

GRADE 5
Reading

Administered April 2018

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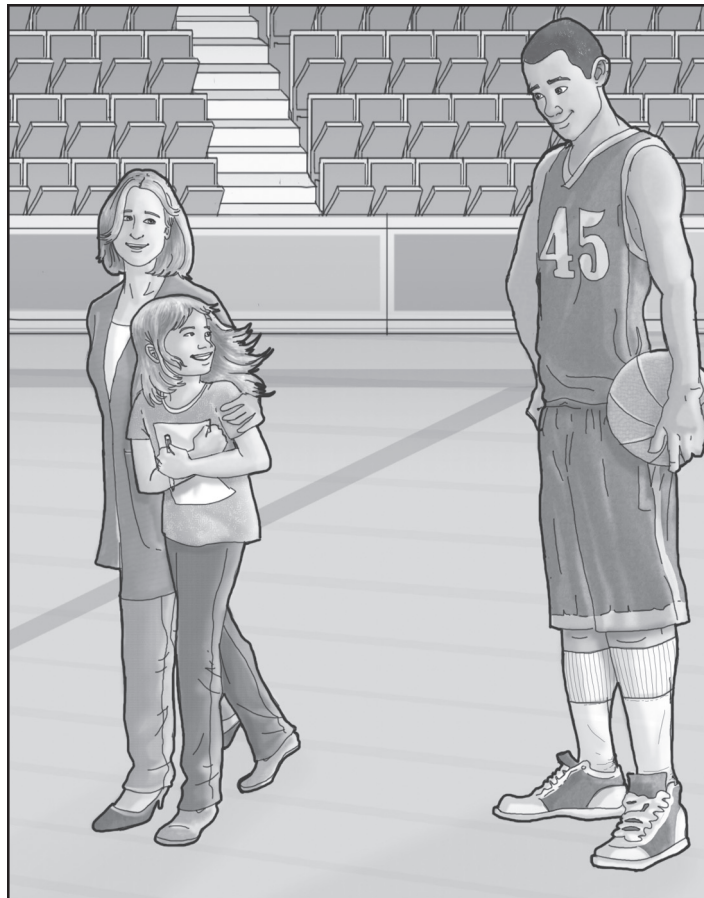
READING

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

A Winning Day

- 1 "Here we are, Keysha," Mom said, pointing to two seats in the front row of the basketball arena, near the home team's bench. "I know how long you've waited to see your favorite basketball player in person," she added with a smile.
- 2 "These seats are incredible!" I exclaimed. "It was really nice of your boss to give you these tickets."
- 3 "Did you remember to bring the photo?" Mom said.
- 4 "Of course." I waved my photo of Dwight Edwards at her. I was thrilled to be at my first professional basketball game. But even more thrilling was the fact that my favorite player had joined our home team.
- 5 "Ladies and gentlemen, the Sousville Bearcats!" the announcer's voice blasted through the arena. "At point guard, wearing number 45 . . . Dwight Edwards!" The crowd roared, and I cheered until my throat stung. I could not believe I was seeing *the* Dwight Edwards in person!
- 6 Throughout the game against the Raiders, Dwight made one fantastic play after another.
- 7 "Well, what do you think, Keysha?" Mom asked.
- 8 "This is awesome, Mom. I just hope . . . Do you think there's any chance he'll sign my photo?"
- 9 "I don't know, honey," Mom replied. "But we're in the best seats for that to happen."
- 10 I listened to the players' shoes squeaking loudly on the court. Sometimes I could even hear the players talking to one another. On television they didn't look so immense, but they towered above me in real life.
- 11 I watched the game from the edge of my seat. With 3 seconds left in the game, the Raiders were winning 94 to 93. Dwight ran right in front of me, caught a pass from another player, and slammed the ball into the basket as the buzzer sounded.
- 12 I jumped to my feet along with the rest of the crowd. The Bearcats had beaten the Raiders, and Dwight Edwards had scored the winning basket.

