

GRADE 5
Reading

Administered May 2021

RELEASED

READING

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Catalina and her father, who she calls Papá, live near the Cerro Tololo observatory located on the top of two mountains near La Serena, Chile. The observatory is home to a group of very large and powerful telescopes. Because the instruments on the telescopes are so delicate, the telescopes are kept in dome structures for protection.

Lace Round the Sky

by Cecilia Aragon



Adapted from "Lace Round the Sky" by Cecilia Aragon, art by Heidi Younger, Cricket, September 2014.

- 1 Catalina stood on the doorstep of the Cerro Tololo observatory staff housing, drinking in deep lungfuls of the clear night air under the blazing Southern Hemisphere starshine. The Milky Way sprawled across the sky, a swath of pure white lace shadowed by dark blotches.
- 2 Night was her favorite time. During the day the Chilean mountaintop swarmed with tourists, shouting and calling to each other as breezes spun dust into the thin mountain air. While the visitors were there, Papá could not allow her to help.
- 3 But at night, when everything was quiet, Catalina was one of the few who were allowed beyond the roped-off corridors and the "No Admittance" signs. The night staff all knew her.
- 4 She loved helping to service the grand telescopes, the eyes that peered out into the universe—even if it was annoying how she was always told not to disturb the astronomers who directed the telescopes through the night. Catalina wanted more than anything to confess her secret dream to these great and revered scientists.

5 When she said, "Papá, I want to be an astronomer someday," he laughed and tugged at one of her long black braids.

6 But Catalina was curious. The sky did not merely consist of white dots of stars against a black background. The sky she saw every night was knotted with patterns, from fuzzy balls of fluff to filaments.

7 No one believed she would be a scientist one day. But why? She knew she could be a good scientist. She knew it!

8 She danced along the dirt road, bare feet soundless against the gravel, a practiced eye scanning the half-dozen domes at the mountaintop's summit. Then she stopped suddenly. The one-meter telescope's dome slit was open, but its angle was unusual. Cautiously, she wandered nearer. The telescope was pointed down, almost at the ground, lower than she had ever seen it.

9 She bit her lip, shifting from foot to foot. The red light over the entrance door indicated that it was forbidden to enter and disturb the scientists at work.

10 Something was wrong, she was sure of it.

11 So, taking a deep breath, she turned the handle and slipped inside.

12 She took a cautious step forward and saw an irregular shape hunched on the floor.

13 She inhaled sharply. It was a man. Coming closer, she saw that one leg was bent under him at an awkward angle.

14 "Señor?" she whispered. "Are you all right?"

15 The man groaned. "Fell," he gasped in his accented Spanish, gesturing at the platform above. "I think . . . broke leg."

16 Catalina balanced on the balls of her feet. "I'll run and get the night operator," she promised, already backing toward the door.

17 "No!" His voice was sharp. "First, need to . . . fix the telescope."

18 Catalina's eyes lifted to the clock drive lit by a blinking yellow light. She had often helped her father reset this device. Quickly, she walked to the controller and flipped the two switches her father used to stop the telescope.



Adapted from "Lace Round the Sky" by Cecilia Aragon, art by Heidi Younger, Cricket, September 2014.

- 19 The man behind her was gasping out directions.
- 20 "Shh, it's all right," she soothed, coming to his side. "I fixed it. No more problems, OK?"
- 21 "You what . . . ?" he muttered, confused. "Already?" Then his head lolled to one side. Catalina jumped to her feet.
- 22 Her braids thumped her back rhythmically as she ran all the way to the night operator's office.
- 23 "*Señor Rojas*, there's an emergency," she called out as the big man swiveled his beat-up wooden chair to face her. "The astronomer using the one-meter had an accident. He fell and broke his leg. You need to get help!"
- 24 Later that night, Catalina crouched behind one of the junction boxes as the astronomer was carried out on a stretcher.
- 25 "Wait!" he called as he was about to be loaded into the ambulance. "Wait! Catalina! How did you know?" he asked.
- 26 "Know what?" she whispered, puzzled.
- 27 "That something was wrong."
- 28 She scuffed the dirt with her toe. "Um, I saw the barrel pointing down, and I knew . . . it wasn't normal."
- 29 His eyes sharpened. "That was observant of you."
- 30 Shyly, she nodded.
- 31 His gaze remained on her as they lifted the stretcher and began to slide it into the ambulance. "A good scientist," he continued, "is always observant."
- 32 That night, when she ran out under the stars, she called, "I'll discover all your secrets someday!" Circling above her, the intricate sky no longer seemed quite so remote.

Adapted from "Lace Round the Sky" by Cecilia Aragon, art by Heidi Younger, *Cricket*, September 2014.

