



New York State Testing Program

English

Language Arts Test

Book 1

Grade

5

January 12–16, 2009

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.

Acknowledgments CTB/McGraw-Hill LLC is indebted to the following for permission to use material in this book:

Excerpt and illustration from *Akimbo and the Lions* by Alexander McCall Smith, illustrated by LeUyen Pham, text copyright © 1992 by Alexander McCall Smith; illustrations copyright © 2005 by LeUyen Pham. Used with permission by Bloombury USA Publishing.

“Waiting for the Little Penguins” by Vijayalakshmi Chary from *Hopscotch* Magazine’s June/July 2004 issue, copyright © 2004 by Bluffton News Printing & Publishing Co. Used by permission.

Photograph of four penguins released at North Curl Beach, Sydney, Australia (Image No. 42-16736033), copyright © by David Gray/Reuters/Corbis. Used by permission.

“Frozen Bubbles” by Verlie Hutchens, from *Highlights for Children* Magazine’s January 2005 issue, copyright © 2005 by Highlights for Children, Inc., Columbus, Ohio. Photograph courtesy of William Keith Harrison. Used by permission.

“The Red Fox” text reprinted by permission of *Spider* Magazine, March 1995, Vol. 2, No. 3, text copyright © 1995 by Donna Stringfellow, art copyright © 1995 by Sylvia Long-Spain and reprinted by permission.



Developed and published under contract with the New York State Education Department by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2009 by the New York State Education Department. Permission is hereby granted for school administrators and educators to reproduce these materials, located online at <http://www.emsc.nysed.gov/osa>, in the quantities necessary for their school’s use, but not for sale, provided copyright notices are retained as they appear in these publications. This permission does not apply to distribution of these materials, electronically or by other means, other than for school use.

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 21, you will write your answer directly in the test book.

Go On

Directions

Read this story. Then answer questions 1 through 5.

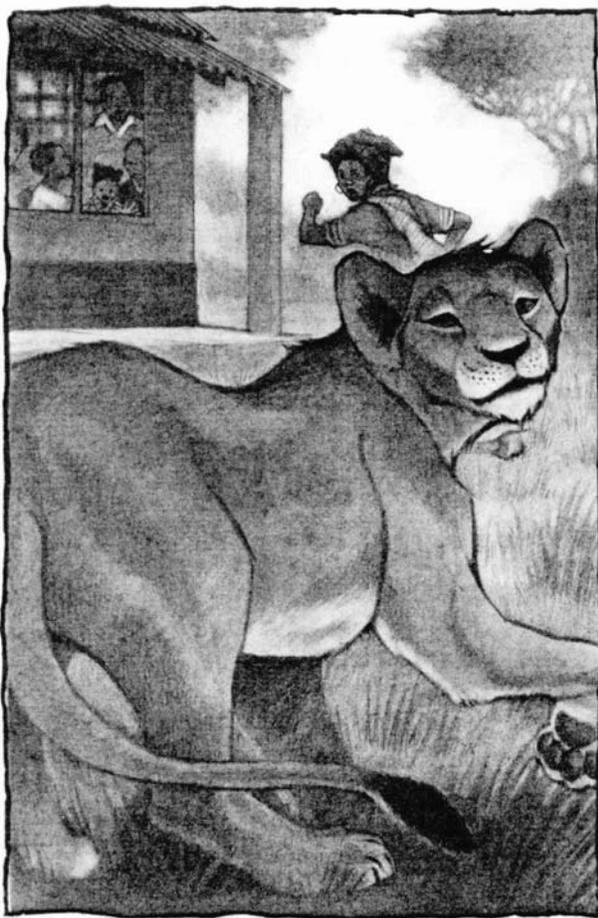
Lion at School

by Alexander McCall Smith

Akimbo is a boy who lives in a part of Africa where wild animals still roam free. One day a lion cub is accidentally caught in his father's trap. Akimbo names it Simba. Akimbo is allowed to care for Simba until the lion is older. They soon become friends.

A few months after Simba's arrival, Akimbo had gone to school one day later than usual, and he had been scolded by the teacher, who believed in strict punctuality. The day got off to a bad start.

It was shortly after the children had had their break that it happened. Akimbo was



sitting on his bench when he heard shouting outside.

“A lion!” somebody yelled. “There’s a lion coming!”

The whole class rose to its feet and looked out of the window. There, coming along the path toward the school, trotting along with his head held high in the air, was Simba. For a moment or two, Akimbo did not recognize him—this lion looked much bigger than Simba—but when he saw the patch of dark fur under his chin, he knew immediately who it was.

