



New York State Testing Program

**English
Language Arts
Book 1**

Grade

5

January 9–13, 2006

Name _____

TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before choosing or writing your response.

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Reading***D***irections

In this part of the test, you will do some reading. Then you will answer questions about what you have read. For the multiple-choice questions, you will mark your answers on the answer sheet. For question 12, you will write your answer directly in the test book.

Go On

Directions

Read this story. Then answer questions 1 through 6.

David's Time Out

by Claudia Cangilla McAdam

The books in David's backpack felt like bricks. They banged against his spine as he jogged down the sidewalk dribbling a basketball. All he wanted to do was to go play basketball with J.D. But his mother had other thoughts. She told him that if he wanted to play basketball, he would have to return his sister's books to the library on his way to J.D.'s house.

In his opinion, books and summertime just do not go together. You wouldn't catch him cracking a book when he could be playing basketball. He got his fill of books during the school year.

Truth be told, he had never set foot inside a public library. He wasn't about to do so today. He would just drop the books off in the outside return box. But there was a problem. The outside box was locked. A note attached to it asked patrons to bring the books inside to return them.

He slipped inside the building a few minutes before closing time. He popped the books into the return bin. After a quick drink of water and a brief stop in the restroom, he would be on his way to meet up with J.D.

David walked out of the restroom and halted in surprise. He was shocked to see the library lights were turned off. The place was deserted. The exterior doors had been locked with a key. They couldn't be opened from the inside. He was trapped—in a library!

He tried to use the telephones, but a code was needed to make an outgoing call, and David didn't have the code. Plus, the pay phones were on the outside of the building. As the sun began to set, he searched for a light. He found what he was looking for on the librarian's desk. It was a little light that clamps onto a book.

At last he could see. David used a marker to write a note on a big piece of paper. It read: I'm trapped inside. Please call for help. He taped it to the front door. Surely, someone passing by would see it. He then turned his attention to the library itself.



He was stunned to discover that this place was not so bad. Sculptures and paintings lined the walls. Rows and rows of shelves held videos and music that people could check out and take home. When he saw a biography of Michael Jordan on a display table, he picked it up. He settled into a comfortable chair and clipped the light to the book. He rested his feet on his basketball and flipped open the book's cover. He knew he would have to wait to be rescued, but now, that didn't seem to be such a horrible thing.

1 David does **not** want to be trapped in the library because

- A** he is afraid of being in the dark
- B** he would rather play basketball than read
- C** he thinks his mom will be worried about him
- D** he thinks his friend will be angry

2 Read this sentence from the story.

The books in David's backpack felt like bricks.

This means that the books are

- F** heavy
- G** large
- H** hard
- J** sharp

3 According to the story, David “got his fill” of books during the school year. The author compares David's feelings about reading books to

- A** being lazy
- B** eating too much
- C** being thirsty
- D** talking too much

4 Read this sentence from the story.

He was stunned to discover that this place was not so bad.

The word “stunned” means

- F** amused
- G** bored
- H** surprised
- J** worried

5 What is the theme of “David’s Time Out”?

- A** Reading is an important skill.
- B** A library can be an enjoyable place.
- C** Sports can be as much fun as reading.
- D** It is important to return library books on time.

6 “David’s Time Out” is **most** like a

- F** mystery
- G** legend
- H** science fiction story
- J** real-life story

Directions

Read this article about creating something fun at school. Then answer questions 7 through 12.

Schoolyard Alive!

by Anna Mearns

How to bring nature to your school—in a big way!

Bluebirds peeking from nest boxes. Tadpoles swimming in a pond. Tiger swallowtails swooping around a butterfly bush. And over here, a class of students watching it all.

A field trip to a nature center? Nope, it's a schoolyard. With some work on your part, it could even be *your* schoolyard.

Interested in building a schoolyard habitat? Here's how to get started.

Gather a Team

Students can do a lot on their own, but you'll need adults for a project this big. Get teachers, parents, and even the principal interested. Don't forget the maintenance staff—they know more about your school's yard than anyone else and can give you lots of help. Also, ask around your neighborhood for gardeners, naturalists, and others willing to give advice.

Map Your Site

Which part of the schoolyard can you turn into a habitat? Is there an unused corner of the playground? Part of a lawn or field you could let go wild? You'll need to make a map of the area showing what's there now. Then you can figure out how you want to change it. For that, you need a plan.

Plan a Habitat

Here's what you'll need to make your area attractive to wildlife.

Food: Plant flowers, shrubs, and trees. These provide seeds, berries, leaves, buds, and nectar. And all of these feed birds, insects, and small mammals. You can also add some feeders for squirrels and birds. Where possible, stick with native plants—wild plants that grow naturally in your area. They need less care, which means less work for you.

Water: A small pond, birdbath, or even a shallow dish of clean water in the ground will attract birds. Other small animals such as amphibians, reptiles, and insects may visit as well.

Shelter: Shrubs and trees make great escapes for birds. Tall grass and “weeds” are home to grasshoppers, garter snakes, and some ground-nesting birds. You can also add stone piles (good for chipmunks and lizards) and brush piles (rabbit hideouts).

Places to Raise Young: Butterflies need special plants to lay their eggs on. Frogs and toads lay eggs only in shallow water. Many birds use birdhouses; others nest in trees and shrubs. In fact, nearly all your shelters may become homes for wild young.