- 1** In paragraph 4, why does the author use the figurative phrase “the eyes that peered out into the universe” to describe the telescopes?
- A** To suggest that telescopes are used to locate and watch over distant objects in space
 - B** To indicate that telescopes are used for watching certain people
 - C** To show that telescopes are delicate objects that need a lot of care and attention
 - D** To explain that telescopes should be used only by professional scientists
-

- 2** Which sentence from the story best describes Catalina’s main conflict?
- F** *While the visitors were there, Papá could not allow her to help.* (paragraph 2)
 - G** *No one believed she would be a scientist one day.* (paragraph 7)
 - H** *Catalina balanced on the balls of her feet.* (paragraph 16)
 - J** *Catalina’s eyes lifted to the clock drive lit by a blinking yellow light.* (paragraph 18)
-

- 3** The author includes the imagery in paragraph 1 most likely to highlight Catalina’s —
- A** loneliness in her mountain home
 - B** desire to spend time outside
 - C** appreciation of the nighttime
 - D** questions about the night sky

- 4** The story's third-person point of view helps the reader —
- F** identify what the astronomer in the dome feels
 - G** appreciate why the tourists enjoy visiting the observatory
 - H** understand why Catalina wants to spend time at the observatory
 - J** relate to the relationship between Catalina and her father
-

- 5** How does Catalina's observation of the telescope in paragraph 8 advance the plot of the story?
- A** It allows Catalina to express her feelings about scientific discovery.
 - B** It leads Catalina to identify a problem that she will resolve.
 - C** It hints that Catalina's actions will cause the main conflict.
 - D** It suggests that Catalina is unfamiliar with the observatory.

6 Read these sentences from paragraph 6.

The sky did not merely consist of white dots of stars against a black background. The sky she saw every night was knotted with patterns, from fuzzy balls of fluff to filaments.

What is the most likely reason the author includes figurative language in these sentences?

- F To show that Catalina needs to use the telescope to see the sky clearly
 - G To emphasize that Catalina knows the best time to study the stars
 - H To emphasize that Catalina pays careful attention to the details of the stars
 - J To show that Catalina does not understand what she sees in the night sky
-

7 Why is Catalina's experience with the injured scientist important to the plot?

- A The experience helps explain why Catalina is only allowed to help her father at certain times.
- B The experience shows that Catalina thinks she knows more about telescopes than the scientists.
- C The experience tells details about how Catalina's father taught her about telescopes.
- D The experience reveals a trait of Catalina's that will help her become a successful scientist.

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

The Hammock's Swaying History

1 Picture this: It's a warm summer day. All your chores are finished. You have the newest book by your favorite author. All you need is the perfect place to start reading. When you walk into the backyard, you see it. The hammock hanging between the two oak trees is exactly what you had in mind.



Relaxing in a hammock is a favorite pastime of many people.

© iStock.com/naumoid.

2 People have been using hammocks for many years. The first people to create these swinging cots are the Taino. They are people native to the Caribbean and to Central and South America. The Taino made the hammocks by weaving together cotton, plant fibers, and tree bark. The word "hammock" comes from the Spanish word *hamaca*. Hammocks were likely named after the bark from the hamack tree from which they were first created.

3 European explorers came in search of the New World many years after the Taino had begun making hammocks. The explorers were impressed with the unique beds. Christopher Columbus spotted hammocks in the Caribbean in 1492. They made such an impact on him that he wrote about hammocks in his journals. Columbus admired how the hanging beds kept sleepers safe from the soggy ground and pesky forest animals. These portable beds were also easily moved. They were small enough when folded that they could fit in small spaces on ships. Columbus tested a hammock and found it to be comfortable and cool.

