

GRADE 5

Reading

Modified

Administered April 2014

RELEASED*

*This is a partial release of the STAAR Modified assessment administered in spring 2014. Selected passages and test items have been removed in order to support future test administrations within the STAAR program.

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READING



Cash

This is a story about a girl and her sister Lynn who find a stray dog and bring him home. They name the dog Cash after their dad's favorite singer Johnny Cash. Their dad does not want to keep the dog. Read the story to find out how Cash helps the family.

Cash

- 1 I was 10 years old when Cash came to live with us. I do not think anyone could have guessed that a dirty stray dog could change so many lives.
- 2 My little sister Lynn and I found him at the park. He was skinny and needed a bath, but he was the most affectionate dog we had ever met. He came up to us in a loving way, wagging his tail excitedly. We had wanted a dog for a long time, so we thought he was perfect.
- 3 It didn't take much to get the dog to follow us home. He seemed happy to have someone to play with. The problem was Dad.
- 4 "I do not need a dog around to trip over," Dad complained. He went back to reading the newspaper. We knew not to ask again. Dad had been grouchy for three months. He had been hurt in an accident at his job and was unable to work.

1 Which word helps the reader know what affectionate means in paragraph 2?

- A** *excitedly*
- B** *loving*
- C** *perfect*

2 What is paragraph 4 mainly about?

- F** The tense feelings within the family
- G** The kind of work the father does
- H** Why having a dog is important

- 5 We could hear the dog barking outside, as if asking to be let in. My sister and I sadly went outside to tell the dog good-bye. Just then Grandma came back from the store. The dog ran over to Grandma and rubbed its nose against her hand.
- 6 "What a sweet dog," Grandma said. "Whose is it?" I told her the story. She listened while she watched the dog play with Lynn. I finished the story, and Grandma stood up. "I will be right back," she said.
- 7 Grandma worked out a deal with Dad. The dog could stay as long as Grandma was with us. She would take the dog home with her when she left. Since Dad got hurt, Grandma had been living with us so that she could help out. Before the accident Dad was always fixing things around the house. Now that he couldn't go to work, he didn't want to do much of anything except sit in his chair and read. It was hard seeing Dad not doing the things he enjoyed. We had hoped that having Grandma around would make Dad feel better, but it did not seem to help.
- 8 We named the dog Cash, after Dad's favorite singer Johnny Cash. We hoped this would make Dad like the dog, but it did not. The funny thing was that Cash liked Dad. When Cash wasn't playing with us, he was always near Dad. At first Cash would lie on the rug close to Dad's chair. After a few nights Cash tried to put his head on Dad's lap. Dad showed his displeasure by pushing him away.

3 Why does Dad agree to Grandma's plan?

- A** Dad knows the children will keep begging to keep Cash.
- B** Dad expects Cash to leave when Grandma leaves.
- C** Cash is friendly toward Dad.

4 In paragraph 8, the word displeasure means being —

- F** annoyed
- G** afraid
- H** worried

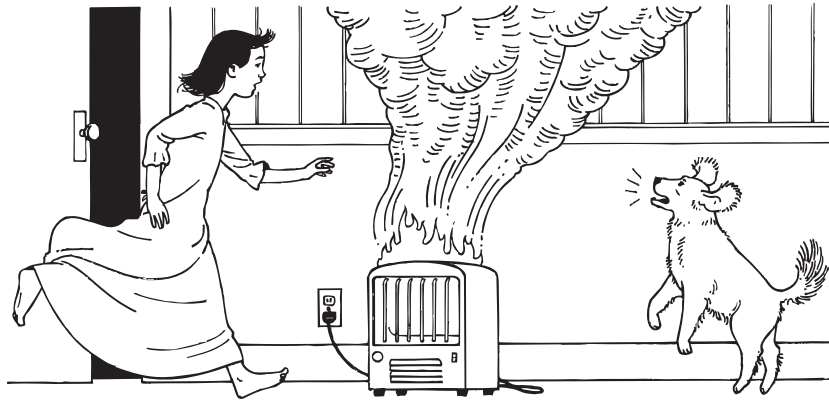
5 Which sentence from paragraph 7 shows that the girls think their dad is not improving?

