



# ***New York State Testing Program***

**English  
Language Arts  
Book 1**

Grade **6**

**January 17–20, 2006**

## 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 your response.

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**Reading**

***D***irections

In this part of the test, you will do some reading and answer questions about what you have read.

***Go On***

# Directions

Read this story about friendship. Then answer questions 1 through 5.

## Rafiki Means Friend

by Denny Dart

When she was twelve years old, Raha earned a scholarship to study at a boarding school in England. She kissed her little sister's round cheek. She patted the cow's brown shoulder. She hugged Mama's wide waist. Then Raha and *Baba*, her father, rode the crowded bus to the airport.

"I named you Raha, which means happiness," Baba said. "Remember that."

As the plane took off, Raha looked out the window at the goat herds and brown rivers of Kenya. She gazed down at the green fields where she used to run like the wind.

At school in England, Raha wished Baba had told her to study hard and to practice running every day. That was much easier than staying happy.

The teachers gave her dozens of math problems to solve, essays to write, and books to read. She ran to her classes through cold rain, clutching her books inside her blue blazer.

At school in England, it wasn't easy for Raha to stay happy.

Her running coach gave her a striped shirt and white shorts, shoes with cleats for sprints, and another pair with spongy soles for cross-country.

Raha had always run barefoot at home, and the shoes felt tight on her toes. But all the other runners wore shoes, and Raha didn't want to be different.

The team practiced every weekday afternoon. On Saturdays, everyone watched rugby—everyone but Raha. On Saturdays, she ran alone on country lanes lined with thistle and blackberries. She ran over fields thick with mud. The cold air stung her throat, and her shoes stuck in the mud, slowing her down. She missed running barefoot and fast under the hot African sun.

Each day at lunch, Raha sat alone in the large hall, eating rubbery roast beef and Brussels sprouts. She wished she were home, eating spicy soup from a calabash bowl and laughing with her family. Her mouth craved fish and coconut, or a golden papaya, juicy and sweet.

One Saturday, Raha ran up a hill and found herself in a barnyard. One of her classmates, a day student named Thomas, stood just inside the barn doors.

After he greeted her, Raha asked, "Why aren't you watching rugby?"

"I have to help my father," said Thomas. "Would you like to see the cows?"

Raha entered the barn, and the familiar smell of cows surrounded her. "We have a cow at home," she said. "I call her *Rafiki*. That means friend."

Raha rubbed the swollen sides of a brown cow.

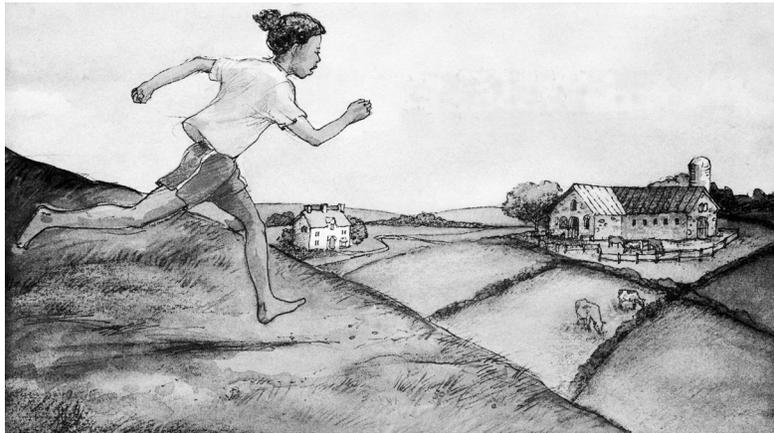
“She’ll give birth to a calf soon,” said Thomas.

On Monday, Thomas invited Raha to sit with him and his friends at lunch. They talked about the track meet coming up in two weeks. At home, Raha had always looked forward to running races, but now she had a churning in her stomach. How would she run fast in those clumsy shoes?

The next Saturday, Raha ran to Thomas’s farm. She didn’t see him at the barn, so she ran up the hill to the fields above. She found Thomas’s brown cow lying on her side and breathing heavily.

