

Year 5

Reading Magazine

Example test

NAPLAN NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Helping our waterways

Poster 1



Poster 2



How to play

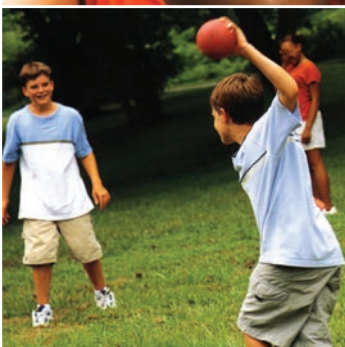
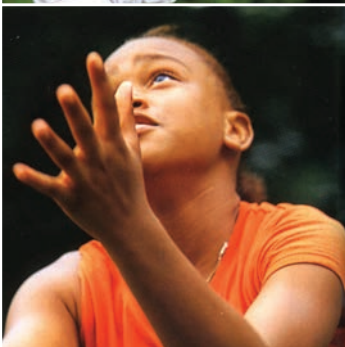
SPUD

What you need	Setting up a playing area	Aim of the game
<ul style="list-style-type: none">• five or more players• a soft rubber ball• a clear space outside	Choose trees, fences, footpaths or buildings to mark the edges of a playing area.	To be the last player in the game. (You are out as soon as you spell the word SPUD .)

Rules of the game

1. Pick a player to start with the ball. The player with the ball is called *It*.
2. *It* stands in the middle of the playing area with the ball. All the other players gather around.
3. *It* tosses the ball into the air, and calls another player's name. This player is now *It* and has to get the ball. Everyone else runs away.
4. *It* yells '**SPUD!**' as soon as *It* gets the ball. Everyone else has to freeze.
5. Then *It* takes three giant steps towards another player, and throws the ball at that player's feet. The other player must not move, even if there's a chance of being hit by the ball.
6. If *It* hits the other player, or if that player moves, then the player gets a letter (**S** first), and becomes *It*.
If *It* misses, then *It* gets a letter and stays *It*.
7. The first letter for a player who is hit is **S**, the second letter is **P**, and so on. Any player who has spelled **S-P-U-D** is out.

The winner is the last player in the game.



Young adventurer

2009



*Riders at the Naadam festival horseraces.
Angus is the rider in green.*

Thirteen-year-old Angus Paradise lives on a farm in New South Wales. In 2008, he travelled with his family on holiday to Asia. In Mongolia, he saw the famous Naadam festival horseraces. All of the jockeys were children. Angus wanted to race too, so he decided to enter the 2009 competition.

After he returned to Australia, Angus trained for the long distance competition by riding 22 kilometres after school each day and by running and doing sit-ups.

In 2009, Angus returned to Mongolia. Some of his Mongolian friends arranged for him to ride in a 10 kilometre race for two-year-old horses, and a 15 kilometre race for five-year-old horses. Although he had a bad fall before the races, Angus finished in the top 10 in both events.

His efforts won him the 2009 Young Adventurer of the Year Award.

A Special Day

An extract from Finders Keepers by Emily Rodda

On Saturday Patrick woke up with a little shock, knowing that this was a special day. For a moment he couldn't think exactly why, and then, with an excited flutter of his stomach, he remembered. At ten o'clock today he was going to find out once and for all about Finders Keepers. He got dressed more carefully than usual, went downstairs and turned on the TV. Quickly he switched channels. Cartoons, cartoons, advertisement, man talking, snow, snow ... and still nothing at all on Channel 8.

"Patrick, tune it in, darling, if you're going to watch." Judith wandered past with the newspaper under her arm and her eyes half closed. She headed for the kitchen. Patrick turned off the TV and followed.

"What's for breakfast, Mum?"

"We'll see," Judith murmured vaguely, plugging in the electric kettle. She blinked sleepily at him and smiled. "You look nice, darling," she said. "You're all ready. But we can't go till eight-thirty at the earliest, you know. Nothing'll be open till then."

Patrick's stomach lurched. "We aren't going out, are we?" he asked anxiously.

She began to make the tea. "Don't say you've forgotten!" she said.

"I promised you, last Saturday. Your new sneakers, remember?"

"Oh—oh, but I can't go out this morning, Mum. There's something I've got to watch on TV. At ten o'clock. I've got to! My sneakers'll be all right for another week," gabbled Patrick, panic-stricken.

Judith faced him, hands on hips. "Patrick," she said wearily, "it's all organised."

The outsider

On an Arctic island long ago, a stranger is approaching a village.

"Papa," I yell. "Someone is coming."

Papa gathers Uncle and the other men. They come to stand beside Finn, Tuaq and me in a show of communal strength.

"He must be from one of the groups that have already arrived at the coast," Uncle suggests.

Papa nods. He doesn't take his eyes off the approaching figure.

"Get Nana," he tells Miki.

