



New York State Testing Program

**English
Language Arts
Book 1**

Grade **4**

January 9–13, 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.

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

“The Best Thing About Maya’s Brother,” copyright © 2004 by CTB/McGraw-Hill.

“Hide or Fight: How Animals Stay Safe” by Leo Elze, copyright © 2004 by Leslie Hall. Reprinted by permission.

Adaptation of “Gabe’s Experiment” by Leslie Hall, retitled herein as “Abby’s Experiment,” copyright © 2001 by Leslie Hall. Used by permission of the author.

“Reading the Directions” by Karen E. Hong from *Appleseeds* Magazine’s January 1999 issue: *Mapping Our World*, copyright © 1999 by Cobblestone Publishing Company, 20 Grove Street, Suite C, Peterborough, New Hampshire 03458. Used by permission of Carus Publishing Company. All rights reserved.



Developed and published by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2006 by New York State Education Department. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of New York State Education Department.

Reading***D*irections**

In this part of the test, you are going to do some reading. Then you will answer questions about what you have read.

Go On

*D*irections

Read this article. Then answer questions 1 through 4.

The Crayon Saver

by Arlene Erlbach

This passage has not been published on this web site per the copyright holder's request.

1 This article is **mostly** about a boy who

- A** loves to color
- B** wins a blue ribbon
- C** makes little crayons
- D** invents something useful

2 Robbie solved the problem of how to make a crayon holder work when he noticed that

- F** used crayons are hard to hold
- G** most children love to color
- H** a sports bottle straw is wider than a paper straw
- J** a paper straw is about as wide as a crayon

3 Which sentence from the article **best** shows that Robbie is curious?

- A** “Like most kids, Robbie Marcucci loves to color.”
- B** “Between Robbie and his sister, they had a whole can of nubbies.”
- C** “Robbie wanted to figure out a way to use the nubbies.”
- D** “Robbie’s Crayon Saver won a blue ribbon at his school invention fair.”

4 The author **most likely** wrote this article to

- F** teach people how to invent things
- G** show that anyone can be an inventor
- H** describe how to use a crayon saver
- J** convince people to use crayon savers

Go On

Directions

Read this passage. Then answer questions 5 through 10.

The Best Thing About Maya's Brother

It was not a good morning for Maya. Everything was going wrong. First, she woke up late and had to get ready for school too quickly. She almost didn't have time to eat breakfast. And when she put on her shoes, the laces were in a knot.

"Hurry, Maya," called her mother. "You will miss the bus."

"I can't get this knot out," Maya said, almost ready to cry.

"Let me help you," said her brother, Abdul. He picked the knot apart and quickly tied a bow on her shoe. "Let's run," he said, with a smile, "we will just make it."

"Thanks!" said Maya as they ran out the door.

But her problems weren't over. She had been in such a hurry that she forgot to bring her homework and the teacher was not happy about that. The teacher gave her an extra writing assignment to do for the next day. On the way home, it started to rain and she dropped her books into a puddle as she got off the bus.



Abdul got off the bus just behind her. “Don’t worry,” he said, “if we take them home and dry them immediately, they will be all right.”

“Thanks, Abdul,” said Maya.

That night Maya sighed as she sat down to do her homework. But when she looked at the extra writing assignment, she smiled. The teacher had written at the top of the page: “Write a short composition explaining what you like best about one of your friends.” And Maya started to write, “The best thing about my brother Abdul...”

-
- 5** This passage is **mostly** about
- A** how a girl’s brother learns to be nicer to her
 - B** how a girl helps her brother with school
 - C** how a girl’s brother makes her late for school
 - D** how a girl learns to be thankful for her brother
- 6** What did Maya’s teacher write at the top of the page?
- F** instructions for the assignment
 - G** directions for turning in the homework
 - H** a note reminding Maya to do the assignment
 - J** a message suggesting Maya write about her brother
- 7** Why does Maya smile when she looks at the writing assignment?
- A** She thinks it is a funny topic.
 - B** She thinks it will be easy to write.
 - C** She plans to ask her brother to help her.
 - D** She plans to complete the homework on time.