- 13 "Wow, Mom, what a great game!" I shouted. I kept my eyes on Dwight Edwards as the television announcers interviewed him on the court. When they were finally done, Dwight began walking toward the team bench.
- 14 "Now's your chance, Keysha," Mom said with a nudge, and we walked toward Dwight.
- 15 "Umm . . . Mr. . . . Mr. Edwards? I'm Keysha, and I think you're amazing." As Dwight turned toward us, my heart began pounding in my chest like a bass drum. I summoned my courage and asked, "Would you please sign my photo?"
- 16 "Sure, Keysha. Thanks for coming today." Dwight smiled as he signed the photograph and then shook my hand. I thanked him, and Mom and I turned toward the exit. "I'm never washing this hand again," I whispered to myself.



- 17 "O.K., you can breathe now, Keysha," Mom said with a laugh. As Mom guided my steps toward the exit, I watched Dwight until he disappeared into the locker room. When I turned around, I noticed a little boy in a Dwight Edwards jersey standing next to his father. He was clutching a piece of paper and a pen and was sobbing.

- 18 "It's O.K., son," I heard his father say. "We'll meet Dwight Edwards some other time."
- 19 I walked along with Mom.
- 20 "Did you see that boy?" I asked Mom.
- 21 "Yes," she answered. "He must have really been looking forward to meeting Dwight Edwards."
- 22 I looked back at the steady stream of people leaving the game. I could see the boy huddled against his dad, who stroked his hair, trying to console him.
- 23 I looked at Dwight Edwards's signature on my photograph and thought about how great it had been to meet him. Then I thought about how kind Mom's boss was for giving us the tickets that had allowed me to have this experience. "Wait here, Mom. I'll be right back," I said.
- 24 I pushed my way back through the crowd and saw that the boy and his father were still standing where I had seen them. When I reached them, I tapped the boy on the shoulder. His tear-streaked face peeked out at me from under his father's arms.
- 25 "Here, I want you to have this autograph," I said, handing the boy Dwight's photograph.
- 26 The boy's eyes widened. "Dwight's autograph? Wow!" he exclaimed, beaming. "Thank you!"
- 27 "No problem," I replied. I turned to meet Mom, who stood waiting for me.
- 28 "Keysha, that was very thoughtful of you," she said, hugging me. "I know how much that autograph meant to you."
- 29 I smiled at her. "I got to see Dwight Edwards play the most amazing game ever. Then I got to meet him *and* shake his hand. I won't need an autograph to remember this day."

- 1 Paragraph 17 is important to the plot because it is when Keysha —
- A learns that her mother understands the value of the photograph
 - B realizes that her favorite player has to go to the locker room
 - C feels content after meeting her favorite player
 - D notices the crying young boy and his father
-

- 2 Which words from paragraph 10 help the reader understand the meaning of immense?

- F *squeaking loudly*
 - G *talking to one another*
 - H *towered above me*
 - J *in real life*
-

- 3 Which sentence from the story reveals why Keysha decides to give her signed photograph to the boy?

- A *When I turned around, I noticed a little boy in a Dwight Edwards jersey standing next to his father.*
- B *Then I thought about how kind Mom's boss was for giving us the tickets that had allowed me to have this experience.*
- C *I pushed my way back through the crowd and saw that the boy and his father were still standing where I had seen them.*
- D *When I reached them, I tapped the boy on the shoulder.*

- 4 Why does the author italicize the word “the” in the last sentence of paragraph 5?
- F To emphasize that Dwight Edwards is a well-known player
 - G To show that the announcer is a friend of Dwight Edwards
 - H To emphasize the skills that make Dwight Edwards a great player
 - J To suggest that no other players are named Dwight Edwards
-

- 5 Read this sentence from paragraph 24.

His tear-streaked face peeked out at me from under his father’s arms.

The author uses sensory language in this sentence to illustrate —

- A the boy’s love for his father
- B how young and disappointed the boy is
- C how Keysha’s offer makes the boy feel
- D why the boy did not get Dwight Edwards’s autograph

6 In this story, the author emphasizes the importance of —

- F** making wise decisions
 - G** being generous
 - H** becoming popular
 - J** developing strong friendships
-

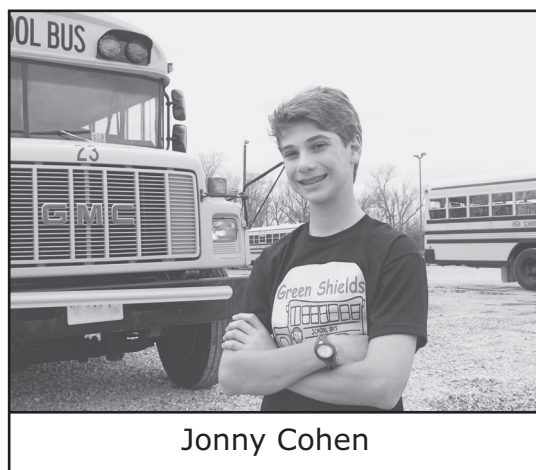
7 What is the best summary of the story?