If the man wants to stay, Nana will decide. She's already walking towards us, wearing her priestess cape trimmed with raven feathers and arctic fox fur.

"Hullo-o-o," the man calls into the wind.

Papa waits until he can see the stranger's eyes. The man is not from any villages we join with on the coast.

"Good morning," Papa says cautiously.

"I am Hulag," the man responds.

Papa doesn't say his name. Instead he nods in Nana's direction. "This is Ananaksaq." Nana is famous throughout the icelands and Papa is reminding Hulag how powerful our village is.

"It's an honour to meet you." Hulag's eyes measure Nana up and down. He doesn't look impressed. His grin says he thinks it will be easy to charm this old woman with an oil-stained parka and dirty face.

Papa leads, but Nana decides, and she has made her first decision. This man must wait out in the cold.



Attack and Defence

Many dinosaurs used their horns, spikes or armour to defend themselves. But even those without armour had their own defence weapons.

Apatosaurus could rear up on its hind legs and crush an attacker with its front feet, or use its tail to injure a predator.

Many other sauropods travelled in herds, relying on safety in numbers so that only weak or sick animals would be attacked.

The bird-mimic dinosaurs such as *Gallimimus* used their speed to escape.

Pachycephalosaurus could use its thick skull to defend itself against both predators and other members of its own species.

Meat eaters had speed, agility and sharp teeth for effective attack and defence.

Large predators such as *Tyrannosaurus* hunted alone, and relied on a surprise rush.

Built like a tank
Euoplocephalus was protected by bands of armour, bony studs on the shoulders and a heavy, bony skull. It could injure a predator by lashing out with a bony club at the end of its tail.

Multi-purpose tail

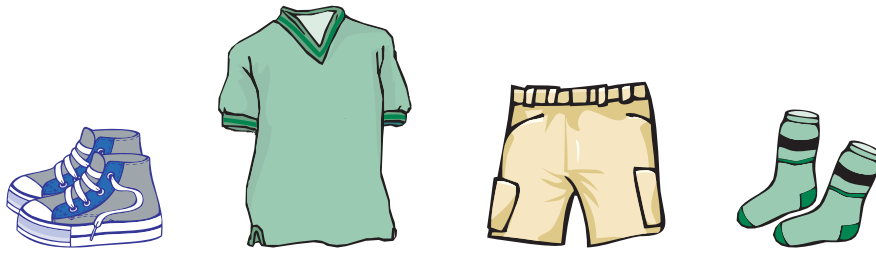
Diplodocus's tail was longer than a tennis court. It used the tail for support when it reared up to crush a predator with its front legs. It also swung its tail like a whip to blind or stun an attacker.

Stabbing tail

To defend itself against a predator, *Tuojiangosaurus* used its muscular tail, which was armed at the tip with two pairs of sharp spikes.

A spiky shield

Triceratops's neck was a massive frill of solid bone with horns one metre long that protected its neck and chest from an attack by another *Triceratops* or a predator.



Tim

On Monday, Tim dressed for school.

First, he put on his shorts.

Then, he put on his shirt.

Next, he put on his socks.

Last, he put on his shoes.

ACKNOWLEDGEMENTS

Helping our waterways

'The Drain is Just for Rain' posters from the Department of Environment and Climate Change NSW,
<http://environment.nsw.edu.au>.

How to play SPUD

Images and adapted extract from *Run. Jump. Hide. Slide. Splash. The 200 Best Outdoor Games Ever* © 2004 by Joe Rhatigan & Rain Newcomb. Used with permission from Lark Books, a division of Sterling Publishing Co., Inc.

Young adventurer 2009

Image reproduced with permission of Claire and David Paradise.

A Special Day

Extract from *Finders Keepers* by Emily Rodda. Text copyright © Emily Rodda, 1990. First published by Omnibus Books, an imprint of Scholastic Australia Pty Ltd, 1990. Reproduced by permission of Scholastic Australia Pty Limited.

The outsider

Extract from *Polar Boy* by Sandy Fussell. Text © 2008 Sandy Fussell. Reproduced with permission of Walker Books Australia.

Attack and Defence

Adapted text and illustrations from page 44 of *Discoveries: Dinosaurs*, Weldon Owen, 1995.

Consulting Editor Dr Angela Milner, illustrations by Christer Eriksson and Frank Knight. © 1995 Weldon Owen Pty Ltd.

READING

YEAR

5

Example test

0:50

Time available for students to
complete test: 50 minutes

Use 2B or HB
pencil only

Read *Helping our waterways* on page 2 of the magazine and answer questions 1 to 6.

1

What is the main message of these posters?

- ☐ Land can easily be flooded.
- ☐ What we do affects waterways.
- ☐ We should spray pests and mow lawns.
- ☐ We should wear hats when working outside.