Go On

Put It on Paper

Using the map you made of your area, draw in the changes you want to make. Mark where the plants, nest boxes, and other items will go. Remember, this is a long-term plan—you don't have to do everything this spring. Maybe you could put up a few birdhouses and plant some butterfly bushes now and save the trees and shrubs for next year. Even a small start is a big step for wildlife.

Reach for Resources

To make the habitat happen, you'll need lots of plants, seeds, and other supplies. You'll also need to buy or borrow tools and maybe even some heavy equipment. Now's the time to reach

out for donations. Start by asking your parent-teacher organization. Then go to garden clubs, garden stores (they might give you a discount), your state's Agricultural Extension Services, local government agencies, and businesses. If they can't donate supplies or money, ask if they can donate workers!

The workers can help build the habitat. You'll also need people to help maintain it. Some schools ask their students' families to take turns during the summer. Each family maintains the habitat for a couple of weeks.

Build Your Design

Now you can dig in. Set a date, and get *growing*!

- 7** What is this article **mostly** about?
- A** how to start a wildlife habitat
 - B** making a place where animals can hide
 - C** how to gather food for a wildlife habitat
 - D** creating places for people to plant gardens

- 8** The section "Plan a Habitat" is **mostly** about
- F** finding people to work on the habitat
 - G** finding a place to use for the habitat
 - H** how to attract wildlife to the habitat
 - J** how to raise money for the habitat

- 9** Which step would you do under "Reach for Resources"?
- A** find a location
 - B** ask for donations
 - C** plant flowers and trees
 - D** talk to maintenance staff

- 10** The **main** purpose for creating a nature habitat at school would be to
- F** raise money for other school projects
 - G** teach students more about nature
 - H** convince people to work as volunteers
 - J** improve the school's appearance

11 How has the author organized the article?

- A** by giving step-by-step instructions
- B** by listing both sides of an argument
- C** by telling a story, from beginning to end
- D** by listing facts, from most to least important

12 A nature habitat can have many positive effects. Using details from the article, give **two** positive effects that a nature habitat could create.

Directions

Read this poem. Then answer questions 13 through 17.

Lady Wind

by Rebecca Kai Dotlich

Watch
the growing
little-girl breeze
wave her hands
swoosh, swoosh,
around
and in between
the pear, the elm,
the sycamore tree;
howling wild
wind words
to squirrels,
papa birds, and bugs—
shake, shake, shaking
limb and leaf.
Watch, *swoosh*—
the grown-up breeze!
Just yesterday
she was small and warm;
today she is
a quarreling storm.

quarreling = fighting

13 The poet compares the changing wind to

- A** a growing girl
- B** shaking leaves
- C** a quarreling storm
- D** waving hands

14 Read these lines from the poem.

**Just yesterday
she was small and warm;
today she is
a quarreling storm.**

The poet **most likely** uses these words to show that the wind

- F** will soon bring rain
- G** is having an argument
- H** is acting confused and upset
- J** has grown strong and fierce

15 Read these lines from the poem.

**shake, shake, shaking
limb and leaf.**

In these lines, the word “limb” means

- A** arm
- B** branch
- C** part
- D** tree

16 Which of these techniques does the poet **not** use in “Lady Wind”?

- F** repetition
- G** comparison
- H** rhyming pattern
- J** descriptive language

17 This poem is **mostly** about

- A** a girl who is playing pretend
- B** different kinds of trees
- C** changes in the force of the wind
- D** a girl who is growing older

Directions

Read this article. Then answer questions 18 through 21.

Teddy's Bear

by Amy A. Anastasia



Can you bear it? The famous teddy bear is more than 100 years old, and got its name from a United States president.

In 1902, President Theodore “Teddy” Roosevelt took a trip to the American South to help work out a land disagreement between Mississippi and Louisiana. While there, the president went hunting for bear.

Days passed with no luck for the president, but lots of good luck for the bears. Finally, his guides captured a bear and offered to let the president shoot it, so he wouldn't have to go home empty-handed.

Roosevelt flatly refused. He thought it would be unfair and cruel.

When word of the president's decision got out, a cartoonist for *The Washington Star* newspaper drew a picture of the bear and Roosevelt holding up his hand to say “No.”

The cartoon was seen all over the country, making the president, who was already popular, a hero.

Meanwhile, the owner of a small store in New York asked his wife to make a toy bear for sale. He displayed it in his window with a copy of the cartoon and a sign that said, “Teddy's Bear.”

That bear, and many others like it, sold big, especially after President Roosevelt gave his official permission for his name to be used. Eventually, the *s* was dropped and Teddy's Bear became simply the teddy bear.

So the bear that you've slept with is really a part of our country's history.

18 According to the article, what helped make Theodore Roosevelt a hero?

- F** He was a good cartoonist.
- G** He refused to shoot a captured bear.
- H** He worked out a land disagreement.
- J** He was named after a bear.

19 According to information in the article, teddy bears became popular toys because

- A** they were soft and cute
- B** they were made by hand
- C** people liked the story of the president and the bear
- D** people thought they could save a bear by buying one

20 What is the **main** idea of this article?

- F** Teddy bears are very popular toys.
- G** Teddy bears have been around for many years.
- H** The teddy bear is sold in many parts of the country.
- J** The teddy bear is a toy that is part of history.

21 How is this article organized?

- A** A problem is presented, followed by a solution.
- B** A question is given, followed by an answer.
- C** Events are given in the order they happened.
- D** Events are presented in order of their importance.

STOP

Place Student Label Here



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