



New York State Testing Program

English

Language Arts Test

Book 1

Grade

5

January 7–11, 2008

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

Go On

Directions

Brady Barr is a scientist who studies crocodiles. He has captured all 23 species of crocodiles in order to gather scientific information. Often, he attaches devices on them so they can be tracked and protected. Read this article about Brady's latest method of catching "croc." Then answer questions 1 through 4.

Will My Toy Car Survive a Croc Attack?

by Brady Barr
as told to Maggie Zackowitz

My name is Brady Barr, and part of my job as a scientist is catching crocodiles. Crocs are big, fast, good at hiding, and always alert. They're not easy to catch, but I need to get hold of them to attach tracking tags and to gather scientific data such as measurements.

Recently, as I talked with a creative group of kids, they gave me a few great ideas to help me catch crocs. All their ideas involved using toys!

So on my very next trip, I head off to Africa with my scientific equipment and a box of toys—a remote-control car and boat and some rubber crocodile masks. I rig the car and boat with poles that dangle rope snares to loop around a crocodile's neck. My plan is to maneuver the rope over the animal's head to capture it.

I'm helping wildlife biologists put radio-tracking tags on a threatened population of Nile crocodiles. From our boat we spot a cluster of crocs dozing on the sand by the river. I set a toy car on the beach and steer it around tufts of grass toward the basking crocs. I speed the car right up to one, but *chomp!* Uh-oh. The croc's teeth just miss the car, and it's not giving up! It chases the car while I work the joystick as if my life depends on it.



It's a good thing my life *doesn't* depend on it because I'm not a very good driver. And even at top speed, my little car is no match for a Nile crocodile, which can run almost 30 miles an hour. I zig when I should zag.

The croc's jaws close over my toy—and, temporarily, over my plans.

The size and quick movements of the toy car must trigger a crocodile's predatory instinct. Conclusion: Use a faster car and improve my driving skills!

It's time to test the kids' second idea: to disguise myself as a croc. I get into the water wearing a big rubber croc mask. My goal: Get close enough to wrestle a croc into our boat for tagging. The plan seems to be working as a group of small crocs approaches me. Suddenly a giant 16-foot male appears and starts toward me. I raise the snout of my mask, which in

“croc talk” lets him know I’m not looking for trouble. But he’s angry and his answer is aggressive. He arches his back and slaps the water with his chin. He thinks I’m a rival! At first, I stand my ground, but as he comes closer, it gets too dangerous. I get out of the water . . . fast! Conclusion: The disguise works, but getting into the water myself is just too risky.

Using what I’ve learned with the car and disguise, I move on to idea number three. I steer

the toy boat, fitted with a small rubber croc head and a snare, toward the real crocs. Success! They act as if the boat’s one of them and ignore it. Unfortunately, just as the boat’s in position to snare one, the batteries die! Conclusion: The boat works, but next time I’ve got to remember to change the batteries!

A field test involves a lot of trial and error. What I learned this time will mean success the next time.

- 1** Why does Brady want to catch Nile crocodiles?
- A** He wants to put them in zoos and wildlife parks.
 - B** He is working to protect a threatened group of animals.
 - C** He enjoys the thrill of being chased by dangerous animals.
 - D** He is trying to make the area safer for other animals that live there.

- 2** Which statement is true about the ideas suggested by the kids?
- A** Each toy was disguised to look like a crocodile.
 - B** Each idea provided safety from a crocodile attack.
 - C** Each idea involved a trick to get close to the crocodiles.
 - D** Each toy was designed in colorful patterns to attract crocodiles.

- 3** Read this sentence about the crocodile from the article.

But he’s angry and his answer is aggressive.

In this sentence, the word “aggressive” means the crocodile is

- A** trying to rest
- B** trying to hide
- C** ready to fight
- D** ready to leave

- 4** Which idea will probably be **most** useful in helping Brady catch crocodiles?

- A** wearing a toy crocodile mask
- B** steering a toy boat next to a crocodile
- C** attaching crocodile snares to a toy car
- D** driving a toy car in front of a crocodile

Go On

Directions

This story about a family from Mexico contains some Spanish words, such as *hola*, which means “hello.” Read the story. Then answer questions 5 through 10.

A Tree Needs a Special Place

by Lyda Williamson

Oscar leaped up onto the porch and bounded into the house. He unzipped his backpack, pulled out a plastic bag, and ran to find Mamá.

“Mamá, look!” shouted Oscar. He opened the bag to reveal a baby tree, roots and all. “We got them at school for Arbor Day.”

“How exciting!” said Mamá.

Oscar looked at the tree. “But I don’t know where to plant it.”