- A** Keysha’s mother receives tickets to a professional basketball game. Thankful for the tickets, Keysha and her mother enjoy the game together. They see an important basketball player who has just joined the team, and Keysha gets his autograph.
- B** Keysha achieves her longtime dream of meeting her hero, a basketball player named Dwight Edwards. After the game he signs a photograph for her. Keysha feels sorry for a child who is crying because he was unable to get an autograph.
- C** Eager to see her favorite basketball player, Keysha hopes that he will sign a photograph for her. After the game her mother encourages her to approach him. He agrees to sign the photograph and thanks Keysha for coming to the game.
- D** Keysha and her mother go to a basketball game to see Keysha’s favorite player, Dwight Edwards. Keysha meets him after the game and gets his autograph. However, a little boy’s sadness leads Keysha to give the child her signed photograph.

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

On the Road to a Better School Bus

- 1 Many children ride a school bus to and from school and don't think much about it. But for 12-year-old Jonny Cohen, the smell of exhaust from the buses parked in front of his junior high school got him thinking about school buses and how much gasoline they use. Jonny wondered if there was a way to make the buses more energy efficient.
- 2 The main problem with school buses, Jonny realized, is their boxy shape. It takes a lot of energy—and gasoline—for a boxy bus to move forward through the air. He thought that improving its shape would reduce the amount of energy needed to move a bus. His first idea was to add a clear windshield at an angle to the front of the bus. This second windshield would force air to go up and over the bus.
- 3 With the help of his sister and friends, Jonny started his project, which he called GreenShields. The GreenShields team needed money to design and test Jonny's idea. In 2010, Jonny entered his idea in a contest for grant money. To win, Jonny had to get people to vote online for his idea. Getting votes wasn't easy—he spoke with town councils, talked to customers at grocery stores, and used social media to ask for people's support. "I never thought I could win," Jonny says, "but I pushed myself." His persistence paid off, and his team won \$25,000 to develop their idea.

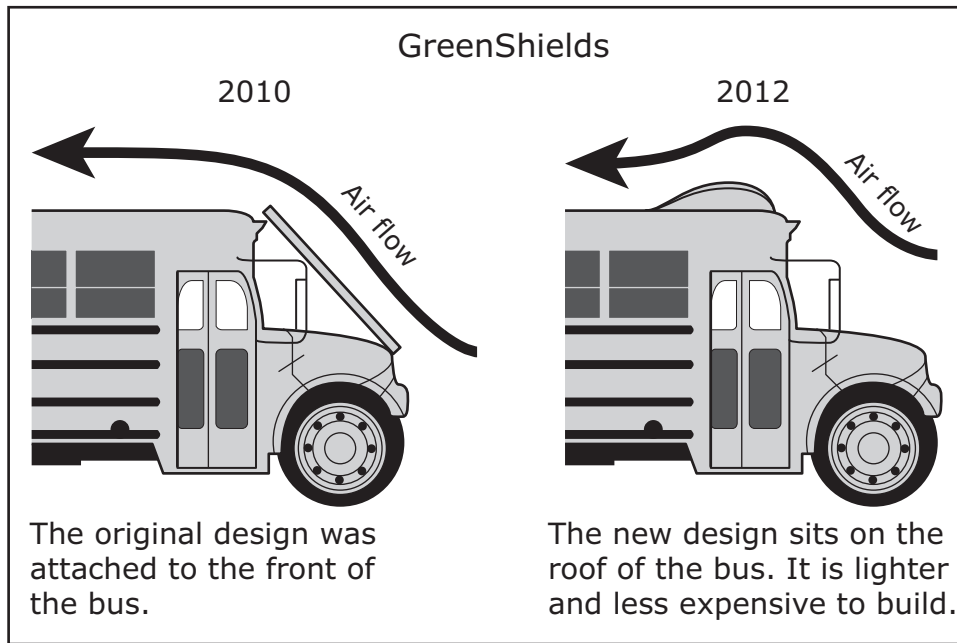


Jonny Cohen

© Jonathan Cohen d/b/a Greenshields Project.