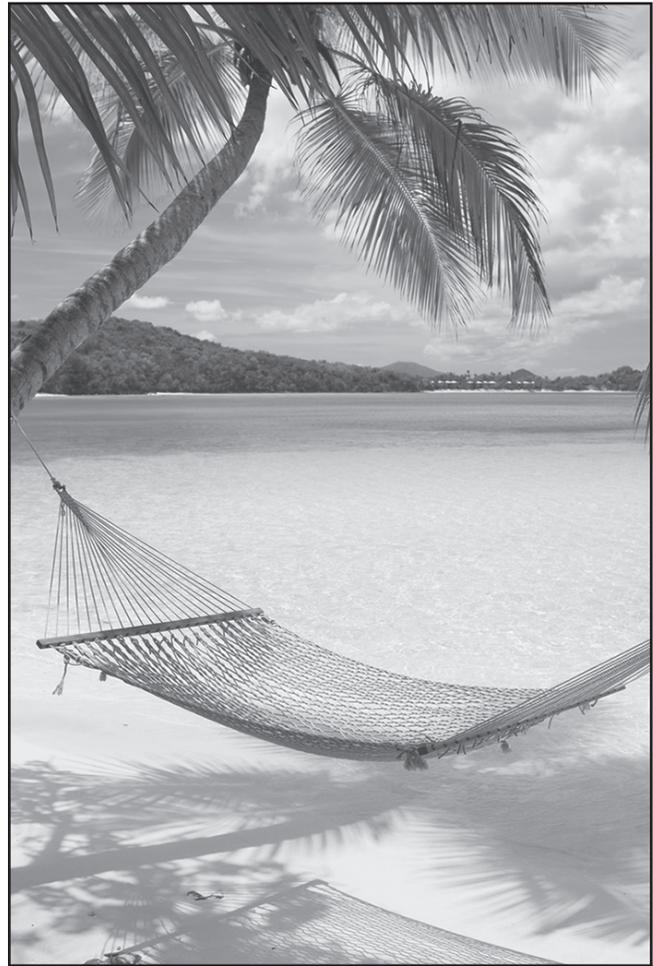
4 Gonzalo Fernández de Oviedo y Valdés was another explorer who was fascinated by hammocks. He arrived on the island of Hispaniola in 1514. He drew a picture of the knitted cotton rugs that natives hung between trees using twine strings. "Since the weather is warm, they require no covers at all," Fernández de Oviedo y Valdés later wrote about his findings.

5 By the middle of the 16th century, more sailors became interested in hammocks. These sailors used them on naval and merchant ships. The sailors made their hammocks out of sturdy canvas. However, this adapted version lacked the airflow of the woven versions and made sleeping in the heat below deck uncomfortable for the sailors.

6 Hammocks were soon exposed to the rest of the world. In 1889 a South Carolina riverboat captain named Joshua John Ward crafted a different type of hammock. He was interested in creating cool beds for his riverboat. He created hammocks out of cotton rope. His company still makes hammocks using the same materials.

7 Today hammocks are not just for relaxing. They are now part of a thrill-seeking sport known as extreme hammocking. In extreme hammocking athletes may string a hammock between large rocks. Some athletes hang the hammocks from the bottom of a bridge. Others might stack their hammocks between two trees. Athletes climb to their destination by using strong straps and special shoes. Wherever the location hammockers enjoy the challenges the climb brings.

Andy Lewis, an extreme-hammocking expert from Utah, said, "The experience speaks for itself. The joy is in the journey, rather than the destination."



Hammock Made with Cotton Rope

© iStock.com/cdwheatley



Extreme Hammocking at Monte Piana in Italy

© Aurora Photos/Alamy Stock Photo

- 8** Which sentence best supports the idea that hammocks have been used to help solve a problem?
- F** *The Taino made the hammocks by weaving together cotton, plant fibers, and tree bark.* (paragraph 2)
 - G** *Columbus admired how the hanging beds kept sleepers safe from the soggy ground and pesky forest animals.* (paragraph 3)
 - H** *Gonzalo Fernández de Oviedo y Valdés was another explorer who was fascinated by hammocks.* (paragraph 4)
 - J** *Today hammocks are not just for relaxing.* (paragraph 7)
-

- 9** Which sentence from the selection shows that Joshua John Ward was successful in choosing the design he used to create hammocks?
- A** *Hammocks were soon exposed to the rest of the world.* (paragraph 6)
 - B** *He was interested in creating cool beds for his riverboat.* (paragraph 6)
 - C** *He created hammocks out of cotton rope.* (paragraph 6)
 - D** *His company still makes hammocks using the same materials.* (paragraph 6)

10 Read the dictionary entry for the word spot.

<p>spot \ˈspät\ <i>verb</i></p> <ol style="list-style-type: none">1. to locate something correctly2. to mark with a stain that discolors clothing3. to place something in a certain position4. to notice or identify with the eye

Which definition best matches the way the word spotted is used in paragraph 3?

- F** Definition 1
 - G** Definition 2
 - H** Definition 3
 - J** Definition 4
-

11 What is the most likely reason the author includes the information in paragraph 7?

- A** To show the reader how to find creative ways to spend time
- B** To provide the reader with a reason that hammocks need to be strong
- C** To inform the reader of a different way that hammocks are used
- D** To tell the reader about the equipment needed for one sport

- 12** Based on information from paragraph 7, the reader can conclude that Andy Lewis —
- F** likes going on adventures
 - G** does not speak to other athletes on the journey
 - H** has not experienced any challenges on his journeys
 - J** has only been on one adventure
-

- 13** Which sentence suggests that hammocks were helpful to explorers who traveled by sea?
- A** *People have been using hammocks for many years. (paragraph 2)*
 - B** *They were small enough when folded that they could fit in small spaces on ships. (paragraph 3)*
 - C** *He drew a picture of the knitted cotton rugs that natives hung between trees using twine strings. (paragraph 4)*
 - D** *In 1889 a South Carolina riverboat captain named Joshua John Ward crafted a different type of hammock. (paragraph 6)*

Read the next two selections. Then choose the best answer to each question.