Go On

8 Which of these details is **most** important to what happens in the passage?

- F** Maya drops her books in a puddle.
- G** Maya's brother gets off the bus behind her.
- H** Maya is in such a hurry that she forgets her homework.
- J** Maya sighs when she sits down to do her homework.

9 In the passage, the **most** important lesson Maya learns is

- A** a brother can also be a friend
- B** you should not leave homework at home
- C** a brother can help with shoelaces
- D** you should be nice to people who are nice to you

10 This passage is **most** like a

- F** fairy tale
- G** real-life story
- H** news story
- J** textbook article

Directions

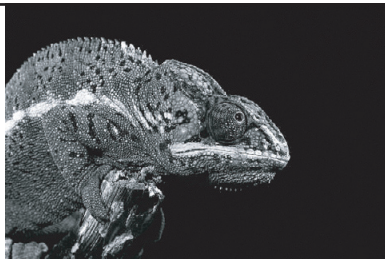
Read this article. Then answer questions 11 through 17.

Hide or Fight: How Animals Stay Safe

by Leo Elze

You might feel a little scared sometimes if you were a small animal. Predators are animals that hunt other animals for food. They are always looking for prey. You could say that “prey” means “dinner.” There are many ways animals keep safe from their predators. Some animals hide, some fight back, and some have a special shield.

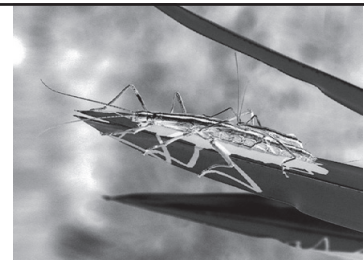
The way some animals look helps them to hide from danger. Chameleons change color to hide. They can turn green like moss, or gray like a rock. A predator would not see a gray chameleon on a gray rock. Some insects are hiding all the time. That is because they look like dried leaves and twigs. There are also fish that look like bits of seaweed in the water.



A chameleon is an animal that can change its color to hide.



The color of this green tree frog helps it to hide from danger. It is the same color as a leaf.



A walking stick hides by looking like a stick.

Some animals do not use their teeth or claws to fight. They use poison. Usually, animals and insects that use poison have very bright colors. The bright color warns other animals to stay away.

There are frogs that have poison on their tongues. Some snakes have poison in their fangs. Some insects even have poison in their claws. Poison is not just for keeping safe, though. It is also used to hunt other animals.

Go On

Some animals carry a shield all the time. Crabs and lobsters have a hard shell. This hard shell is really their skeleton. They do not have a skeleton inside their body the way we do. Clams, mussels, scallops, and oysters all hide in hard shells. One animal, the hermit crab, does not grow its own shell, but finds shells that have been outgrown or left by other animals. Hermit crabs find an empty sea shell and move in.

One animal uses needles instead of a shell: the porcupine. Porcupines use their spiky spines to keep safe. No predator wants a mouthful of sharp needles.

Predators may be strong and have keen eyes and sharp claws and teeth. But nature has given their prey different ways to hide or fight back. Most animals, even very small ones, are not totally helpless. Whether they are hiding, fighting, or spitting poison, animals that are prey can make the hunt very difficult for a hungry predator.



The monarch butterfly's colors warn predators to stay away.



A copperhead snake has poison in its fangs.



This crab's hard shell is its skeleton.

11 What is this article **mostly** about?

- A** the way some animals fight using poison
- B** how some animals keep safe from predators
- C** how some animals protect themselves with shields
- D** the way some animals look can help them hide

12 Which fact would be **best** to include in a report about chameleons?

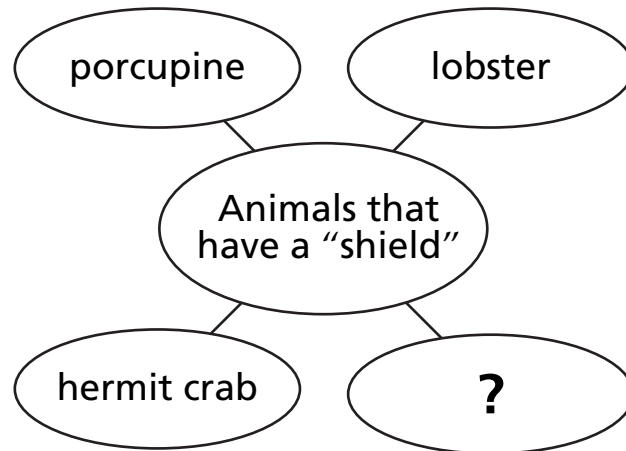
- F** Some animals use poison to fight.
- G** Some animals hunt other animals.
- H** Some animals have their own shields.
- J** Some animals change their appearance to hide.