- 4 After several years of researching and testing, Jonny's team has created a new design, which they call the V4. Instead of sitting on the front of the bus, the V4 sits on the roof of the bus like a hat. Its sloped design allows air to flow over and around the bus more easily. The V4 costs less to make and is easier to attach to buses than the original design. In tests, buses using the V4 went farther on a tank of gas. The

GreenShields team estimates that the V4 can save \$600 every year for every bus that uses one. With all the school buses on the road in the United States, that could save millions of dollars in gas every year.

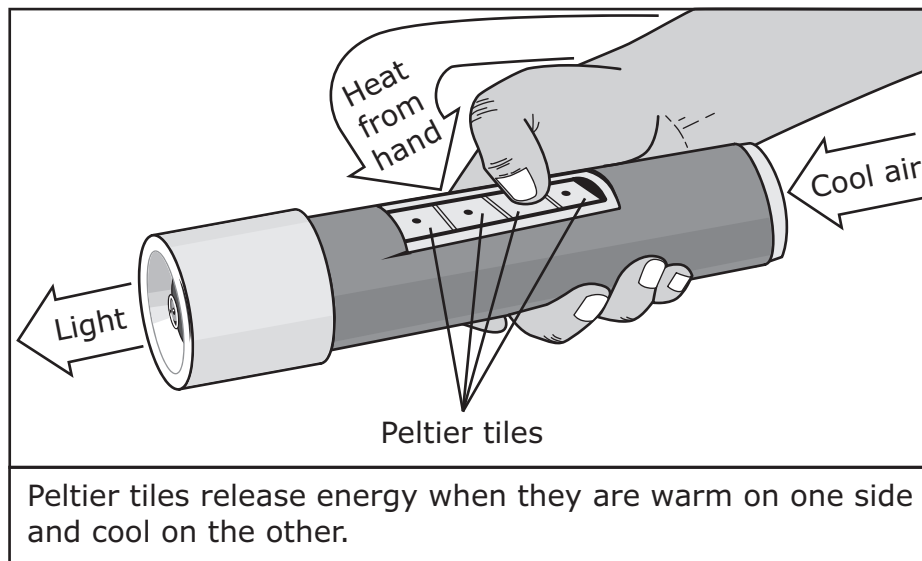


- 5 The V4 still needs to be approved by the U.S. Department of Transportation before it can be sold. However, Jonny and his team are determined to succeed. Jonny commented, "It's never really over until all school buses become super-efficient." So if the next school bus you board looks a little different, you may be witnessing Jonny's idea in action.



A Light in the Dark

- 1 Studying for classes at school is important. That's why when 15-year-old Ann Makosinski learned that a friend of hers in the Philippines wasn't able to study after dark because her home did not have any electricity, she wanted to help. As a result, Ann invented a flashlight that is powered solely by heat from the human hand.
- 2 The human body produces a constant supply of heat, which is why people feel warm to the touch. Ann decided to see whether human bodies make enough heat to power a flashlight. She thought a special kind of tile called a Peltier tile might work for her purposes. A Peltier tile releases energy when opposite sides of the tile come in contact with different temperatures. Ann thought that one way to create different temperatures would be to build a flashlight that was hollow and attach Peltier tiles to it. She presumed that if a warm human hand covered one side of the tiles while the other side of the tiles was exposed to cooler air, the tiles would produce energy.





© Lloyd Bishop/NBC/NBCU Photo Bank via Getty Images

Ann demonstrates her hollow flashlight.

- 3 Ann worked hard on her idea, juggling the project with schoolwork and other extracurricular activities. She had to make difficult calculations that required a lot of research. She admits that there were days when she thought her idea would never work but says, "You just kind of have to keep going." Finally Ann's calculations led her to the solution, and her hollow flashlight produced light. At first the light was too dim, but Ann kept experimenting and adjusting her design until the flashlight shone more brightly.
- 4 Ann entered her invention in the 2013 Google Science Fair. She was one of 15 students from around the world who were invited to present their designs at Google headquarters in California. Ann won the top prize in her age category and a \$25,000 scholarship. She hopes the flashlight can be manufactured and ultimately used all around the world by people who don't have access to electricity. She said, "I want to make sure my flashlight is available to those who really need it."