The teacher did not know what to do. He raised his hand and then he dropped it. Meanwhile, Simba had reached the edge of the clearing in which the school stood and was looking about him, sniffing at the air inquisitively.

inquisitively = curiously

Everything might have been all right had the teachers' cook not come around the corner of the school building at the wrong time. She had not seen Simba, and she walked unsuspectingly into the middle of the school yard.

unsuspectingly = without concern or without suspicion

Then she stopped. For a moment, the two of them stood absolutely still. The woman

Go On

seemed to have frozen to the spot, and as for Simba, he wondered why she had stopped walking. Did she want to play? Did she want him to chase her?

As if suddenly pricked by a great pin, the woman screamed at the top of her voice and gave a leap backward. For Simba, this was a signal. So she did want to play after all! Bounding forward, he chased her, soon caught up with her, and leapt playfully onto her back.

Inside the classroom, the teacher shouted and began to dash for the door.

“No!” called out Akimbo. “Let me go.”

The teacher tried to stop him, but Akimbo pushed past and was soon out in the yard. Simba was now standing on top of the woman, who was lying on the ground, moaning and sobbing with fright.

“Simba!” called Akimbo. “Here! Here!”

When Simba saw and heard his master, he was overjoyed. Leaving the poor woman

where she was, he bounded across to Akimbo and began to lick joyfully at his knees and ankles. Akimbo bent down and ruffled the fur around the lion’s neck.

“You’re not to come here,” he whispered. “You’ll get us both into trouble.”

Akimbo was right. There was trouble, and an awful lot of it. The poor woman was unhurt but she was, of course, very angry, as was the teacher. Still keeping a good distance away from Simba, the teacher ordered Akimbo to take the lion back home and to wait there. He would come over later that day to speak to Akimbo’s father.

Akimbo walked back, sunk in unhappiness. Simba seemed perfectly cheerful, but then he didn’t know what trouble he had caused.

“I hope they don’t try to take you away from me,” Akimbo said as they made their way home. “I couldn’t bear to lose you, Simba, I really couldn’t!”

1 When Akimbo’s teacher first sees Simba outside, he **most likely** thinks Simba is

- A** dangerous
- B** friendly
- C** injured
- D** lost

2 Simba chases the cook because

- A** she moves too close
- B** she smells like food
- C** Simba is frightened by her
- D** Simba thinks she wants to play

3 Why does Simba leave the cook?

- A** The cook starts to cry.
- B** Akimbo calls Simba's name.
- C** The teacher yells at Simba.
- D** Akimbo wants to go home.

4 Akimbo would **most likely** describe Simba as

- A** angry
- B** fearful
- C** playful
- D** shy

5 Read this sentence from the story.

A few months after Simba's arrival, Akimbo had gone to school one day later than usual, and he had been scolded by the teacher, who believed in strict punctuality.

In this context, someone who believes in "punctuality" believes in

- A** being on time
- B** being forgiving
- C** protecting animals
- D** rewarding students

Go On

Directions

Read this article. Then answer questions 6 through 10.

Waiting for the Little Penguins

by Vijayalakshmi Chary

Bottled-nosed dolphins, green sea turtles, brightly colored fish, and the coral reef are all part of Australia's ocean life. Did you know that the little penguins are too?

At the Phillip Island Nature Park near Melbourne, visitors bundle up in jackets, scarves, and mittens. They have come to see the little penguins. After walking along a high boardwalk, they huddle on the bleachers at Summerland Beach. They keep their eyes glued to the sea, and they wait.

Behind the waves, the little penguins call one another and group together. After dark, groups of royal blue and white little penguins appear on the seashore. These groups are called rafts. Little penguins are safer when they are in rafts; in one raft there can be as few as three or as many as 300 penguins! Many rafts appear scattered along the beach. Within three hours, 26,000 little penguins come home from the sea!

Once they are on the beach, the little penguins trudge through the bumpy sand to their separate burrows on the sand dunes. This long, hard trek from the sea to their burrow is a dangerous one because predators are nearby. Dogs and foxes can smell them. White-breasted sea eagles and Pacific gulls can spot them. Darkness helps protect them because it is harder to see them.

The little penguins search for their burrows as the visitors walk back on the boardwalk. They waddle a few feet, stop, look, and plod along again. "Huk, huk!" The little penguins are calling



one another. A penguin colony is a noisy one. Some little penguins are fighting over burrows. Some are calling their mates.