“Poor thing, your calf is coming,” Raha said. “You need help.” She looked out over the fields, but there was no one in earshot.

Raha didn’t know how to deliver a calf, but she knew how to run. She pulled off her shoes and ran, barefoot and fast, as she used to run at home.



She ran over the fields, past the barn, and to the white house where Thomas lived. Raha found Thomas and his father, and they followed her back up the hill.

When they reached the upper field, the cow still lay on her side. Beside her, the calf was already born, but it lay slick and still. *Please*, Raha thought, *let them be alive*.

“The calf is breathing,” said Thomas’s father. He dragged the calf to the mother’s head. The cow, smelling her newborn, struggled to her feet, nuzzled her calf, and started to lick its wet fur. The calf opened its eyes.

“We came just in time,” said Thomas, still panting.

“Yes, thanks to you,” Thomas’s father said, nodding to Raha. He looked at the calf. “She’ll be needing a name.”

“How about Rafiki?” Thomas suggested. Then he smiled at Raha and said, “It means friend.”

On her run back to the school, Raha felt like a bird flying over the patchwork of green fields.

In the shower room, Raha stood in her clothes under the hot water, letting the mud run off her. She grinned. *Baba*, she thought, *I’m living up to my name*.

On the day of the races, busloads of runners and spectators came from other schools. Thomas waved to Raha from the crowd. She wore her striped shirt and her white shorts. Her feet were bare.

The runners lined up, and the starting gun exploded. Raha ran like the wind.

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**1** What do Raha and Thomas have in common?

- A** Both prefer to run barefoot.
- B** Both dislike lunchroom food.
- C** Both are from large families.
- D** Both are from families who own cows.

**2** Which struggle describes the **main** conflict in the story?

- F** Raha wants to run; her teachers want her to study.
- G** Raha wants to be accepted by others; she likes doing things in her own way.
- H** Raha is homesick; her father wants her to stay in school.
- J** Raha is used to a hot, dry climate; she has to adjust to a cold and wet climate.

**3** According to information in the story, what helps Raha run like the wind?

- A** running without shoes
- B** showing off to her friend
- C** knowing that she can win
- D** feeling proud of her country

**4** Which event **most** helps Raha realize she is living up to her name?

- F** moving to a new country
- G** studying hard at school
- H** practicing with the team
- J** helping to save the calf

**5** This passage is an example of **realistic fiction** because it

- A** teaches a lesson
- B** includes a happy ending
- C** provides useful information
- D** describes events that could happen

***Go On***

# Directions

Read this article about a dentist who sees unusual patients. Then answer questions 6 through 10.

## Open Wide and Say, “Roar!”

by David Richardson

Dr. David Sullivan, pediatric dentist, is just wild about teeth. So are some of his patients. Wild, that is. Really wild.

You see, Dr. David, as many people call him, has some unusual patients. They aren't the children he typically sees each day. They're, well, big . . . and hairy . . . and sometimes weigh more than four hundred pounds. They're real animals—zoo animals.

On most days, Dr. Sullivan tends to his human patients, teaching them how to brush and floss and care for their teeth. A few patients cry. Occasionally one may bite. But, all in all, there isn't much for Dr. Sullivan to be wary of in his practice.

On some days, however, the Cincinnati Zoo calls with some special work for him to do. Since 1982, Dr. Sullivan has volunteered his time performing dental surgery on many of the animals. The zoo may ask him to pull the tooth of a Bengal tiger, repair the tusk of an elephant, or give a root canal to one of their famous gorillas. Whatever they ask, it certainly wouldn't be routine work for most dentists. For most, this would be a frightening experience.

Luckily, Dr. Sullivan feels differently. “I'm not afraid of the animals,” he says. “I have been around them so much that I'm used to them.”

How does a children's dentist find himself caring for the teeth of a black rhino or a white gibbon? For Dr. Sullivan, it was a matter of chance.

“When I was a kid in school, the only thing I ever wanted to be was a veterinarian,” says Dr. Sullivan. “I even applied to veterinary school in college.”



