along slow but sure" (instead of "slowly but surely"). You can figure out the meaning of dialect through the context.

46. Why *most likely* did the author write the article? 3.01
- A to increase the number of students attending the school
 - B to show the wide variety of programs available to students
 - C to illustrate the one connection between the school and the town
 - D to explain the student rep position and application process to students
47. Step 4 of the article would also be helpful to 2.01
- A students applying for an after-school job.
 - B teachers writing recommendation letters.
 - C students entering a new school.
 - D teachers meeting with parents.

The Thunderstorm

by Kim Hill

The storm came in suddenly
that warm April night
As I was just resting my head
and had turned out the light.

(5) With my cat at my feet
And the covers to my cheek

When the lightning started crashing
And the thunder started clanging.
I sat up in my bed

(10) and put my hands to my head.

It rattled the windows
and shook all the doors
The wind hissing and moaning
Through cracks under the floors.

(15) It scared my cat
with its thunderous roars.

I sat and I watched
And finally drifted to sleep.
The storm smoldered and died

(20) till it didn't make a peep.

And echoes of thunder
Seemed to whisper goodbye.



Read this sentence from the Web page.

Butterflies might begin to disappear off the earth if we don't do our part to save them.

30. This sentence aims to appeal to a reader's 4.01
- A bias.
 - B logic.
 - C emotions.
 - D knowledge.
31. The author's use of the phrases *beautiful creatures* and *majestic state* contributes to what propaganda technique? 4.01
- A bandwagon
 - B glittering generalities
 - C testimonial
 - D repetition
32. Which paragraph is an example of the testimonial technique? 4.01
- A second paragraph
 - B third paragraph
 - C box about houses
 - D letter from landscaper



Read this sentence from paragraph 3.

Barton's Butterfly Center shares in your concern for these beautiful creatures.

33. What is the author's underlying assumption? 4.01
- A that the reader cares about butterflies
 - B that the reader loves the state of North Carolina.
 - C that the reader will shop at Barton's Butterfly Center
 - D that the reader is tired of having so many bugs around
34. What is the author's purpose for writing this Web site? 4.03
- A to explain how to grow a butterfly garden
 - B to persuade people to buy butterfly plants
 - C to inform people about a problem in nature
 - D to describe the benefits of butterfly gardens
35. What is the meaning of *host* as it is used in paragraph 2? 3.01
- A a very large number
 - B one who entertains socially
 - C a living thing that supports another living thing
 - D a rock that is older than the minerals found in it