The penguins at Phillip Island Nature Park were first named fairy penguins. Why has that name been replaced by little penguin? These penguins (*Eudyptula minor*) are the smallest penguins in the world. They stand one foot tall and weigh 2.2 pounds each. These penguins live for six to seven years. One penguin has been recorded to live 21 years.

Every morning before sunrise, the little penguins hurry across the sand in the opposite direction of the night before. This time they splash into the cool sea.

The little penguin is a quick swimmer and excellent diver. All day long, it hunts for small fish, squid, and crab larvae. After it captures a prey, a few jerks of the penguin's head can swallow a fish up to 15 centimeters long—almost half its height! But it must take care in the sea too. It can become a nice meal for a hungry shark or a leopard seal.

After a long day at sea, the little penguins swim once again towards the seashore, calling one another. Just before sunset, many bundled visitors gather on the bleachers. They keep their eyes glued to the sea. They wait for the little penguins again.

6 According to information in the article, why do little penguins gather in rafts?

- A** to keep safe
- B** to stay warm
- C** to dig burrows
- D** to hunt for fish

7 Why do the little penguins go ashore after sunset?

- A** It is too cold for them in the ocean at night.
- B** The sand is cool enough to walk on only at night.
- C** They know people on the beach will feed them at night.
- D** It is harder for gulls and other birds to hunt them at night.

8 According to information in the article, penguins return to the sea in the morning to

- A** stay cool
- B** look for food
- C** find their mates
- D** hide from people

9 Based on information in the article, it is likely that little penguins

- A** move quickly on land and in water
- B** are noisier in the water than on land
- C** move more easily in water than on land
- D** find food easier on land than in the water

10 People **most likely** want to see these penguins because

- A** they are part of an Australian nature park
- B** they are the smallest penguins in the world
- C** there are only a few penguins of this type left
- D** they make funny sounds when they are fighting

Go On

Directions

Read this article. Then answer questions 11 through 15.

Frozen Bubbles

by Verlie Hutchens

What would happen if you tried to blow a soap bubble in below-freezing weather? Would it freeze solid and fall to the ground? Would you have to hit it with a hammer to break it? These questions occurred to me one cold winter day. It was too cold to play in the snow, but it was a perfect time to experiment with blowing frozen bubbles.

To blow frozen bubbles, I had to wait until the air outside was very cold. (For this activity, that meant 10 degrees below 0 Fahrenheit or colder.) I didn't have the bubble stuff that comes in a jar, so I used dishwashing soap. Adding a drop of glycerin made the soap work even better. (I found glycerin at a pharmacy.) I chose a place out of the wind, and blew bubbles the same way I always do. I watched to see what would happen. Here's what I learned.

If the temperature is low enough, the skin of the bubble frosts over, becoming cloudy instead of clear. And what about those rainbow swirls you see in soap bubbles? The rainbow colors stay even when the bubbles frost, but they don't swirl anymore. The bubbles still float in the air. They don't fall to the ground any faster than they would on a warm summer day.



When these frozen bubbles break, they don't turn into droplets as summer bubbles do. They turn into sparkling rainbow confetti and flutter to the ground. Sometimes a frozen bubble will roll across the snow without breaking. If it breaks, it may leave a leathery bubble skin on the ground. If nothing disturbs the bubble, it may stay there for a long time.

Sometimes I could catch a bubble and hold it until the heat of my hand made it pop.

I learned one other thing about blowing frozen bubbles. It's so much fun, I want to try it again next year!

- 11** What is this article **mainly** about?
- A** learning how to conduct science experiments
 - B** discovering games that are fun to play in the snow
 - C** inventing a new kind of soap that makes stronger bubbles
 - D** finding out what happens to bubbles in freezing temperatures

- 12** How does the author begin the article?
- A** by describing the steps needed to do the experiment
 - B** by giving answers to common questions about the topic
 - C** by asking questions that will be answered in the article
 - D** by comparing the two types of bubbles that will be discussed

- 13** What would **most likely** happen if you tried to catch a summer bubble in your hand?
- A** It would roll around without breaking.
 - B** It would break as soon as you touched it.
 - C** It would burst into pieces of colored confetti.
 - D** It would leave a leathery skin on your fingers.

- 14** When a frozen bubble breaks, how is it different from a summer bubble?
- A** It makes a popping sound.
 - B** It flutters to the ground like confetti.
 - C** It falls to the ground in tiny drops of soap.
 - D** It forms droplets that roll across the ground.