But Dr. Sullivan soon realized that veterinary work was impossible for him. “I volunteered at a veterinarian’s office to get some experience,” he says. “I was miserable. I couldn’t breathe. My eyes were swollen shut. I had allergy symptoms.”

So Dr. Sullivan tried pediatric dentistry and found he loved it.

After he became a dentist, Dr. Sullivan worked at Children’s Hospital in Cincinnati, Ohio. While there, he was asked to help with dental work on some of the animals in the hospital’s research lab. It wasn’t long before he began a dental program for the animals.

*[During his unusual career, Dr. Sullivan has faced many challenges.]*

But Dr. Sullivan is most proud of the work he did on an ailing African hornbill, an animal that doesn’t even have teeth. The bird had broken its bill, which was causing its tongue to dry out. This made it difficult for the bird to eat.

“It would have died,” says Dr. Sullivan. He needed something that would work and work well.

What worked was a system of metal posts that either screwed into the bill or locked onto the outside of the beak.

“I’m also proud of the work we did on the first tiger,” he says. “There was no literature to go by because the field was so new, so we did it from scratch. We took X-rays and measured the teeth from tiger skulls in a museum. The treatment was one hundred percent successful.”

Perhaps the most unusual work Dr. Sullivan ever did was not on a wild animal but on a pet. “I helped a vet put braces on a poodle,” he remembers.

While most of Dr. Sullivan’s patients have little idea that he spends some of his time working with large, dangerous animals, it’s most likely good practice for him. After all, sometimes a busy dentist’s office can be a real zoo.

**6** Which event led to Dr. Sullivan’s decision to become a dentist?

- F** He discovered he was allergic to animals.
- G** He helped a veterinarian put braces on a poodle.
- H** He went to work at Children’s Hospital in Cincinnati.
- J** He took X-rays and measured tiger teeth in a museum.

**7** The information in this article suggests that the work Dr. Sullivan performs on animals is

- A** unusual and much needed
- B** thoroughly tested and proven effective
- C** less time-consuming than human dentistry
- D** easier than the dental work done on children

**8** Which statement from the article expresses an **opinion**?

- F** “On most days, Dr. Sullivan tends to his human patients, teaching them how to brush and floss and care for their teeth.”
- G** “Since 1982, Dr. Sullivan has volunteered his time performing dental surgery.”
- H** “After he became a dentist, Dr. Sullivan worked at Children’s Hospital in Cincinnati, Ohio.”
- J** “Perhaps the most unusual work Dr. Sullivan ever did was not on a wild animal but on a pet.”

**9** Read this excerpt from the article.

**A few patients cry. Occasionally one may bite. But, all in all, there isn’t much for Dr. Sullivan to be wary of in his practice.**

Which word means about the same as “wary”?

- A** cautious
- B** miserable
- C** proud
- D** thankful

**10** How is the information in this article organized?

- F** The author lists events in Dr. Sullivan’s life in the order they actually happened.
- G** The author explains Dr. Sullivan’s dental practice and then describes some of his cases.
- H** The author lists the most important information about Dr. Sullivan first followed by minor details.
- J** The author defines the problem Dr. Sullivan had in choosing a career and explains how he solved it.