Mamá smiled. “It needs a special place. When we moved here from Mexico, I was a little girl. I didn’t have any friends. Our new house had a big backyard with an oak tree. My father hung a swing from it, and I’d swing for hours. One day, a little girl came over and asked if she could swing with me. It was Claudia.”

Oscar nodded. Claudia was Mamá’s best friend. “Maybe someday this tree will grow big enough for a swing,” he said. “I’ll go show *Abuelito* and *Abuelita*!”

Oscar sprinted downstairs to his grandparents’ apartment.

Abuelito, Oscar’s grandfather, opened the door. “*Hola, Oscar!*”



“Look, Abuelito! I got a tree at school for Arbor Day,” Oscar said. “But I don’t know where to plant it. We don’t have a big backyard like Mamá did.”

Abuelito smoothed back his graying hair. “No, but we’ll find a place for it,” he said. He squatted down to look at the tree. “Back in Mexico, the sun is so strong at midday that everyone must take a break. A huge paloverde tree grew at the edge of our cornfield. I loved to rest in its shade.”

Abuelita laughed. “I can still picture you there!” She put her hand on Oscar’s shoulder. “Let me tell you about *my* favorite trees,” she said. “My mamá loved to make *agua de limón*. It’s like lemonade, but it’s made with limes. Lime trees grew everywhere in my town! Mamá would send me out to pick the limes, then she’d let me stir the water, juice, and sugar. We’d use colorful straws to sip our cool green drinks.”

“Mmmm, sounds good,” said Oscar.

“I’ll make it for you sometime,” said Abuelita. “Now go find a spot to plant *your* tree.”

“I will!” said Oscar. He raced up the steps and out the front door. Just as he stepped onto the porch, Papá pulled up in his car.

“What do you have there?” asked Papá.

Oscar showed him the tree.

Papá smiled. “When I was a boy in Michigan, my father would always make *guacamole* with avocados from the store.”

Oscar nodded. He liked the tasty green dip.

“He’d mix it up and talk about Mexico. One time he saved the avocado seed. We put it in water. Every day, I watched it. Soon a tiny green sprout appeared. It became a baby tree. We nursed it along, then planted it in the ground.”

“Did avocados grow on it, Papá?” asked Oscar.

“No, it couldn’t survive the cold winter,” Papá said. “But I’ll always remember that special time with my father.”

Oscar’s sister walked up the sidewalk toward them.

“Magdalena, look!” Oscar held up the tree. “But I need a place to plant it.”

“Let’s see,” said Magdalena. “At our old house, when you were a baby, a huge poplar tree grew near our sidewalk. It was taller than every other tree around. Wherever I was in town, I could always see our tree high above everything else.”

Oscar glanced at the wide strip of grass between their sidewalk and the street. It was the perfect place! “Thanks, Magdalena—I’m going to plant my tree right here.”

* * *

Papá dug a hole. Oscar held the tree in place as Magdalena, Abuelita, and Abuelito gently pushed dirt around it. When they were finished, Mamá sprinkled water on top.

Everyone stood back to admire the new tree. Oscar couldn’t wait to watch it grow.

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- 5** What is Oscar's problem at the beginning of the story?
- A** He needs to find a place to plant his tree.
 - B** He does not know how to take care of his tree.
 - C** He does not know how large his tree will grow.
 - D** He needs to find someone to help him plant his tree.

- 6** Which word **best** describes Oscar when he arrives home from school?
- A** surprised
 - B** satisfied
 - C** curious
 - D** excited

- 7** Which statement is true about the people Oscar talks to in the story?
- A** Each asks Oscar questions about his tree.
 - B** Each tells Oscar a story about a special tree.
 - C** Each helps Oscar solve his problem with the tree.
 - D** Each encourages Oscar to learn more about trees.

- 8** Think about Oscar’s grandfather telling him about the huge tree that he used to rest under in Mexico. Now read this sentence from the story.

“I can still picture you there!”

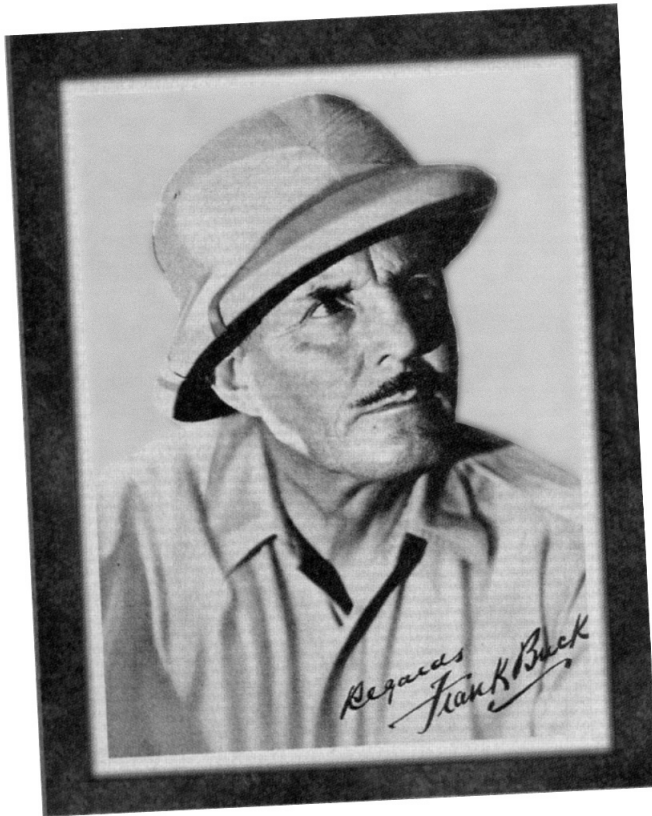
In this sentence, the word “picture” means