Use “On the Road to a Better School Bus” (pp. 8–9) to answer questions 8–11. Then fill in the answers on your answer document.

- 8** How would the U.S. Department of Transportation’s approval of the V4 help Jonny meet his goal?
- F** It would allow many school buses to use Jonny’s design, which would save energy.
 - G** It would raise awareness of GreenShields, which would cause other students to design energy-efficient products.
 - H** It would show that Jonny’s design is helpful, which would help him win public support.
 - J** It would encourage students to ride school buses, which would lead to fewer cars on the road.

-
- 9** Which sentence from the selection is a fact that can be verified?
- A** *Jonny wondered if there was a way to make the buses more energy efficient.*
 - B** *In tests, buses using the V4 went farther on a tank of gas.*
 - C** *However, Jonny and his team are determined to succeed.*
 - D** *So if the next school bus you board looks a little different, you may be witnessing Jonny’s idea in action.*

10 According to the selection, what is one reason the V4 design is better than Jonny’s original idea for GreenShields?

- F** The V4 design is less distracting for bus drivers.
 - G** The V4 design is simple enough for students to construct.
 - H** The V4 design costs less to make.
 - J** The V4 design is more visually appealing.
-

11 Which sentence from the selection suggests that Jonny needed to convince his community that his invention was worthwhile?

- A** *But for 12-year-old Jonny Cohen, the smell of exhaust from the buses parked in front of his junior high school got him thinking about school buses and how much gasoline they use.*
- B** *He thought that improving its shape would reduce the amount of energy needed to move a bus.*
- C** *With the help of his sister and friends, Jonny started his project, which he called GreenShields.*
- D** *Getting votes wasn’t easy—he spoke with town councils, talked to customers at grocery stores, and used social media to ask for people’s support.*

Use “A Light in the Dark” (pp. 10–11) to answer questions 12–14. Then fill in the answers on your answer document.

12 From the magazine heading and the title of the article, the reader can infer that the article will contain information about a —

- F** source of light designed by a young person
 - G** new product that is available for young people to buy
 - H** problem that a young person has recently overcome
 - J** way that young people can provide help to others in need
-

13 The Latin root *praesumere* means “to expect.” This information helps the reader determine that the word presumed in paragraph 2 means —

- A** remembered
 - B** cared
 - C** believed
 - D** wanted
-

14 What led Ann to consider using body heat as a way to power a flashlight?

- F** She thought the idea was different enough to help her win the science fair.
- G** She was asked to do so by a friend who was not able to study for school.
- H** She wanted to make something that people without electricity could use.
- J** She was determined to find a way to use a special material.

Use “On the Road to a Better School Bus” and “A Light in the Dark” to answer questions 15–18. Then fill in the answers on your answer document.

15 One **difference** in the way Jonny and Ann approached their projects is that only Jonny —

- A** did a lot of research before beginning work
- B** spent a long time developing his idea
- C** tried to make an item that would be useful
- D** chose to work as part of a team

16 **Both** the selection and the article mainly focus on —

- F** young people who noticed a problem and decided to do something about it
- G** ways scientists learn from one another to solve common yet puzzling problems
- H** young people with an interest in science entering and winning contests
- J** ways to create a worthwhile invention with limited resources

17 What is an important **difference** between Jonny’s invention and Ann’s invention?

- A** Jonny’s invention needs energy to function, while Ann’s offers a way to conserve energy.
 - B** Jonny’s invention can be used by anyone, while Ann’s requires supervision before it can be used.
 - C** Jonny’s invention is used to improve another machine, while Ann’s is used on its own.
 - D** Jonny’s invention was immediately successful, while Ann’s had to be redesigned.
-

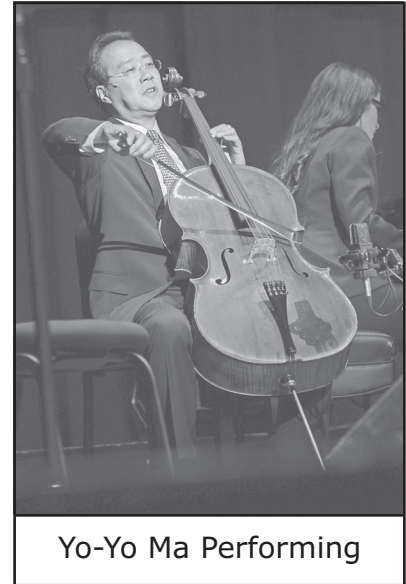
18 One **similarity** between Jonny and Ann is that they both —