2

Why does Poster 1 say you should apply fertilisers and pesticides *only when the weather is fine*?

- ☐ Sunshine makes them work.
- ☐ You might get wet and catch a cold.
- ☐ Rain could wash them into waterways.
- ☐ They won't work if they get wet in the rain.

3

The words *aquatic life* in Poster 2 refer to

- ☐ bugs and insects.
- ☐ leaves and clippings.
- ☐ creatures in the garden.
- ☐ plants and animals in the water.

4

How do leaves and clippings kill aquatic life?

- ☐ They remove oxygen from water.
- ☐ They are turned into compost.
- ☐ They are eaten by fish.
- ☐ They cause run-off.

5

According to Poster 2, what should we compost or mulch?

- ☐ fertiliser
- ☐ aquatic life
- ☐ garden waste
- ☐ oxygen from waste

6

Why do the posters say *THE DRAIN IS JUST FOR RAIN* instead of saying *DON'T PUT GARDEN WASTE DOWN DRAINS*?

- ☐ They are comparing two things.
- ☐ It is clever to say one thing is another.
- ☐ The rhyme makes it easier to remember.
- ☐ People always do what they are told not to do.

Read *How to play SPUD* on page 3 of the magazine and answer questions 7 to 12.

7

The text says a game of SPUD needs at least

- ☐ four players.
- ☐ five players.
- ☐ six players.
- ☐ seven players.

8

The winner is the player who

- ☐ catches the ball first.
- ☐ does not spell SPUD.
- ☐ is the first to spell SPUD.
- ☐ throws the ball the furthest.

YEAR 5 READING

9

When the player who is *It* calls your name, what must you do first?

- ☐ take three steps
- ☐ throw the ball
- ☐ get the ball
- ☐ run away

10

Which of these changes would make the game last longer?

- ☐ spelling a word with more letters
- ☐ making the playing area smaller
- ☐ playing with fewer people
- ☐ having more than one *It*

11

Which picture best matches Rule 5?



☐



☐



☐



☐

12

You could even play SPUD on a netball court.

Where would this information belong in this text?

- ☐ *What you need*
- ☐ *Setting up a playing area*
- ☐ *Aim of the game*
- ☐ *Rules of the game*

Read *Young adventurer 2009* on page 4 of the magazine and answer questions 13 to 19.

13

When he first saw the Naadam festival horseraces, Angus felt

- ☐ disappointed that the jockeys were children.
- ☐ bored because the races took so long.
- ☐ inspired to take part in the races.
- ☐ nervous about the races.

14

After he returned to Australia, ...

The second paragraph is about Angus's

- ☐ home town.
- ☐ exercise routine.
- ☐ racing experience.
- ☐ family background.

15

Angus's Mongolian friends helped him to

- ☐ take part in the Mongolian races.
- ☐ find his way around Mongolia.
- ☐ train for the Mongolian races.
- ☐ plan his trip to Mongolia.

16

The way this text is written leads the reader to

- ☐ feel jealous of Angus.
- ☐ feel sorry for Angus.
- ☐ be amused by Angus.
- ☐ admire Angus.

17

Write the numbers 1 to 5 in the boxes to show the order of events in the text. The first one () has been done for you.

Angus decided to compete in the Naadam festival.

Angus travelled to Mongolia with his family for a holiday.

Angus won the Young Adventurer of the Year Award.

Angus trained after school.

Angus competed in two horseraces in Mongolia.

18

Which idea best matches this text?

- ☐ There is no place like home.
- ☐ Fight for what you believe in.
- ☐ Good things come to those who wait.
- ☐ Dreams can come true if you work hard.

19

Why did Angus receive the Young Adventurer of the Year Award?

- ☐ He won a competition.
- ☐ He made a tough decision.
- ☐ He achieved a difficult goal.
- ☐ He did something to help others.

Read *A Special Day* on page 5 of the magazine and answer questions 20 to 25.

20

Why is this particular Saturday a special day for Patrick?

- ☐ He will be allowed to watch TV all morning.
- ☐ He will get the present he has been asking for.
- ☐ He will discover an answer he has been waiting for.
- ☐ He will be able to spend the whole day with his mother.

21

Quickly he switched channels.

What is the most likely reason that Patrick did this?

- ☐ He was impatient for the program to begin.
- ☐ He thought the program had already started.
- ☐ He wanted something to do before breakfast.
- ☐ He usually watched cartoons on Saturday morning.

22

What made Judith think Patrick was ready to go shopping?

- ☐ He was dressed and had finished breakfast.
- ☐ He was dressed more carefully than usual.
- ☐ He mentioned it to her at breakfast.
- ☐ He was keen to buy new sneakers.

23

What is the most likely reason Judith sounded vague?