- A** visit
 - B** draw
 - C** imagine
 - D** photograph
- 9** Based on the story, which statement is **most likely** true about the members of Oscar’s family?
- A** They often buy and plant trees.
 - B** They care for and help each other.
 - C** They wish they were living in Mexico.
 - D** They think fruit trees are the best trees.
- 10** “A Tree Needs a Special Place” is realistic fiction because it
- A** states a problem and how it is solved
 - B** teaches a lesson about how to live wisely
 - C** describes events that could actually happen
 - D** includes directions about how to make a fruit drink

Go On

Directions

Read this article about Frank Buck, an early 20th-century adventurer who captured wild animals for zoos. Then answer questions 11 through 15.



Trapped by a King Cobra

by Robert Kraske

“We want a king cobra! A big one!” read the cablegram from Dr. Raymond Ditmars at a New York zoo.

Frank Buck hesitated. Of all the creatures in the jungles of Asia, the king cobra is the most vicious.

Buck knew jungle animals. In the early part of the 20th century, the world-famous adventurer collected elephants, tigers, leopards, orangutans, Indian rhinos, monkeys and tropical birds in the jungles of Southeast Asia. He sent the creatures to zoos in America.

Although this type of career might not be acceptable to some today, he was known

then as an animal lover and preservationist. He personally cared for the animals he captured. And he sold only to zoos that he knew would treat the animals with respect.

preservationist =
one who protects
animals

Buck had been in danger before the snake hunt. A man-eating tiger once swatted a powerful paw and missed Buck’s face by inches. A spitting cobra temporarily blinded him with a jet of venom. An angry orangutan nearly caught him in a death grip.

Buck, whose first catch was a 28-foot python in 1912, knew the king cobra was

the only animal that would deliberately attack a man.

Biting Evidence

Most poisonous snakes bite and inject a few drops of venom, then retreat. A king cobra bites, chews and pumps in a tablespoon of venom until its poison sacs empty. The venom attacks the nervous system. Victims feel dizzy. Vision blurs. The heart beats rapidly. Breathing becomes hard. Death soon follows.

One day an old trapper arrived at Buck's camp in the jungles of Southeast Asia. The man placed a rotting box on the ground. Carefully, Buck raised the lid. Inside coiled a huge, olive-brown king cobra. Quickly, he jammed the lid shut.

The camp carpenter built a teakwood box for the cobra. As a camp worker carried the trapper's old box toward the new one, he stumbled and fell. The old box broke apart, and the snake wriggled free.

Can't Run, Can't Hide

Workers in the shed ran. Buck was caught

in a dead-end walkway. The king cobra raised its hooded head. Bronze eyes fastened on Buck. Hissing, the snake glided toward Buck.

The big snake lunged, barely missing his knee as Buck side-stepped.

Instantly, the king cobra whipped back, ready for a second strike.

Desperately, Buck pulled his white duck jacket over his head. He threw himself at the cobra's raised head and caught it in the folds of the jacket. He fell on the squirming reptile. With the help of camp workers, he squeezed the angry cobra into the new box.

"I was more afraid than at any other time in my long years of handling wild animals," Buck said.

Months later, the king cobra was delivered to Dr. Ditmars in New York. He was delighted with the "big one" he ordered. From nose to tail, it measured $13\frac{1}{2}$ feet. It was the largest king cobra ever captured alive.

11 Why was Frank Buck considered an animal lover?

- A** He took good care of the animals he trapped.
- B** He kept many of the animals he caught as pets.
- C** He sold the animals to any zoo that wanted them.
- D** He captured deadly snakes to protect other animals.

12 According to the article, why is the king cobra considered so dangerous?

- A** It will purposely attack people.
- B** It is bigger than any other snake.
- C** It can escape from any container.
- D** It can move faster than any other snake.

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13 Which idea from the article expresses an **opinion**?