- F** had to ask strangers to help them develop their idea
- G** won prize money after submitting their idea in a contest
- H** started their project to assist a friend in need
- J** want government approval of their inventions

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

Yo-Yo Ma: Connecting the World Through Music

- 1 A hush falls over the audience as low and long notes float through the room. On the stage a man sits cradling a cello. He pulls a bow slowly across its strings. Soon other notes are drifting upward to meet his as the woodwinds, brass, percussion, and other strings of the orchestra become audible. For cellist Yo-Yo Ma, this is just one of many concerts that he has performed. Yet for the crowd, it is a night never to be forgotten. The beautiful music Ma creates will stay with them forever.
- 2 The name *Yo-Yo Ma* may sound peculiar to people who aren't familiar with the Chinese language. Sometimes Ma gets asked about his name. "My last name is Ma," he replies with a smile. "Ma means horse, and Yo means friend. So am I a friendly horse?"
- 3 Like Ma, both of his parents were musicians. They left their homeland of China and relocated to Paris, France, where Ma was born in 1955.
- 4 Ma's mother was an opera singer, and his father taught music at a university. Ma, his older sister, and his parents lived in a one-room apartment that did not even have heat. Despite this, the family was content because they were together and could entertain themselves with their music.
- 5 From the very beginning Ma showed an exceptional talent for music. He started singing songs as soon as he could talk. When he was four, he began playing the cello under his father's guidance.
- 6 Ma quickly became extremely skilled with the instrument, and at the age of five he performed in his first recital. His fingers were agile. They moved like graceful dancers on the strings. The audience could not believe that such a young boy made such extraordinary music.
- 7 When Ma was seven, his family moved to the United States. He loved his new life and played the cello all the time. Shortly thereafter he and his sister were invited to join other young musicians to perform in a televised concert in Washington, D.C. The event was attended by President John F. Kennedy. All those who saw and heard Ma that day were mesmerized.



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- 8 Before he was even 10 years old, Ma was recognized for his talents and studied with some of the greatest musicians around the globe. Today Ma is considered one of the greatest cellists in the world. He has recorded more than 90 albums and has played thousands of concerts. As of 2015 he has won so many music awards, including 18 Grammys, that he has a hard time finding a place for them all.
- 9 Ma has performed for eight presidents. He has also been a guest on children's shows like *Sesame Street* and *Mister Rogers' Neighborhood*. No matter who is in the audience, Ma always plays his best. He hopes that his performances and his passion will inspire people around the world to love and honor music.
- 10 To assist with this cause, Ma founded the Silk Road Project in 1998. This project is named after the Silk Road, an ancient trade route that long ago linked the Far East to the West. The Silk Road was used for the exchange of goods. It also served as a channel that allowed cultural influences and new ideas to spread. In the same way, Ma is encouraging people to connect with other cultures through music.
- 11 Ma has established Silk Road programs in schools around the nation. The programs bring performing artists from different cultures into schools to expose children to music, dance, and art from around the world. "A good musician," says Ma, "is someone who says, 'How can I contribute?'" Ma's many contributions to the arts clearly mark him as a very good musician indeed.

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Ma visits with students after a concert presented by the Silk Road Project.

© Hiroyuki Ito/Getty Images

- 19** The information about Ma’s childhood is important to the selection because it shows that —
- A** Ma can appreciate the accomplishments of other musicians
 - B** Ma wanted to be as talented as the rest of his family members were
 - C** Ma developed his musical talent at an especially young age
 - D** Ma wants people who enjoy his music to relate to his personal experiences
-

- 20** In paragraph 6, the word agile describes movement that is —
- F** made with much effort
 - G** new and uncertain
 - H** learned over time
 - J** quick and natural
-

- 21** Ma named his program the “Silk Road Project” most likely because he —
- A** believes music has the power to bring different people together
 - B** wishes he had more opportunities to visit his homeland
 - C** is interested in trading instruments with people in other countries
 - D** travels many miles between concert events

22 Read these sentences from paragraph 2.

"My last name is Ma," he replies with a smile. "Ma means horse, and Yo means friend. So am I a friendly horse?"