- A** *Grandma worked out a deal with Dad.*
- B** *Since Dad got hurt, Grandma had been living with us so that she could help out.*
- C** *We had hoped that having Grandma around would make Dad feel better, but it did not seem to help.*

6 Which of these describes the relationship between Dad and Grandma?

- F** She is able to get him to listen to her.
- G** He feels he must always do what she says.
- H** She makes him feel like a child when she is around.

- 9 One cold night I helped Grandma plug in some heaters to warm the house. I patted Cash on the head as I passed him in the hall on the way to my room. He was in his place, just outside Dad's room. I fell asleep and dreamed that Cash was barking. I smelled smoke and opened my eyes. I was not dreaming. I ran to open my bedroom door. Cash was barking and jumping, and flames were shooting out from one of the heaters in the hallway.
- 10 Dad came running down the hallway and put out the fire. "What happened?" I asked Dad as Grandma and Lynn came rushing out of their rooms.
- 11 "I'm not sure," Dad said. "I came out of my room to take Cash outside because he was barking. Then I saw flames coming out of the heater, and I was able to put out the fire."



- 12 "I guess Cash saved the day," Grandma said, patting Cash on the head. "Not bad for a stray dog, eh?" Grandma looked at Lynn and me and winked.
- 13 "We had better open a window to let the smoke out and let some fresh air circulate through the house," Dad said. "Tomorrow I will check out the wiring on the heaters."
- 14 I looked at Grandma and smiled. It was the first time since his accident that Dad felt like fixing something. He seemed like his old self.
- 15 After that night Grandma bought Cash a collar with our address on the tag. Cash started putting his head on Dad's knees, and Dad would scratch Cash's ears—but only when he thought no one was looking.

- 7** What are paragraphs 9 through 11 mostly about?
- A** The family rushing out of their rooms
 - B** A space heater in the hallway
 - C** Cash warning the family that there is a fire in the house

8 What does circulate mean in paragraph 13?

- F** Keep out
- G** Flow freely
- H** Make warm

**Use the whole story “Cash”
on pages 6–10 to answer questions 9–11.**

9 Which of these is a sign that Dad seems better?

- A** He puts out the fire.
- B** He wants Cash to go outside.
- C** He plans to work on the heaters.

10 What is the best summary of the story?

- F** Two sisters bring home a dog one day. They are happy when the dog spends time with their dad. But their dad is unhappy. He does not like the dog. He does not let the dog sit by his chair.
- G** Two sisters find a stray dog and bring it home. Their father, who has been feeling sad, lets the dog stay. But the dog does not help the father feel better. Then the dog saves the family from a fire. The father begins to act more like his old self.
- H** Two sisters bring home a stray dog. They are happy when their father says they can keep the dog. One night a heater catches on fire in the family’s house. The dog starts barking.

11 How does Dad's attitude change after the fire?

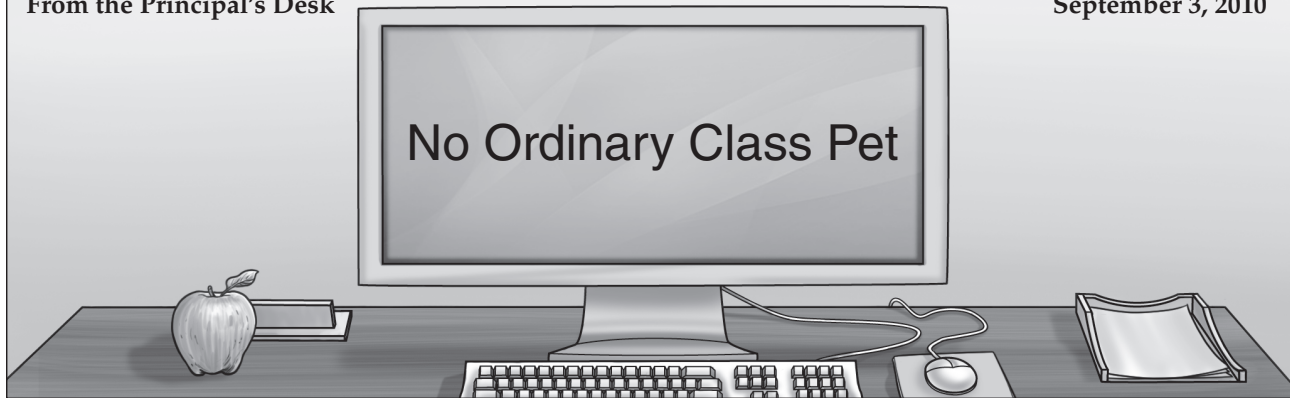
- A** He begins to care about Cash.
- B** He spends more time with the children.
- C** He is nicer to Grandma.





