



New York State Testing Program

English

Language Arts

Book 1

Grade

5

Sample Test 2005

Name _____

TIPS FOR TAKING THE SAMPLE 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:

“Mario’s Lunch” by Gayle Pearson, copyright © 2005 by CTB/McGraw-Hill LLC.

“Popcorn, The All-American Food” by Ben Sutter, copyright © 2004 by Leslie Hall. Reprinted by permission.

“The Secret,” anonymous.

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. For the multiple-choice questions, you will mark your answers on the answer sheet. For question 14, you will write your answer directly in the test book.

Go On

Directions

Read this passage. Then answer questions 1 through 9.

Mario's Lunch

by Gayle Pearson



The bus was full of the sounds of laughing and yelling fifth graders. They were on their way to the zoo for a class trip. Mario was excited to see the zoo, but there was one problem. It was ten o'clock in the morning, but his stomach was already grumbling. He reached down and grabbed his lunch bag. Opening it, he saw that it contained a peanut butter and jelly sandwich, an orange, and two cookies. Mario sighed. He *always* had peanut butter and jelly.

"Trade you lunches," he said to the boy seated next to him on the bus.

"Okay," said Mark as he handed his brown bag to Mario.

Mario opened the bag and was hit with the smell of tuna. Mario wrinkled his nose and quickly closed the bag. He leaned forward and tapped the shoulder of the girl in front of him. "Swap lunches, Toni?" he asked.

"Hmm, okay," said Toni.

Mario smiled. This was fun. But when he peered into the bag, he frowned. What a disappointment! A ham sandwich, but no cookies! He had to have cookies.

Mario turned in his seat. "Want to trade lunches?" he asked Juana.

"Definitely!" said Juana. She grabbed his lunch and tossed hers onto his lap.

He opened the lunch bag. Pizza! He reached into the bag to grab it. Oh, no! The pizza was hard. He could hit a home run with pizza that hard.

"Trade lunches?" he hollered to Arnie.

"Sure!" Arnie yelled back.

Whoa, Arnie's lunch bag was heavy. *I've lucked out*, thought Mario. But inside the bag were two cans of spaghetti. Forget it!

"Hey, Jeff! Switch lunches?" Jeff was sitting three rows in front of him.

Jeff passed his lunch back. Mario opened the bag. *Aagh!* The sandwich had two grapes for eyes and little pieces of celery for teeth. He could never eat a sandwich that was smiling at him!

Mario twisted in his seat. *One last try*, he told himself. "Hey, Mona! Trade lunches?"

Three rows behind him, Mona seemed hesitant. Finally, she nodded. She passed her lunch forward, and he passed his back.

Mario took a deep breath and opened the bag. It was a peanut butter and jelly sandwich, an orange, and two cookies. The sandwich was a little squashed, and one of the cookies was broken.

Mario ate it anyway. And it was delicious.

- 1** This passage is **mostly** about
- A** trading lunches
 - B** having fun on a bus
 - C** eating different foods
 - D** taking a class trip to the zoo

- 2** What is the setting for the events in the passage?

- F** a zoo at lunchtime
- G** a bus in the morning
- H** a school before lunch
- J** a restaurant after a trip

- 3** What is Mario's **main** problem in the first paragraph?

- A** Mario has no cookies in his lunch.
- B** Mario has no oranges in his lunch.
- C** Mario has forgotten to bring his lunch.
- D** Mario is tired of the food in his lunch.

- 4** Why does Mario trade lunches so many times?

- F** He is hungry and wants a lot of food.
- G** He is bored and wants something to do.
- H** He finds something wrong with each lunch he receives.
- J** He is looking for a larger peanut butter and jelly sandwich.

- 5** Read this sentence from the passage.

He could hit a home run with pizza that hard.

In this sentence, the author is comparing the pizza to

- A** good food
- B** stale bread
- C** a baseball bat
- D** a difficult game

- 6** Which fact makes it **most** surprising that Mario is happy with the lunch he ends up with?
- F** It contains an orange.
 - G** One of the cookies is broken.
 - H** The sandwich is a little squashed.
 - J** It contains a peanut butter and jelly sandwich.

- 7** Read these sentences from the passage.

Three rows behind him, Mona seemed hesitant. Finally, she nodded.

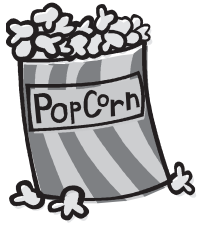
What does the word “hesitant” mean?

- A** angry
 - B** embarrassed
 - C** unafraid
 - D** undecided
- 8** This passage is **most** like a
- F** folk tale
 - G** short story
 - H** news story
 - J** science fiction tale

- 9** Which of these statements **best** summarizes what Mario learns at the end of the passage?
- A** Friends are there when you need them.
 - B** You should be happy with what you have.
 - C** If you want something done right, do it yourself.
 - D** There is always something better around the corner.

Directions

Read this article about popcorn. Then answer questions 10 through 15.