Peace and Quiet

- 1 I hurried across the grass to the forest's edge. My shoulders relaxed as I followed the pine-needle path to my favorite spot—a grouping of large rocks beneath a giant evergreen tree.
- 2 Heaving a sigh of relief, I sat down on my special rock. In the distance I could see our house, but I knew that no one would know where to look for me. At last I had peace and quiet.
- 3 I lifted my guitar onto my knee and pressed my fingers onto the strings. I strummed and started to sing, "Lean on me, when you're not strong . . ." I moved my fingers to try to find the next chord and strummed again.
- 4 "Ugh, that sounds terrible," I mumbled.
- 5 I played the first chord and sang again, "Lean on me . . ." I grimaced in frustration when I struck the wrong chord. "Why can't I get this song right?" I wondered aloud.
- 6 "How's it going, Desha?"
- 7 Startled, I glanced over my shoulder and saw my brother James standing there.
- 8 "Don't you have a basketball game to watch?" I complained. So much for my perfect hideaway.
- 9 "The game was almost over when I noticed you left. I thought you might like some company."
- 10 "Company is the last thing I want. Can't I have a little peace and quiet? I left the house to escape you guys." I felt my throat tightening up.
- 11 James studied me for a moment. "It's tough having such a big family, isn't it?"
- 12 "Everyone's so nosy and always prying into my business. Yesterday I found Eliza looking through my journal, and now everyone is in the living room watching the game. All I wanted to do was watch a movie, but when I went to my room, Sara was there listening to the radio. I just want to be alone for a change."
- 13 James sighed as he sat on a rock.

- 14 "I felt the same way when I was your age," he said. "But now . . ."
- 15 "Now you have your own room." A trace of bitterness crept into my voice. "Once Daniel went off to college, you didn't have to share anymore."
- 16 James chuckled. "It is great to have my own room, but sometimes I really miss Daniel. We used to talk about everything at night—sports, school, friends, you name it. As crowded as it seemed at times, it was actually kind of comforting to have someone else there."
- 17 "Yeah, 'crowded' is right." I couldn't help but grin. "We are stuffed like feathers in a pillow in that house."
- 18 "I know," James said, laughing. "But there are some good things that come out of it—we share memories and jokes no one else understands, and when things get tough, we can always count on one another for support."
- 19 I sighed, running my hand along my guitar.
- 20 "Didn't Sara stay up half the night with you last week helping you with your homework?" James asked.
- 21 I shrugged and admitted unwillingly, "Yeah, sometimes she can be all right."
- 22 "So this spot here," James said, glancing around, "this can be your 'room.' Anytime you really need a solitary place, just come out here. I won't tell anyone about it."
- 23 "Doesn't matter. It seems anyone can find it," I said.
- 24 "Only if you know where to look," James replied, patting the rock he was sitting on. "I've known about it for a while."
- 25 I looked to the side of James's knee and saw the initials J.D.P. etched into the stone. "James Dawson Pruitt," I said.



- 26 James smiled. "This is a great spot for getting away. Now, how about that guitar chord you were trying to find?"
- 27 "You know guitar chords?" I raised my eyebrows.
- 28 "Sure, I played some guitar before I went for the drums," James said. "I still remember the basics. Here, let me try."
- 29 I hesitated for a moment, and when I handed my brother the guitar, I thought, "Maybe family isn't so bad after all."