13 Which fact from the article **best** supports the idea that a red frog might be poisonous?

- A** Some frogs have poisonous tongues.
- B** Some animals use poison to fight predators.
- C** Some bright-colored animals are poisonous.
- D** Some poisonous animals are predators.

Go On

14 Here is a web about the article.



Which animal could be added to this web?

- F** snake
- G** oyster
- H** leaf bug
- J** tree frog

15 According to the article, which statement about hermit crabs is **true**?

- A** They find leftover shells to use for homes.
- B** Their hard shell is really their skeleton.
- C** They use poison to protect themselves.
- D** Their color matches their surroundings.

- 16** After reading the article, the reader could conclude that
- F** hermit crabs have a hard time finding new shells
 - G** chameleons can only change their color to green
 - H** animals such as lobsters use their color to protect themselves
 - J** animals such as insects and crabs have many ways of staying safe

- 17** The author **most likely** wrote this article to
- A** convince people not to hunt animals
 - B** give information about what animals eat
 - C** explain how animals protect themselves
 - D** entertain with a story about animals

Go On

Directions

Read this story about a girl and her experiment. Then answer questions 18 through 23.



Abby's Experiment

by Leslie Hall

One night, Abby wondered what it would be like if she only asked questions. She decided that, no matter what anyone said to her the next day, she would respond only with questions.

Abby knew that scientists always started their research with a question. She considered herself a scientist-in-training. She loved to read about scientists and their discoveries. Abby hoped that she could become a scientist and spend her time looking into microscopes and doing experiments in a lab. Maybe by asking more questions, she could train her mind to be more curious.

Abby got through the morning easily: “Is it time to wake up already?” she asked when her dad told her to get up.

“Is there any cereal?” she responded when her mother asked what she wanted for breakfast.

“Is this seat taken?” she asked when her friend Michelle asked where she was going to sit on the bus.

Now Abby was facing a classroom of laughing students and a teacher who might be—Abby tried to pose her thought as a question—*could he be slightly annoyed?*

“Could you repeat the question?” Abby asked, stalling for time.

Mr. B. spoke slowly and clearly. Abby listened carefully. She wrote the problem on the board, and then wrote the answer. “Could the answer be 361?” she asked.

Mr. B. smiled and nodded, and Abby returned to her desk. *Whew*, she thought, *how did I manage to get through that?*

Somehow Abby made it through the school day without being sent to the principal’s office. She congratulated herself on a job well done. *Could I be a little tired of all the questions?* she asked herself. Talking in questions was like trying to speak another language. Instead of just answering the way she always did, Abby had to stop and think of her response, and then figure out how to make it into a question that—and this was the tricky part—didn’t sound rude. This wasn’t as easy as it had seemed at first.

The afternoon went okay. But her experiment nearly blew up at the dinner table when her dad asked what she had done that day.

“What do I always do?” Abby asked.

Abby’s parents looked at each other. Abby’s father tried again. “Well, I hope you went to school,” he said.

“Why would you think otherwise?” Abby asked. Uh-oh. This was starting to feel like quicksand. *How can I get myself out of this?* “Have you ever spent all day asking questions?” she asked.

Her father thought for a moment. “It seems like that’s what I’m doing now.”

“Do you think questions are a good way to train your mind?”

“It depends on the question,” said Abby’s father. “Some questions are asked for the purpose of finding information. Those are good mind-training questions, because you learn which questions get the information you are looking for. But sometimes people use questions for other reasons. Maybe they are just trying to get the other person to say something or to agree with them. Those questions do not really accomplish anything.”