Popcorn, The All-American Food

by Ben Sutter

Popcorn is not just fun to eat. It is an all-American food. Most of the world's popcorn is grown here in the USA. Popcorn is not a new invention, though. It is one of the oldest kinds of corn. People in the Americas have been making popcorn for more than 1,000 years. They didn't just eat the popcorn. Some people wore it around their necks. Popcorn was used as a decoration, too. Even today, people still string popcorn as a decoration during the winter holidays.

Today we cook popcorn in many ways. We can put it in a pot with oil. (Make sure the pot has a lid!) We can put bags of popcorn in the microwave oven. There are even poppers that blow hot air to cook the corn.

Many years ago, people of the Americas cooked popcorn in different ways, too. They would toss an ear of the corn into the fire. When the corn heated, the cooked kernels would fly out. Sometimes people would just toss kernels into the fire. When the popcorn popped, they would pick up the cooked popcorn from all around the fire. Another way to cook popcorn was to put it in a pot with sand, instead of with the oil we would use today. The popcorn would jump to the top of the sand when it popped.

After they cooked the popcorn, Native Americans would eat it by the handful. They also used it to make popcorn soup. When settlers came to America, they learned about popcorn from the Native Americans. The settlers found a new way to eat popcorn: with milk poured over it, just like you eat cereal. Now we like to eat popcorn with butter and salt.

The Science of Popcorn

No matter how you eat it, popcorn is fun. The real question is: what makes it pop?

Go On

When you look at those tiny kernels of popcorn, they look dry. But popcorn kernels are all wet on the inside. Inside each kernel is a tiny drop of water. When the kernel is heated, the water heats up, too. What happens when the water heats up? Think about a pot of water on the stove. When the water boils, you see steam.

The same thing happens inside the tiny kernel. The drop of water heats up and turns to steam. This is when the fun begins. Steam takes up more space than water. As steam fills the inside of the kernel, the corn inside starts to puff up. There is no room in the tiny kernel. The inside of the kernel gets bigger and bigger. The hard shell of the kernel pops wide open. The kernel turns inside out, and the popcorn is ready to eat.

This just goes to show that popcorn can be many things. It is a decoration and a fun food that is fun to eat, and it is a way to learn about science, too.



Each kernel grows to more than 30 times its size. That's why it only takes 2 tablespoons of popcorn kernels to make about 5 cups of popped popcorn.



People in the Americas have been making popcorn for more than 1,000 years.



10 According to the article, popcorn has been used all of these ways **except** as

- F** jewelry
- G** decoration
- H** a means to learn science
- J** a means to make heat

11 Read this sentence from the article.

There are even poppers that blow hot air to cook the corn.

Popcorn “poppers” are most likely

- A** kernels of corn that do not pop
- B** people who pop the corn kernels
- C** electric machines that pop the corn kernels
- D** bags of corn kernels that pop in the microwave

12 Which subheading would be **best** for the first four paragraphs of the article?

- F** History of Popcorn
- G** Reasons to Eat Popcorn
- H** Truths About Popcorn
- J** Importance of Popcorn

Go On

13 Why does the author **most likely** use the subheading “The Science of Popcorn” in the article?

- A** to introduce a new idea in the article
- B** to separate facts in the article from fiction
- C** to show that the article is about a serious topic
- D** to break up the article in the middle so it is easier to read

14 Complete the chart below by giving **two** ways popcorn is cooked today and **two** ways it was cooked many years ago.

How popcorn is cooked today	How popcorn was cooked many years ago
1.	1.
2.	2.

15 Which statement from the article is an **opinion**?

- A** “Popcorn is not a new invention, though.”
- B** “Today we cook popcorn in many ways.”
- C** “We can put bags of popcorn in the microwave oven.”
- D** “No matter how you eat it, popcorn is fun.”

Go On

*D*irections

Read this poem. Then answer questions 16 through 21.

The Secret

We have a secret, just we three,
The robin, and I, and the sweet cherry tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three.

But of course the robin knows it best,
Because she built the—I shan't tell the rest;
And laid the four little—something in it—
I'm afraid I shall tell it every minute.

But if the tree and the robin don't peep,
I'll try my best the secret to keep;
Though I know when the little birds fly about
Then the whole secret will be out.

16 According to the poem, what is the speaker afraid of?

- F** telling the secret
- G** the baby birds falling
- H** the robin flying away
- J** falling from the tree

17 Who told the speaker the secret?

- A** the baby birds
- B** a friend
- C** a robin
- D** the cherry tree

18 How is this poem organized?

- F** It is divided into stanzas.
- G** Each section has four sentences.
- H** It is written like a letter.
- J** Each section has a different speaker.

19 Which of these **most** makes the tree seem like a person?

- A** The tree tells a secret.
- B** The speaker talks to the tree.
- C** The speaker calls the tree sweet.
- D** The birds live in the tree.

20 What is the secret in the poem?

- F** The speaker has discovered a robin.
- G** A tree and a robin can talk to each other.
- H** A robin has laid eggs in the tree.
- J** The tree and the robin are really people.

21 How is this poem written?

- A** Each line is a complete sentence.
- B** Each pair of lines rhymes.
- C** The title is repeated in each line.
- D** The first and last lines are the same.

STOP



Grade 5
English Language Arts
Book 1
Sample Test 2005

The McGraw-Hill Companies