Maple Street

by Tracie Vaughn Zimmer

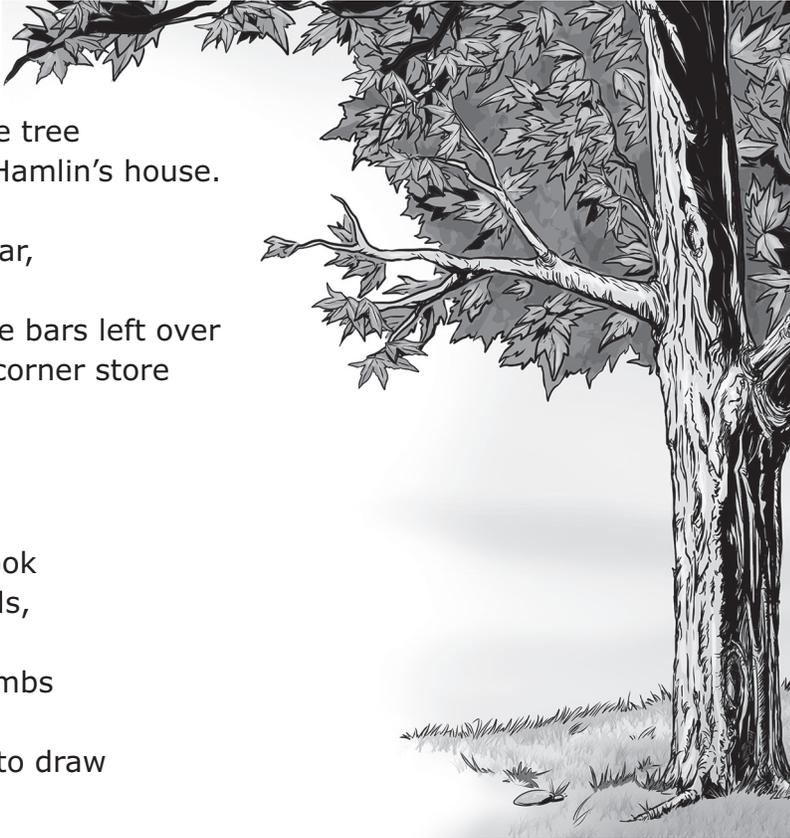
There's no doubt
where our street
found its name:
the gigantic maple tree
5 in front of Jamie Hamlin's house.
His nose may run
green slime all year,
but he shares
the stale chocolate bars left over
10 from his family's corner store
and besides,
like I said,
there's his tree.

With my sketchbook
15 and colored pencils,
I climb
the four largest limbs
into my tower,
the perfect place to draw
20 what I see:

Mary Anne and Emily
swinging higher and higher
their hair like two flags
in the wind.

25 or
Paul and Carrie O'Brien
practicing karate moves
before their four o'clock class.

From my tower
30 I can see
the whole neighborhood.
But no one can see me,
hidden by these
green and paper leaves,
35 creating sketches
from a spy tree.



"Maple Street" from *Sketches from a Spy Tree* by Tracie Vaughn Zimmer, illustrated by Andrew Glass. Poems copyright © 2005 by Tracie Vaughn Zimmer. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Use "Peace and Quiet" (pp. 15–17) to answer questions 14–19. Then fill in the answers on your answer document.

- 14** In the story "Peace and Quiet," when does the resolution of Desha's conflict begin?
- F** When Eliza looks at Desha's journal
 - G** When James finds Desha sitting on a rock
 - H** When James talks to Desha about how family members support one another
 - J** When Desha learns that James used to play the guitar

-
- 15** Read paragraph 8 from the story "Peace and Quiet."

"Don't you have a basketball game to watch?" I complained. So much for my perfect hideaway.

Based on the paragraph, what can the reader infer about Desha?

- A** She is annoyed that James found her.
- B** She is ashamed to admit that she is glad James found her.
- C** She is impressed that James knew where to find her.
- D** She is surprised that anyone was interested in finding her.

16 Which words from paragraph 12 of the story “Peace and Quiet” help the reader understand what prying means?

- F** *looking through my journal*
 - G** *watching the game*
 - H** *went to my room*
 - J** *to be alone for a change*
-

17 What does the author’s use of simile in paragraph 17 of the story “Peace and Quiet” suggest about how Desha feels about her big family?

- A** Desha thinks no one wants to hear her practice the guitar.
 - B** Desha thinks that there are too many people sharing a space.
 - C** Desha feels a close bond with her sisters because they share a room.
 - D** Desha is uncomfortable with others knowing about her personal life.
-

18 In the story “Peace and Quiet,” why is it important to the plot that James knows about the clearing in the forest?

- F** His knowledge reminds him of a place he can go when he needs help from a family member.
- G** His knowledge helps him recognize how quickly his sister is growing up.
- H** His knowledge makes it possible for him to find Desha and talk to her.
- J** His knowledge leads him to a place that reminds him of Daniel.

19 What is the best summary of the story "Peace and Quiet"?

- A** Desha is a member of a large family. There is nowhere for her to be alone in the house, so she goes to her hiding place in the woods. While there she plays her guitar and her brother tells her that he used to play the guitar before he began learning to play the drums.
- B** Desha is upset because her family decides to watch a basketball game instead of the movie she wants to watch. She leaves the house and goes to an area in the woods. Her brother explains that he used to visit the same spot.
- C** Desha goes to a secret spot in the woods. Her brother finds her there and helps her learn to play chords on her guitar. They discuss some of the memories and experiences they share with their brothers and sisters.
- D** Desha, a member of a large family, leaves the house when she cannot find anywhere to have time to herself. She goes to a quiet place in the woods to play her guitar. While there she has a conversation with her brother that changes her attitude toward her family.