Could I have done this backward? wondered Abby. “I guess my experiment didn’t work,” she said, and she told her father about her idea.

“I think it worked perfectly,” her father said. “You made a discovery, didn’t you?”

“Did I?” Abby asked, laughing. “I guess I did.”

18 How does Abby get the idea for her experiment?

- F** Her father suggests it.
- G** She thinks of it herself.
- H** She visits a science laboratory.
- J** Her teacher talks about it in class.

19 Abby **first** tries the experiment on her

- A** father
- B** friend
- C** teacher
- D** mother

20 According to Abby, what is the trickiest part of the experiment?

- F** asking for help
- G** finishing on time
- H** trying to be polite
- J** following directions

21 Read this sentence from the story.

This was starting to feel like quicksand.

According to this sentence, Abby thinks that she

- A** has run out of questions to ask
- B** is talking too fast to be understood
- C** has almost finished the experiment
- D** is getting into a difficult situation

22 Abby's father thinks her experiment is successful because she

- F** learns from it
- G** enjoys herself
- H** finishes early
- J** completes it alone

23 How would Abby **most likely** describe scientists?

- A** They enjoy working alone.
- B** They are excellent teachers.
- C** They think questions are important.
- D** They can speak more than one language.

Go On

Directions

Read this article. Then answer questions 24 through 28.

Reading the Directions

by Karen E. Hong

FINDING YOUR WAY

Suppose you are lost in the woods. You have a map, but you can't find any landmarks. The way ahead looks just like the way behind. Which direction should you turn?

Whether you're a lost hiker or a mapmaker, you need to know where north, south, east, and west are. For hundreds of years, people have used a compass to know the directions.

People in China were using compasses almost 1,000 years ago. The ancient Chinese found that a piece of lodestone (a kind of iron) always points in the same direction when it floats. Lodestone is a strong magnet. That means that it naturally points in a north-south direction. The earliest compasses were made by floating a lodestone needle in a bowl of water.

Knowing the direction is especially important for sailors. By the time Christopher Columbus sailed to the Americas, sailors used compasses to navigate. (Navigation is knowing where a ship or airplane is, how far it has traveled, and what direction it is going in.)

The next time you sail a boat or take a hike or make a map, use a compass to find directions.

MAKE YOUR OWN COMPASS

You can make your own compass from things you have around the house. You will need:

- a magnet
- a sewing needle
- a pin
- a pen or pencil
- a paper cup
- a small bit of sponge or cork

1. Write the letter **N** (north) on one side of the paper cup. Write **S** (south) directly opposite. On the right side of the cup, halfway between the **N** and the **S** write **E** (east). Directly across from the **E** write **W** (west).
2. Fill the paper cup with water.
3. Rub the sewing needle across the magnet about 25 times. Rub only in one direction.
4. Hold the needle near the pin. If the pin moves, the needle is now a magnet. If the pin doesn't move, rub the needle across the magnet 25 more times. (You may need to use a stronger magnet.)
5. Wet the sponge or cork. Then slide the magnetized needle through it.
6. Float it in the cup of water. Turn the cup until the end of the needle points to the letter **N**.

24 What is the first part of the article “Finding Your Way” **mostly** about?

- F** how to avoid getting lost
- G** the history of compasses
- H** how to use a compass
- J** the importance of maps

25 Why does the author **most likely** include the information about China?

- A** to show that all people need compasses
- B** to explain how easy it is to make a compass
- C** to explain why compasses are important
- D** to show how long compasses have been used

26 In which step of “Make Your Own Compass” do you use a pen or pencil?

- F** Step 1
- G** Step 2
- H** Step 5
- J** Step 6

27 Which item do you use in Step 3?

- A** a pin
- B** a cork
- C** a needle
- D** a pencil

28 What should you do **right after** wetting the sponge?

- F** Fill the paper cup with water.
- G** Float the sponge in the water.
- H** Slide the magnetized needle through the sponge.
- J** Rub the sewing needle across the magnet.

STOP



Grade 4
English Language Arts
Book 1
January 9–13, 2006

The McGraw-Hill Companies