No Ordinary Class Pet

This selection is a persuasive letter written to students by a school principal. In this letter the principal describes the “Adopt a Species” program offered by the Smithsonian National Zoological Park. This online program provides students an opportunity to adopt animals, including endangered species, living at the zoo. Read what the principal wrote in her letter to the students.



Dear Students,

- 1 Recently I was asked to allow each class to have its own class pet. I know that most kids love animals, and so do I! I would like each class to have a class pet, but I think that caring for the animals would take too much time and effort. Instead, I would like to suggest an idea that I believe is better than caring for a classroom pet. The Smithsonian National Zoological Park is one of the oldest zoos in the country. It has a very interesting program called "Adopt a Species." This program would allow each class to adopt a zoo animal as a class pet. The pet could be viewed on the Internet!
- 2 Each class could participate in "Adopt a Species" for a membership fee of \$40. The fees help provide medicine and homes for the animals. The school could provide the money for the fees, but I think letting the students raise the money would show that the students really care about the animals. Each class could contribute to the care of one of the zoo's animals by having fruit-cup sales and other fund-raising activities. Our Parent-Teacher Association (PTA) is willing to donate fruit for an after-school sale. Each class could probably raise the money for the program in a short time.

12 What does the word contribute mean in paragraph 2?

- F** To tell others about an important project
- G** To give money or help for a common purpose
- H** To charge a fee for an event

13 Which of these best shows the principal's opinion about raising money for the "Adopt a Species" program?

- A** She wants the students' parents to donate the money so that the fees can be paid quickly.
- B** She plans to help raise the money so that students will not have to pay most of the fees.
- C** She believes that if students raise the money themselves, the program will be more meaningful.

- 3 There are many different animals that can be adopted. The Smithsonian National Zoo has a website that shows pictures of most of them. Anteaters, leopards, and bald eagles are just a few of the animals available. One class might want to adopt a giant panda. I learned from the website that there are only about 2,000 giant pandas left in the wild. If a class chooses a giant panda, we would be helping to protect an endangered species.



A Giant Panda

© Milippo/Dreamstime

- 4 Each class could also learn a lesson in democracy by voting for an animal to adopt. Students could research the animals in the "Adopt a Species" program. After each class member has picked a favorite animal, we could have class elections. The animal with the most votes would be the adopted pet for that class.
- 5 Each class in the program would receive a color photo of its adopted animal. The zoo also sends a certificate of participation. Each certificate could be framed and put in our school's display case.

14 The principal uses the information in paragraph 3 to interest students who —

- F** care about endangered animals
- G** enjoy doing research
- H** like to take photographs of nature

15 How does the Smithsonian National Zoo thank members who participate in the “Adopt a Species” program?

- A** The zoo sends a photo of the adopted animal to the class.
- B** The zoo provides facts about endangered animals on its website.
- C** The zoo puts photos of the classes that have adopted animals on the website.