- A** “He sent the creatures to zoos in America.”
- B** “The camp carpenter built a teakwood box for the cobra.”
- C** “Buck had been in danger before the snake hunt.”
- D** “This type of career might not be acceptable to some today.”

14 Based on information in the article, how did Frank Buck feel about the animals he captured?

- A** He disliked them.
- B** He respected them.
- C** He felt sorry for them.
- D** He was angered by them.

15 Read this sentence from the article.

A spitting cobra temporarily blinded him with a jet of venom.

In this sentence, what does the word “jet” mean?

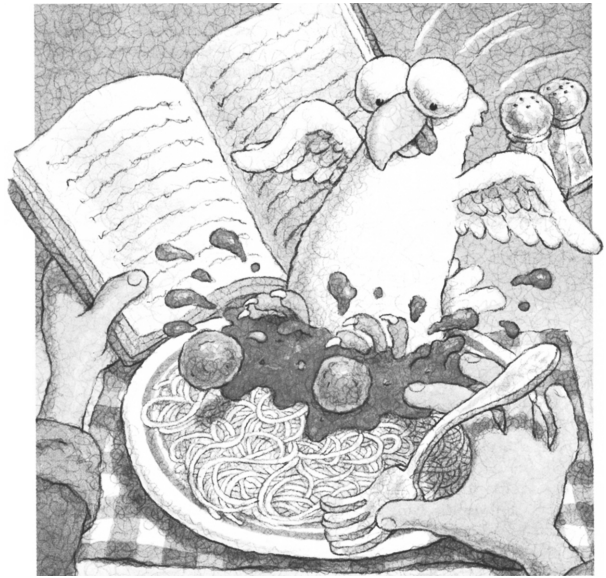
- A** a dark color
- B** a bright flash
- C** a forceful spray
- D** a hissing sound

Directions

Read this passage. Then answer questions 16 through 21.

A Spaghetti Tale

written and illustrated by Tedd Arnold



I visit schools often and talk with children about my job. Once in a while they'll ask personal questions, such as "What's your favorite food?" and "What are your hobbies?"

Spaghetti and meatballs is my favorite food. Why? Because it tastes good and because—admit it—spaghetti is funny food.

And reading is my favorite hobby. Reading, however, can be dangerous. When you are deeply absorbed in a book, you stop paying attention to what's going on around you. People describe it as being "lost in a book." It's a wonderful feeling, but it can be hazardous.

One day, when I was a teenager, I was home alone doing two of my favorite things: I was eating a huge plate of spaghetti and meatballs, and I was reading.

At the time, my family had a pet bird—a big white cockatoo named Luke. He was free to leave his perch and fly around inside the house. Luke enjoyed "talking" to people, but he wasn't trained to use real words. His talking often sounded like chuckling.

As I was reading and eating, Luke was chuckling away, talking to me, but I wasn't paying attention to him. I was lost in my book.

So Luke decided to get closer. He flew from his perch, and before I knew it, he'd landed *right on top of my spaghetti and meatballs!*

I was so surprised—I didn't even have time to think. My reaction was the same as yours would be: I shooed him off my food! This wouldn't have been so bad except for one thing: When Luke had landed on my plate, he had grabbed

Go On

my spaghetti with both feet. So when Luke took off again, the spaghetti—still tangled in his feet—went flying everywhere.

It landed on my shirt. It hit me in the face. Red sauce splattered up the wall and onto the ceiling.

As I pulled noodles out of my hair, Luke flew back to his perch, dripping spaghetti sauce all the way. He wasn't hurt, except for his dignity—

the sauce in his beautiful white feathers turned him splotchy orange for several weeks.

See how funny spaghetti can be? And see how dangerous reading can be? So go ahead and enjoy a good book. But if you like to read while you eat, you'd better keep one eye on your food. And if you find a spy novel at the library with red, greasy spots on two pages near the middle, you'll know that I've read that book, too!

16 Luke **most likely** flew onto the author's plate because

- A** he was angry
- B** he was hungry
- C** he wanted some attention
- D** he wanted to make a mess

17 The author would **most likely** describe the whole event as

- A** amusing
- B** annoying
- C** frightening
- D** lucky

18 According to the passage, the author's favorite hobby is

- A** writing
- B** reading
- C** training birds
- D** eating spaghetti

19 The setting for the events of this passage is **mostly**

- A** in a library
- B** in a home
- C** in a school
- D** in a restaurant

20 Read this sentence from the passage.

He wasn't hurt, except for his dignity—the sauce in his beautiful white feathers turned him splotchy orange for several weeks.

Which word means about the same as “dignity”?

- A** appetite
- B** chatter
- C** motion
- D** pride

21 The author says that reading can be dangerous. What does he mean by this statement? Use details from the passage to support your answer.

STOP

Place Student Label Here



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