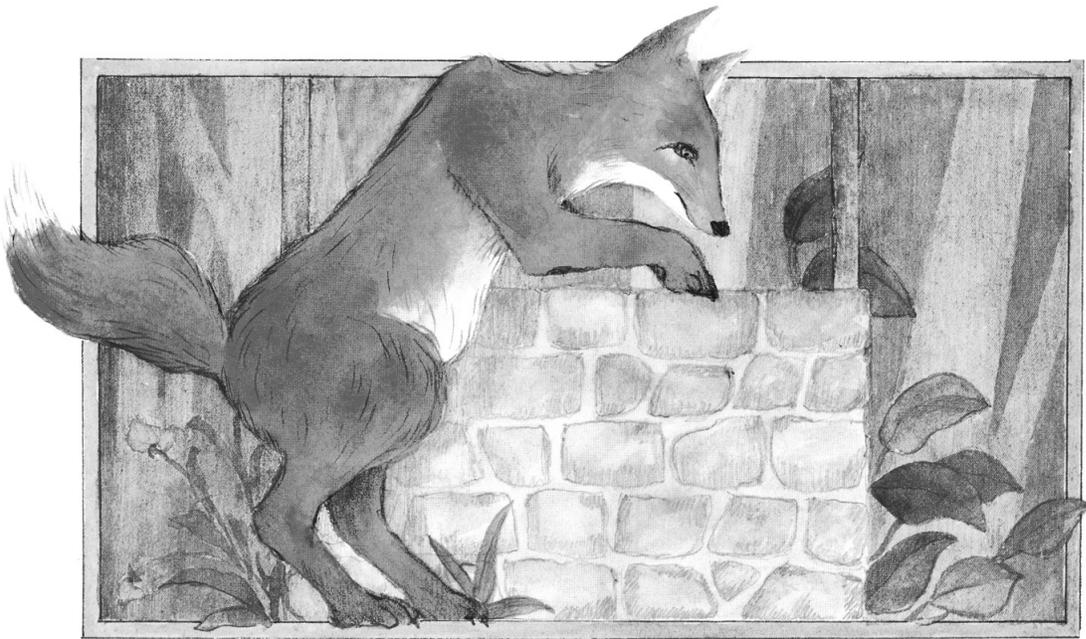
## *D*irections

Read this story about two animals. Then answer questions 11 through 15.

# The Incautious<sup>1</sup> Fox and the Foolish Wolf

*Retold by David Kherdian*

*Art by Nonny Hogrogian*



One moonlit evening a fox was passing by a well in the forest of a foolish wolf. The fox looked down the well and mistook the moon reflected in the water for a round of cheese.

Leaning on one of the buckets used for raising water, he lost his balance and went crashing to the bottom of the well. The other bucket, which had been in the well, went flying up, as the bucket that held the fox went down, down, down into the water.

“So that’s what the bucket was for,” the fox said under his breath. “I could have had real water to drink instead of imaginary cheese.”

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<sup>1</sup>Incautious: not careful

***Go On***

Time went by, and with it the paring of the moon. “There is no time to waste,” thought the fox still in the bottom of the well. “I will be dead soon if someone does not come along and mistake the reflection of the slowly diminishing moon for an appetizing round of cheese as I did.”

paring = gradual  
reduction of size

Just then the foolish wolf came strolling by, famished as usual. “I have a treat for you,” the wolf heard a voice cry out from inside the well. “Come and see for yourself.”

The wolf peered down into the well. The voice said, “Only a sliver has been eaten, the rest is for you. Come down in the bucket that is dangling over the well.”

The wolf jumped into the bucket at the top of the well and came hurling down, while the fox in his bucket flew straight up out of the well and went racing back to the land from which he had come.

*La Fontaine*



- 11** Which statement **best** describes the reason the wolf goes down the well?
- A** He is exploring the dark.
  - B** He wants to help the fox.
  - C** He wants to see who is talking.
  - D** He is looking for something to eat.

- 12** Which of the wolf's actions **best** shows how foolish he is?

- F** peering into the well
- G** jumping into the bucket
- H** strolling through the forest
- J** stopping when he hears a voice

- 13** The main conflict of the story is resolved when

- A** the fox escapes the well
- B** the fox calls out to the wolf
- C** the wolf mistakes the moon for cheese
- D** the wolf hears a voice inside the well

- 14** Which sentence **best** states the main lesson of the story?

- F** Try to learn from the mistakes of others.
- G** Think ahead and plan your actions carefully.
- H** Treat others the way you want to be treated.
- J** Take care in choosing your friends.

- 15** Read this sentence from the story.

**“I will be dead soon if someone does not come along and mistake the reflection of the slowly diminishing moon for an appetizing round of cheese as I did.”**

Which word means about the same as “diminishing”?

- A** closing
- B** rolling
- C** shrinking
- D** sliding

# Directions

Read this article about an interesting type of toy. Then answer questions 16 through 22.