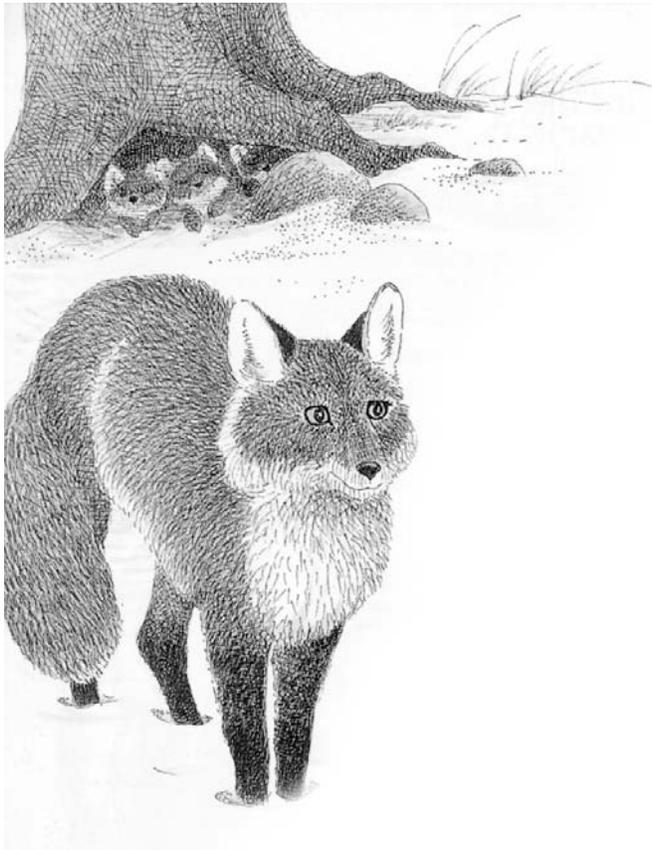
- 15** Which idea from the article expresses an **opinion** about frozen bubbles?
- A** “The skin of the bubble frosts over.”
 - B** “The rainbow colors stay.”
 - C** “It may leave a leathery bubble skin on the ground.”
 - D** “It’s so much fun.”

Directions

Read this story about a red fox. Then answer questions 16 through 21.

The Red Fox

by Donna Stringfellow



It was cold in the forest. A bitter March wind rattled bare trees like skeletons and whipped up the dark clouds in an iron gray sky. The approaching snowstorm probably would not be the last one of the winter.

The red fox couldn't have chosen a worse time to bring a litter of kits into the world. Nestled in a small hollow beneath a hickory tree, curled against their mother's plush fur, the three young kits were warm and comfortable. But when the freezing storms came, the shallow nest would surely let in the snow. And it would be too easy for predators to find the babies when their mother left them to search for

kits =
babies

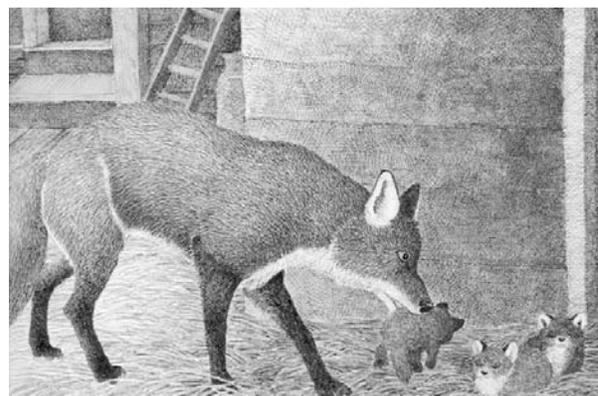
food. The fox knew she would have to seek a new home, and soon.

She nuzzled her kits, whose eyes were not yet open. She licked them, and they mewed about her like kittens. Then she left them. Outside her den, cold air stung her nose as she sniffed about for danger. Then she padded off into the gray, wintry forest.

She ducked beneath a wooden fence and followed a path across a familiar field, where during the summer she'd chased rabbits. She was near a farm, a place she'd always avoided because of the fearful smell of humans. But now, the warmth and protection of the barn drew her close.

Squeezing through the gap where a board was missing, she sneaked into the barn. The straw was deep and soft, a perfect bed for fox kits.

The red fox hurried back to her babies. One by one she carried them under the fence, across the field, and through the hole in the barn wall. And when all three kits were snuggled down in the blanket of straw, she licked them and felt safe. Even when the





farmer came to milk his cows, the silent fox knew her family would be unnoticed, hidden in the farthest and darkest corner of the barn.