- 6 Another good reason to participate in the "Adopt a Species" program is that teachers will set up a special science center in each classroom. Students can go there to read the latest news about their adopted animal on the zoo's website. It has webcams and photos where students can watch their adopted animal.
- 7 An additional reason to adopt a pet through this program is that it does not require extra work for teachers or students. It should not be a burden at all. There would be no smelly cages or slimy aquariums to clean up. Teachers would not have to worry about feeding the class pet on weekends. And there would be no arguing about who is going to be responsible for caring for the animal during school vacations.
- 8 Once the school year ends, so does the adoption. If a class decides to adopt a pet the next year, the process can begin again.
- 9 I hope each class thinks carefully about participating in this program. Remember, you can help an endangered species and the zoo. You can learn about democracy and work together doing something fun and interesting.

Sincerely,

Mrs. Simmons, your school principal

16 Which words help the reader understand what burden means in paragraph 7?

F *slimy aquariums*

G *extra work*

H *teachers or students*

**Use the whole selection “No Ordinary Class Pet”
on pages 16–20 to answer questions 17–19.**

17 Why has the principal written this letter to the students?

- A** She hopes students will learn about interesting animals on different zoo websites.
- B** She hopes students will visit the animals at the Smithsonian National Zoo.
- C** She hopes students will participate in the “Adopt a Species” program.

18 What source does the principal use to support her main argument?

- F** The Smithsonian National Zoo’s website
- G** The Parent-Teacher Association website
- H** Interviews with several zookeepers

- 19** Which of these best describes how the principal feels about the “Adopt a Species” program?
- A** She is excited about students having the opportunity to participate.
 - B** She is worried about how much the program will cost.
 - C** She is sure that teachers will vote to adopt a giant panda.





Miss Harriet's Room

This selection is a memoir written by the famous children's author Betsy Byars. She writes about wanting to be in Miss Harriet's first-grade class, just like her older sister Nancy. Byars describes how she looked forward to hearing Miss Harriet read the book *The Adventures of Mabel*. Read this selection to find out about Byars's experience as she started school.

Miss Harriet's Room

by Betsy Byars

- 1 When I was four years old, my mother took my older sister Nancy downtown. This is what they came home with:
 - A book bag
 - A new box of crayons
 - Several new dresses, new brown shoes, new socks, a new sweater
 - A pencil box with little drawers that opened. In the drawers were a ruler, an eraser, pencils, a pencil sharpener, a compass, and a lot of other things I didn't know the names of.
- 2 My sister was going to school.
- 3 Up until this time, I had never wanted to go to school. I was very happy to run wild. Back then, there were no preschools or kindergartens. Children ran wild until the age of six.
- 4 I would have been happy to run wild for the rest of my life if I had not seen the pencil box. I wanted that pencil box. I coveted that pencil box. That pencil box stood for everything I wanted. I was going to have to wait three years to get what I wanted! Back then, three years seemed like forever.

20 How did Nancy's experience in paragraphs 1 through 3 affect Byars?

- F** It upset Byars to think about playing without her sister.
- G** It helped Byars discover her love of reading.
- H** It changed the way Byars felt about going to school.

21 Which words from paragraph 4 help the reader understand the meaning of coveted?

- A** *everything I wanted*
- B** *have to wait*
- C** *box stood for*

- 5 My sister went to school. Her teacher's name was Miss Harriet. As much as I wanted that pencil box, I wanted to be a part of what was going on in Miss Harriet's room even more.
- 6 The kids painted in Miss Harriet's room. They didn't just paint pictures. They painted wooden boxes and furniture. They had to have one of their father's old shirts to do the painting. No one in my family had ever been allowed to have one of my father's old shirts. They were sacred. But my sister got one for Miss Harriet's room.
- 7 The kids made a store in Miss Harriet's room. They had to bring little empty boxes to put in the store. They also had to bring purses so that they could go shopping at the store. No one in my family had been allowed to have one of my mother's old purses. They were also sacred. But my sister got one for Miss Harriet's room.
- 8 Miss Harriet read the kids a book called *The Adventures of Mabel*. It was the best book in the world. My sister told me the story chapter by chapter. I looked forward to hearing Miss Harriet read the book.