## Windup Toys and Automaton

Automaton is pronounced  
aw tom uh tahns.

Excerpt from *Toys! Amazing Stories Behind Some Great Inventions*  
by Don Wulffson

What makes a windup toy work?

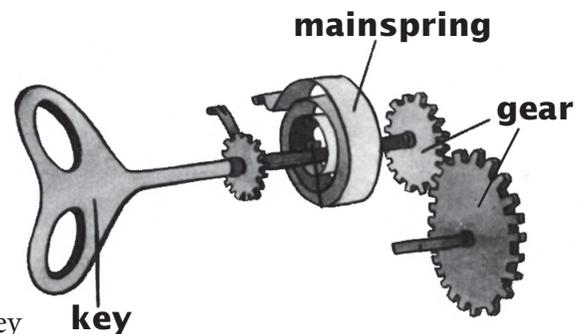
Turning a key tightens a spring inside the toy. As the spring unwinds, it turns gears, which move the toy's parts.

Today's windup toys are for children, and most of them are relatively simple. Originally, windup toys were for adults—usually royalty—and were often extremely complicated and expensive. Rather than windup toys, they were called automaton and usually featured people, animals, or vehicles of some kind. With the finest craftsmanship, automaton moved by means of elaborate internal clockwork devices; their exterior was formed and decorated by hand, in many cases with the utmost skill and attention to detail.

In the late 1400s, a German inventor by the name of Karel Grod was often invited to royal banquets. Sitting at the table, Grod would open his hand and release a metal fly that buzzed across the room, circled the long dining table, and then returned to rest on its maker's hand. A few years later, Grod created a life-size mechanical eagle that could fly around town and then return to its original spot.

In 1509, the famous artist and inventor Leonardo da Vinci constructed a mechanical lion to welcome Louis XII to Italy. When the French king was seated on his throne, Leonardo placed the animal on the floor at the opposite end of a great hall. As spectators stared in amazement, the clockwork lion moved slowly toward the king. It stopped in front of him, and, as if in tribute to the king, tore open its chest with its claws. A decorative fleur-de-lis, the symbol of French royalty, tumbled out and fell at the king's feet.

An even more incredible story is told about René Descartes, a renowned French philosopher and scientist of the 1600s. Descartes believed that all living creatures, including people, are basically just highly developed machines. To demonstrate this



fleur-de-lis =  
a flower-like  
symbol 

he constructed a life-size mechanical girl. Shortly after completing the automaton, whom he called Franchina, he took her on a sea voyage. By accident, the captain of the ship set her in motion. Terrified by her sudden movement, the captain ran. The robotic Franchina kept coming toward him. In a panic, the captain grabbed the automaton and threw it overboard.

Perhaps the most fantastic mechanical figures of all time were created by Jean-Pierre Droz, a Swiss watchmaker, and by his son Henri-Louis. One of those made by Jean-Pierre, called the Writer, was a full-size likeness of a young boy seated at a desk. When put into motion, the clockwork child dipped his pen in a bottle of ink, shook off the surplus with a flick of the wrist, then proceeded to write clear and correct sentences. As each line was completed, the hand holding the pen moved to the beginning of the next line.

Superior to the Writer was the Designer, an automaton created by Jean-Pierre's son Henri-Louis. Like an artist studying his model, the automaton paused from time to time as he sketched, examined his work, corrected errors, and even blew the eraser dust from the paper. On one occasion, the Designer was seated before King Louis XVI of France; after working for some time, the automaton put down his pencil and gestured with his hand to his work; a portrait of the French king. Later, when Henri-Louis gave a demonstration in England, his automaton drew portraits of the English monarch and other royalty.

Henri-Louis died at the height of his fame, in 1790. With him, the art of making automatons declined. Though a few choice pieces were created after this time by other artists, the quality of work went steadily downhill. More and more, the toys were made by machine rather than hand, and they became generally much simpler and cheaper. By the nineteenth century, they were made of tin or plastic, and mass-produced in large numbers.