One snowy evening, the farmer turned off his lantern and hung it on the wall as he left the barn, just as he did every night. But as he closed the door, the lantern slipped from its hook and shattered on the floor. A tiny spark danced across the pool of kerosene and nibbled at the scattered straw.

kerosene = a thin oil used for fuel

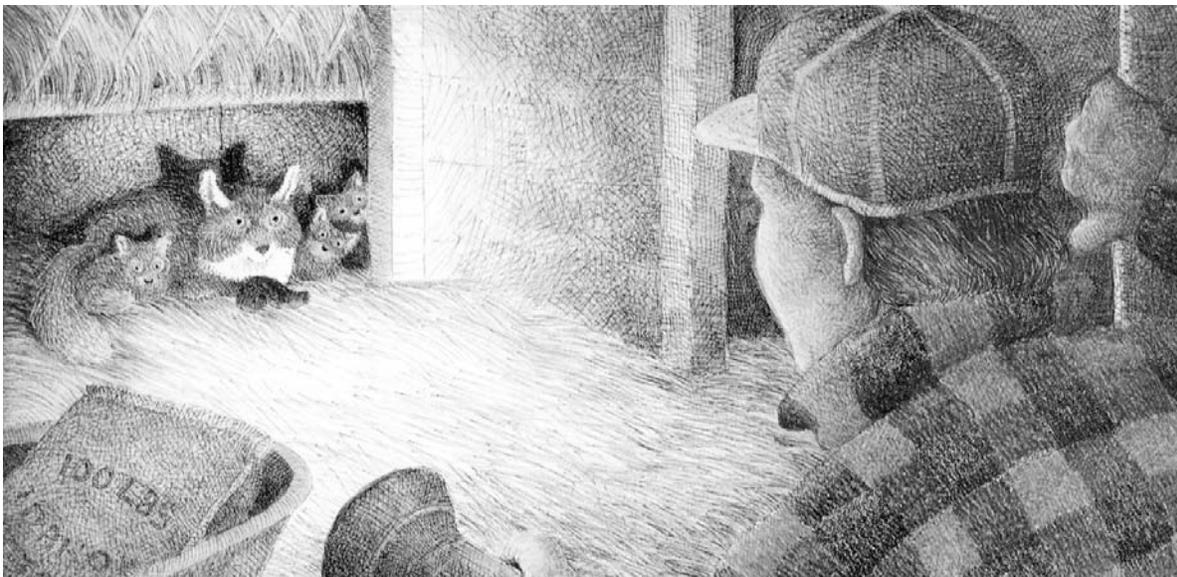
The fox watched with wide, yellow eyes as the straw curled and caught flame. Wisps of

smoke reached her nostrils, and she became fearful. Slipping through the hole in the wall, she ran outside and howled. Her voice carried across the barnyard, and the farmer turned around. He was surprised and angry to see a fox. He was even more angry to see it run into his barn.

Setting down his milk pail, the farmer headed back to his barn, determined to chase away the unwelcome visitor. But when he threw open the barn door, fire danced about his feet. Grabbing a shovel, he beat the flames until they were out. Once again, the barn was safe and dark.

Taking up a flashlight, the farmer shone its beam about the barn. It finally came to rest on the fox, her family nestled close, her eyes shining gold. The farmer smiled. He flicked off the light and walked away, quietly closing the barn door behind him.

Winter's harshness gave way to spring's gentle warmth. One day the farmer glanced into the darkest corner of the barn and found it empty. But for a time it had been a place to feel safe. It had been home to a red fox family.



Go On

16 What is the setting at the **beginning** of the story?

- A** a forest in winter
- B** a field near a farm
- C** a straw nest in a barn
- D** a farm on a snowy evening

17 In the story, why is the barn a better home for the fox family in the winter?

- A** It is easier to find food there.
- B** It keeps them close together.
- C** It protects them from the snow.
- D** It gives them more room to play.

18 How does the farmer in the story change from the time he first sees the fox to the end of the story?

- A** from confused to upset
- B** from friendly to unkind
- C** from concerned to selfish
- D** from angry to understanding

19 Why does the farmer smile when he sees the fox with her kits in the barn?

- A** He thinks the kits look silly.
- B** He realizes the kits will be good pets.
- C** He understands that the fox saved his barn.
- D** He knows he'll be able to chase them away easily.

20 "The Red Fox" is an example of

- A** a fable
- B** a folktale
- C** realistic fiction
- D** historical fiction

21

The fox and the farmer help each other in the story. Complete the chart below by describing how each one helps the other. Use details from the story in your answer.

HELPING EACH OTHER

How the Fox Helps the Farmer	How the Farmer Helps the Fox

STOP

Place Student Label Here



Grade 5
English Language Arts Test
Book 1
January 12–16, 2009

The McGraw-Hill Companies