Use “Maple Street” (p. 18) to answer questions 20–23. Then fill in the answers on your answer document.

- 20** What is the most likely reason the poet refers to the tree as a “tower” in lines 18 and 29 of the poem “Maple Street”?
- F** To suggest the age of the tree that the speaker climbs
 - G** To highlight what objects the speaker enjoys sketching
 - H** To reveal the location of the tree in the speaker’s neighborhood
 - J** To emphasize the height from which the speaker observes the neighborhood
-
- 21** Based on stanza 1 (lines 1–13) of the poem “Maple Street,” the speaker most likely feels —
- A** uncertain about taking the chocolate Jamie Hamlin shares
 - B** surprised to learn the street is named for Jamie Hamlin’s tree
 - C** thankful to have Jamie Hamlin as a neighbor
 - D** jealous of the store Jamie Hamlin’s family owns

- 22** Which lines from the poem “Maple Street” support the idea that the speaker does not wish to be seen looking at others?
- F** like I said,
there’s his tree. (lines 12–13)
 - G** With my sketchbook
and colored pencils, (lines 14–15)
 - H** I can see
the whole neighborhood. (lines 30–31)
 - J** hidden by these
green and paper leaves, (lines 33–34)
-

- 23** Read lines 1 through 3 from the poem “Maple Street.”

There’s no doubt
where our street
found its name:

These lines suggest that the speaker thinks —

- A** the maple tree is the most noticeable object on the street
- B** streets should be named after features found near them
- C** the street originally had a different name
- D** people disagree about the meaning of the street’s name

**Use “Peace and Quiet” and “Maple Street” to answer questions 24–27.
Then fill in the answers on your answer document.**

24 How are Desha in the story “Peace and Quiet” and the speaker in the poem “Maple Street” **alike**?

- F** Desha and the speaker both find a place to work on something they enjoy.
 - G** Desha and the speaker both are bothered by other people.
 - H** Desha and the speaker both spend time secretly observing others.
 - J** Desha and the speaker both take advice from someone.
-

25 Which topic is addressed by the author of the story “Peace and Quiet” that is **not** addressed by the speaker of the poem “Maple Street”?

- A** The importance of having somewhere to be alone
- B** The impact that sharing something can have on another person
- C** The desire to practice a hobby
- D** The frustration of living with many people

26 In the story "Peace and Quiet," what does Desha value in a **similar** way as the speaker values the tree in the poem "Maple Street"?

- F** A song
 - G** A movie
 - H** A rock
 - J** A guitar
-

27 Which statement describes a **difference** between the story "Peace and Quiet" and the poem "Maple Street"?

- A** In the story, Desha shares thoughts about people who live in her house.
In the poem, the speaker expresses thoughts about people who live in the neighborhood.
- B** In the story, Desha has found a secret location that her brother told her about.
In the poem, the speaker is worried about not having a place to spend time alone.
- C** In the story, Desha visits a place for the first time.
In the poem, the speaker goes to a place that is very familiar.
- D** In the story, Desha is concerned about an event that is planned for the future.
In the poem, the speaker is concerned about an event that happened in the past.

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

The Platypus

- 1 In Australia there is a small, furry, brown animal that lives in lakes, rivers, and streams. It looks a bit like an otter but appears to have a duck's bill and a beaver's tail. When it walks on land, it waddles from side to side like a large lizard. The platypus is so odd looking that the first time English scientists saw it, they thought someone was playing a trick on them.



The platypus spends a lot of the day in the water.

The Female Platypus

- 2 Scientists have since learned that in addition to its mixed-up looks, the platypus has some mixed-up behaviors. One of the oddest things about the platypus is that it hatches its young from leathery eggs. This is strange because scientists consider the platypus a mammal.
- 3 Scientists are interested in what a particular kind of animal has in common with other animals. Animals in the mammal group are warm blooded and have hair or fur. Female mammals produce milk for their babies. In addition, they give birth to live young rather than hatching their young from eggs.
- 4 The platypus breaks this rule. It is one of only two mammals that lay eggs. When a female platypus is ready to have babies, she uses her sharp claws to dig a hole in the bank of a river or stream. The hole is called a burrow. The female takes grass and leaves into the burrow and

makes a nest where she lays her eggs. The platypus's eggs are tough like a reptile's, rather than brittle like a bird's. The female platypus keeps the eggs warm for about 10 days until they hatch.