- ☐ She had just woken up and was still tired.
- ☐ She was thinking about Patrick's sneakers.
- ☐ She was concentrating on filling the electric kettle.
- ☐ She didn't want to tell Patrick they were going out.

24

Patrick's stomach lurched.

This suggests that

- ☐ he suddenly felt ill.
- ☐ he needed some breakfast.
- ☐ he had woken up too early.
- ☐ he really didn't want to go out.

25

Why does Patrick say, "*My sneakers'll be all right for another week*"?

- ☐ because he doesn't need new sneakers
- ☐ because he never agreed to go shopping for new sneakers
- ☐ to persuade his mother that the shopping trip can be postponed
- ☐ to persuade his mother to go to the shops earlier than she planned

Read *The outsider* on page 6 of the magazine and answer questions 26 to 30.

26

Papa's attitude towards Hulag is

- ☐ timid but kind.
- ☐ wary but polite.
- ☐ confused and fearful.
- ☐ aggressive and disrespectful.

27

Hulag's behaviour when he arrives can best be described as

- ☐ quiet.
- ☐ confident.
- ☐ unfriendly.
- ☐ aggressive.

28

He doesn't take his eyes off the approaching figure.
"Get Nana," he tells Miki.

These sentences help to

- ☐ create tension.
- ☐ provide clarity.
- ☐ indicate surprise.
- ☐ resolve a conflict.

29

Hulag thinks that Nana

- ☐ is unfriendly.
- ☐ can be argued with.
- ☐ can be manipulated.
- ☐ is strong and decisive.

30

In the last sentence, Hulag is referred to as *This man*.

The main purpose of this is to show that

- ☐ he is different from Papa.
- ☐ the villagers have not heard his name.
- ☐ he has gained the respect of the villagers.
- ☐ he is being kept at a distance by the villagers.

Read *Attack and Defence* on page 7 of the magazine and answer questions 31 to 35.

31

Which dinosaur used its tail like a whip?

- ☐ Diplodocus
- ☐ Triceratops
- ☐ Tuojiangosaurus
- ☐ Pachycephalosaurus

32

Multi-purpose tail Stabbing tail A spiky shield Built like a tank

These sub-headings were most likely chosen to

- ☐ catch the reader's attention.
- ☐ explain the most difficult words.
- ☐ introduce the most important dinosaurs.
- ☐ show the difference between attack and defence.

33

The main purpose of the illustrations in this text is to show

- ☐ dinosaur skin patterns.
- ☐ a range of dinosaur weapons.
- ☐ the enormous size of dinosaurs.
- ☐ the way dinosaurs changed over time.

34

The two dinosaurs *Euoplocephalus* and *Pachycephalosaurus* have **cephal** in their names.

Using information in the text, what is the **cephal** part of their names most likely to mean?

35

According to the text, which **two** species of dinosaurs had to defend themselves against attacks by members of their own species?

- | | |
|---|--|
| <input type="radio"/> <i>Apatosaurus</i> | <input type="radio"/> <i>Diplodocus</i> |
| <input type="radio"/> <i>Gallimimus</i> | <input type="radio"/> <i>Tuojiangosaurus</i> |
| <input type="radio"/> <i>Pachycephalosaurus</i> | <input type="radio"/> <i>Euoplocephalus</i> |
| <input type="radio"/> <i>Tyrannosaurus</i> | <input type="radio"/> <i>Triceratops</i> |

STOP – END OF TEST

PRACTICE QUESTIONS

Read *Tim* on the back cover of the magazine and answer questions P1 to P3.

P1

The story takes place on

- ☐ Monday.
- ☐ Tuesday.
- ☐ Wednesday.
- ☐ Thursday.

P2

Number the boxes 1, 2, 3 and 4 to show the order in which Tim dressed.

shoes

shorts

shirt

socks

P3

Where was Tim going?

NAPLAN Reading Example Test – Year 5

Question number	Answer key
Y5 Q01	B
Y5 Q02	C
Y5 Q03	D
Y5 Q04	A
Y5 Q05	C
Y5 Q06	C
Y5 Q07	B
Y5 Q08	B
Y5 Q09	C
Y5 Q10	A
Y5 Q11	D
Y5 Q12	B
Y5 Q13	C
Y5 Q14	B
Y5 Q15	A
Y5 Q16	D
Y5 Q17	2,1,5,3,4
Y5 Q18	D

Question number	Answer key
Y5 Q19	C
Y5 Q20	C
Y5 Q21	A
Y5 Q22	B
Y5 Q23	A
Y5 Q24	D
Y5 Q25	C
Y5 Q26	B
Y5 Q27	B
Y5 Q28	A
Y5 Q29	C
Y5 Q30	D
Y5 Q31	A
Y5 Q32	A
Y5 Q33	B
Y5 Q34	skull, head or cranium
Y5 Q35	C & H