22 What does the word sacred mean in paragraph 6?

- F** Often used
- G** Jealous
- H** Highly valued

- 9 The three years finally passed. I was ready for first grade. At last I would have Miss Harriet and make the store and hear *The Adventures of Mabel*. Now I would begin to *live*!
- 10 I was waiting in the auditorium with the other new students. The principal introduced the teachers, who stood and smiled. We were told to listen very carefully for our names so we could follow our teachers to our rooms.
- 11 It was so quiet that you could have heard a pin drop.
- 12 Mrs. Clark's class was called. Mrs. Clark's class followed her out of the auditorium.
- 13 Then came Miss Harriet. Everyone seemed to get very excited. Everyone had heard of and wanted to be in Miss Harriet's room.
- 14 The list of students was called. I waited and waited and waited. I didn't hear my name.
- 15 Miss Harriet's students lined up behind her. I decided to line up along with them. I didn't care what list I was on. I had been waiting three years to be in Miss Harriet's room, and I was going to be in Miss Harriet's room. Period.
- 16 I sat in an empty desk in Miss Harriet's room. In about a half hour, the principal and my sister came to the doorway.
- 17 It had been discovered that I was missing from the classroom where I was supposed to be. It was feared that I had gotten lost. My sister was the only one who knew what I looked like. So she had to search for me with the principal.
- 18 "There she is," my sister said.
- 19 She pointed. Everyone in the room turned to look at me.
- 20 I looked at my desk.

23 Which sentence best shows that Byars was a determined person?

- A** *We were told to listen very carefully for our names so we could follow our teachers to our rooms.*
- B** *I had been waiting three years to be in Miss Harriet's room, and I was going to be in Miss Harriet's room.*
- C** *It had been discovered that I was missing from the classroom where I was supposed to be.*

24 In this section of the memoir, what causes the problem?

- F** Byars was not a good listener.
- G** Byars did not wait patiently.
- H** Byars did not get the teacher she wanted.

- 21 The principal came over to my desk. She explained in a kind way how much I had worried everyone. This time she would walk with me to my room so I wouldn't get lost again.
- 22 I shook my head. "I want to be in Miss Harriet's room," I told my desk.
- 23 There was silence.
- 24 I corrected what I had said. "I have to be in Miss Harriet's room."
- 25 The world stopped turning for a moment. It actually felt like it had stopped.
- 26 Then in this awesome silence, Miss Harriet said, "Oh, let her stay."
- 27 "If you're sure . . . ," the principal said.
- 28 Miss Harriet was sure. "Yes, let her stay."
- 29 And then there was a sound and the world started to turn again.

25 Read paragraph 25.

*The world stopped turning for a moment.
It actually felt like it had stopped.*

Why does Byars refer to the world coming to a stop?

- A** To show that Miss Harriet was excited about letting Byars stay in her class
- B** To show how important it was to Byars to be in Miss Harriet's class
- C** To show how upset her sister was about Byars going to the wrong class

- 30 That happened more than 50 years ago. Since that time, there have been lots of things in my life that I have looked forward to. Some things turned out to be disappointments and never quite lived up to what I thought they would be.
- 31 But being in Miss Harriet's room was not one of life's disappointments. It was all I had dreamed.
- 32 And when I got to hear Miss Harriet read *The Adventures of Mabel*, it was better than anybody ever read a book before or since.
- 33 Miss Harriet loved that book. When she read it, every kid in the room—even the boys—became Mabel.
- 34 I didn't learn in first grade that I wanted to write books myself. But I did learn something that would be true my whole life. A good book, like *The Adventures of Mabel*, is well worth a three-year wait.

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26 What can the reader tell about Miss Harriet's classroom?

- F** It is still a special place to Byars.
- G** It looks the same as it did 50 years ago.
- H** It is where Byars learned to write well.

**Use the whole selection “Miss Harriet’s Room”
on pages 26–32 to answer questions 27 and 28.**

27 Byars tells most of her experiences in this selection by —

- A** sharing her personal thoughts
- B** describing the characters
- C** making connections to her adult life

28 What is one way that Byars and her sister are alike?

- F** They both liked getting new school supplies.
- G** They both wanted to be old enough to go to school.
- H** They both had a good first-grade experience.

**BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.**



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