Today, windup cars, tractors, trains, spaceships, and robots roll off assembly lines by the thousands. Many of them are clever and fun to play with, but the era of automatons is over. Will this specialized art form return? What do you think?

- 16** According to information in the article, the original automatons were highly valued because they
- F** were a reminder of times gone by
  - G** were one of the only forms of entertainment
  - H** were created by famous inventors of the time
  - J** were created with fine craftsmanship and great detail

- 17** Which inventor designed his automaton to demonstrate a philosophical point?
- A** Karel Grod
  - B** René Descartes
  - C** Jean-Pierre Droz
  - D** Leonardo da Vinci

**18** According to the article, the **main** difference between the original automatons and the windup toys of today is that automatons were more

- F** amusing
- G** attractive
- H** complicated
- J** frightening

**19** According to information in the article, da Vinci’s mechanical lion **most likely** released a fleur-de-lis to

- A** show respect for the king
- B** announce the arrival of the meal
- C** demonstrate the inventor’s talent
- D** entertain the royal family

**20** According to information in the article, the **main** reason the “era of automatons is over” is because windup toys

- F** have become electrical
- G** have fewer moving parts
- H** are now made only for children
- J** are now produced by machines

- 21** Which sentence **best** describes how the information in the article is organized?
- A** Different types of automatons are grouped together and described as a set.
  - B** A general description of automatons is given followed by specific examples.
  - C** Several problems regarding automatons are presented followed by their solutions.
  - D** The popularity of automatons is described followed by explanations for that popularity.

- 22** Look at the excerpt below from a table of contents in a book about toys.

Table of Contents	
Chapter	Page
The Art of Toymaking .....	94
The History of Windup Toys .....	107
Entertaining Royalty with Toys .....	118
Learning to Build Windup Toys.....	121

The article “Windup Toys and Automatons” would **most likely** be found in the chapter beginning on page

- F** 94
- G** 107
- H** 118
- J** 121

# Directions

Read this poem about a helicopter. Then answer questions 23 through 26.

## Flight Plan

by Jane Merchant



Of all the ways of traveling  
in earth and air and sea  
It's the lively helicopter  
that has captivated me.  
It hovers anywhere in air  
just like a hummingbird,  
Flies backward, forward, up or down,  
whichever is preferred.  
It doesn't pierce the stratosphere  
as zipping rockets do,  
Nor pop sound barriers  
nor puff fat jet streams in the blue.  
It isn't first in speed or weight  
or anything but fun  
And deftly doing dangerous jobs  
that often must be done.  
When anyone is lost in storm  
or flooded river's span  
And other planes can't help at all  
a helicopter can.  
Lighting on snow or mountaintop  
wherever it is needed.  
The plane that's like a hummingbird  
will not be superseded  
By satellite or strato-jet;  
no supership has topped her,  
And just as soon as ever I can  
I'll fly a helicopter!

superseded =  
replaced

**23** Read these lines from the poem.

**It hovers anywhere in air  
just like a hummingbird,**

The author compares a helicopter to a hummingbird to describe

- A** the helicopter's small size
- B** the way a helicopter moves
- C** the distance a helicopter flies
- D** the helicopter's unusual shape

**24** The author **most likely** compares the helicopter to other flying things in order to

- F** explain what helicopters can do
- G** tell how all kinds of aircraft work
- H** prove that flying is the best way to travel
- J** describe how easy helicopters are to operate

**25** Read these lines from the poem.

**It doesn't pierce the stratosphere  
as zipping rockets do,  
Nor pop sound barriers  
nor puff fat jet streams in the blue.**

The author **most likely** uses the words "pierce," "pop," and "puff" to

- A** describe the setting
- B** create a clearer image
- C** fit the format of the poem
- D** make the poem easier to read

**26** Read these lines from the poem.

**Of all the ways of traveling  
in earth and air and sea  
It's the lively helicopter  
that has captivated me.**

What does the word "captivated" **most likely** mean?

- F** accepted
- G** fascinated
- H** pushed
- J** remembered

**STOP**



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