- 5 The newly hatched platypuses are about the size of a lima bean. The mother and her babies live in the burrow until the young are strong enough to leave. When platypuses grow up, they go off on their own. This animal prefers living alone rather than living in a group.

The Male Platypus

- 6 Female platypuses are not the only ones to have an interesting characteristic rarely found in mammals. Male platypuses have a sharp bone on their hind leg called a spur.
- 7 The male platypuses use their spurs to defend themselves from hungry foxes, dogs, and water snakes. They may also use the spurs on each other while fighting over female platypuses. The male platypuses can use their spurs to cause other animals a great deal of pain.



A Special Way to Find Food

- 8 Platypuses do not spend much time walking. When they are not curled up in their burrows, they are usually swimming. They spend nearly half the day in water hunting for food. They can eat an amount equal to 20 percent of their own body weight every day.
- 9 Platypuses eat tiny water creatures, including young insects, worms, and shrimp. They may also eat small frogs or fish. Most of their tiny prey is hidden in the dark sand at the bottom of a lake or river. Platypuses close their eyes and ears when they dive, so they must use special sensitive cells on their bills that tell them where to find a meal.
- 10 Platypuses may have some of the features of animals in other classes, but clearly, this mammal is unique and fascinating.

- 28** The author uses a compare-and-contrast organizational pattern in the selection to help the reader understand the —
- F** ways in which scientists learn about the platypus
 - G** ways in which the platypus takes care of its young compared to other animals
 - H** ways in which the male and female platypuses defend themselves
 - J** ways in which the platypus is different from other mammals
-

- 29** In which section would the reader find information about the size of a baby platypus?
- A** The introductory paragraph
 - B** The Female Platypus
 - C** The Male Platypus
 - D** A Special Way to Find Food
-

- 30** What is the most likely reason the author wrote this selection?
- F** To inform the reader about an animal that has fascinated people since it was discovered
 - G** To explain to the reader how to tell mammals from other groups of animals
 - H** To encourage the reader to appreciate animals that are unfamiliar
 - J** To tell the reader how scientists observe and study a wild animal

31 In paragraph 5, what does the word prefers mean?

- A** Spends time
 - B** Finds comfort
 - C** Likes one thing more than another
 - D** Tries to find a better way
-

32 What is the main reason the author introduces the selection with the information in paragraph 1?

- F** To show that the platypus is related to the otter and the beaver
- G** To explain that the platypus is a recent scientific discovery
- H** To emphasize that the platypus has an unusual appearance
- J** To suggest that the platypus can survive only in Australia

Read the selection and choose the best answer to each question.
Then fill in the answer on your answer document.

These Pumpkins Sure Can Kick!

by Patricia Cuff



The Pumpkins celebrate a victory.

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Columbus, Ohio

- 1 Before January 2005, young girls couldn't play soccer in Katutura, a black township in Namibia, Africa. They had no soccer balls, no playing field, no shoes, and no leader. Each day, girls and boys gathered at the Nordkamp Center, an after-school drop-in center, for soup. Then most of the boys would leave to play soccer in a nearby dirt field while the girls remained at the center to jump rope, braid hair, or read books.
- 2 Center counselor Mary Beth Gallagher loved soccer and knew that the girls would love it, too. So she organized a girls' team with players under the age of 12. She knew it would be the youngest girls' soccer team in the whole country. No one knew then that this team would completely change the lives of girls in Namibia.
- 3 It wasn't long before the girls loved the game, even though their field was filled with stones, thorns, and broken glass. Because they had no other girls' teams to compete with, Mary Beth arranged matches against the boys' teams. The boys were bigger and tougher, but the girls didn't back down. Like the boys, the girls learned to play fast and smart, and they learned ways to outsmart their stronger opponents.

Becoming the Pumpkins

- 4 Soon news spread about the Nordkamp girls' team. An American soccer team from Briarcliff Manor, New York, heard about them from friends and immediately sent all their uniforms and shoes to their "soccer sisters." When the bright orange uniforms arrived, the Nordkamp girls danced with delight.

5 "You look like a bunch of pumpkins," Mary Beth said.

6 A girl's voice called out, "If we are pumpkins, we're beautiful pumpkins."

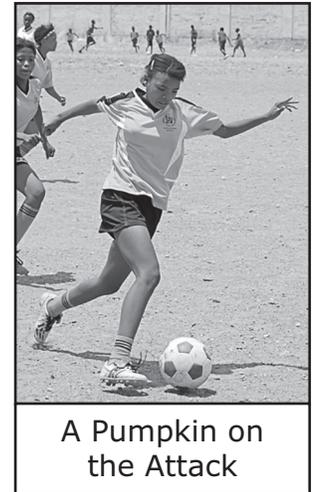
7 With their new name—the Pumpkins—and uniforms, the experienced team was ready to enter tournament play.

8 An invitation arrived.

Tournament Play!

9 On December 1, 2006, the Pumpkins gathered and marched in a big orange line to a field near the Nordkamp Center. It was 8:00 A.M. The girls were excited but scared.

10 Their first opposing team laughed at the young players, but they didn't laugh for long. They quickly found out just how good the Pumpkins were. The Pumpkins beat that first team and then the next. But the strain began to show in the third match. This team was stronger, and the game was tied up until the last minute. Emma, the Pumpkins' kicker, was the Nordkamp girls' only hope.



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11 Everyone was quiet as Emma lined up to take a direct free kick. She bent and ran at the ball, head down. She pulled back her leg and then—a solid kick. The ball flew past the diving goalie and into the back of the net. Emma had scored the game-winning goal.

12 The Pumpkins felt like the tournament winners, even though they had one more match to play. The only problem? Their final opponents had not yet arrived. Sitting on the grass and eating peanut-butter sandwiches, the Pumpkins waited impatiently for the team to show up. With only 10 minutes left before the deadline, two big buses marked *Botswana* pulled through the gate. They were nine hours late!

13 It was almost dark when the whistle blew for the match to begin at 7:30 P.M. The official looked at the tall women from Botswana and laughed at the little Pumpkins. He told the Pumpkins to forfeit so they could all go home. That made the Pumpkins angry. They took to the field. They didn't come to quit.

The Toughest Match

14 With all their might, the Pumpkins held off the Botswana team that night. The girls were diving left and right, kicking and running after the ball. This was the Pumpkins' toughest match.

15 With only seconds left to play, the game remained scoreless. Then, out of nowhere, out of the dark, the ball shot into the Pumpkins' goal past their stunned goalie. The whistle blew. The game was over. The final score: Botswana 1, Pumpkins 0.

16 The Pumpkins had lost the match, but their courageous story made them famous. They had inspired others. In Namibia, schools began to sponsor girls' teams and offer soccer scholarships to girls who would study and play hard.

17 And it all began with these brave girls who loved the game and their team. They stepped up to meet their biggest challenge—and changed the world.

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Pumpkin Power!

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- 33** From the information presented in paragraph 3, what can the reader conclude about the Nordkamp girls?
- A** They found soccer difficult to learn when they started playing.
 - B** They lacked the equipment they needed to become successful soccer players.
 - C** They asked their coach if they could include boys on their team.
 - D** They were eager to play soccer no matter what the conditions were.
-

- 34** Read the dictionary entry for the word arrange.

arrange \ə-'rānj\ *verb*

- 1.** to put in correct order
- 2.** to make plans for something
- 3.** to come to an agreement
- 4.** to change a musical composition for a performance

Which definition best matches the way arranged is used in paragraph 3?

- F** Definition 1
- G** Definition 2
- H** Definition 3
- J** Definition 4

- 35** What is the most likely reason the author wrote this selection?
- A** To describe how an American soccer team helped a soccer team in Katutura become successful
 - B** To explain why playing soccer is not common for girls in Katutura
 - C** To inform the reader of the accomplishments of the first girls' soccer team in Katutura
 - D** To tell about the different teams that competed in a girls' soccer tournament in Katutura
-

- 36** Which sentence does the author include to suggest that the girls on the new soccer team most likely appreciated the support they received?
- F** *When the bright orange uniforms arrived, the Nordkamp girls danced with delight.* (paragraph 4)
 - G** *With their new name—the Pumpkins—and uniforms, the experienced team was ready to enter tournament play.* (paragraph 7)
 - H** *On December 1, 2006, the Pumpkins gathered and marched in a big orange line to a field near the Nordkamp Center.* (paragraph 9)
 - J** *Sitting on the grass and eating peanut-butter sandwiches, the Pumpkins waited impatiently for the team to show up.* (paragraph 12)

- 37** The author presents events in chronological order in paragraphs 9 through 15 to help the reader understand —
- A** the process the Pumpkins repeated during each of their games
 - B** how the Pumpkins viewed themselves before and after playing in the tournament
 - C** that the Pumpkins experienced success and failure while competing in a tournament
 - D** the reasons the other teams did not believe the Pumpkins would win
-

- 38** Details in paragraphs 2 and 3 support the idea that Mary Beth Gallagher organized a girls' soccer team in Katutura because she —
- F** dreamed of having a successful career as a girls' soccer coach
 - G** wanted playing soccer to be a positive experience for girls
 - H** knew the team of girls would perform better than a team of boys
 - J** believed the girls were too young to participate in any other type of sport



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