The author included this quotation most likely to highlight Ma's —

- F** popularity
 - G** sense of humor
 - H** accomplishments
 - J** great talent
-

23 What is an important message presented in this selection?

- A** Music can have a strong impact on people.
- B** A person's interests can change over time.
- C** Achieving childhood dreams requires a plan.
- D** Listening to music can be a relaxing activity.

24 Which sentence from the selection best conveys the author’s admiration for Ma’s accomplishments?

F *He loved his new life and played the cello all the time.*

G *He has also been a guest on children’s shows like Sesame Street and Mister Rogers’ Neighborhood.*

H *Ma has established Silk Road programs in schools around the nation.*

J *Ma’s many contributions to the arts clearly mark him as a very good musician indeed.*

25 The sensory language in paragraph 1 helps the reader imagine —

A what it is like to attend one of Ma’s concerts

B what Ma’s cello and bow look like

C how Ma feels when he is performing for an audience

D why Ma has played his cello at so many concerts

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

Swimming to the Rock

by Mary Atkinson

My father and brothers
are swimming to the Rock
"Come with us!"
they call to me
5 and I say,
"Maybe next year."

The Rock is very, very far away.

I sit on the dock
with my peanut butter sandwich.
10 I watch them
dive into the water
and swim into the distance
their kicks and
splashes and elbows
15 getting smaller and smaller
as they near the Rock.

It takes them a long, long time.

They arrive and pull themselves to stand
and wave their arms in the air.
20 I can't see it but I know their hands are in fists.
I can't hear it but I know they are cheering.
Even the loons¹ call to celebrate their arrival!

I sit on my dock
dangling my feet in the water
25 counting dragonflies.

¹A loon is a large waterbird known for its unique cry.

My father and brothers
come closer
and from the water
lift their faces with
30 wild wet smiles.
And I think

This year!

© Mary Atkinson

- 26** The alliteration in lines 28 through 30 emphasizes the —
- F** joy the father and brothers feel as a result of their experience
 - G** relief the father and brothers feel from being in the water
 - H** surprise the father and brothers feel that they were able to swim so fast
 - J** happiness the father and brothers feel that the speaker is waiting for them
-

- 27** Stanzas 2 and 4 are each written as one line most likely to highlight —
- A** how much the speaker admires her father and brothers
 - B** the danger of swimming great distances
 - C** the reasons the speaker is afraid to make the swim
 - D** how important it is to be able to swim well
-

- 28** The poet capitalizes the word “Rock” in the poem most likely to show that the Rock is a —
- F** place that can be found on a map
 - G** special place to the family
 - H** popular place for people to visit
 - J** place that was discovered a long time ago

29 Read the dictionary entry.

wild \ˈwī(-ə)ld\ *adjective*

1. going far off course
2. having no basis in fact
3. with strong emotion
4. out of control

Which definition best matches the meaning of wild in line 30?

- A Definition 1
 - B Definition 2
 - C Definition 3
 - D Definition 4
-

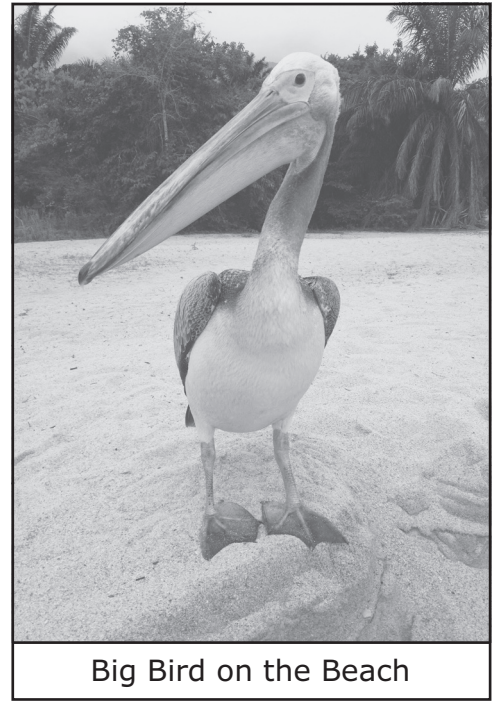
30 By the end of the poem, the speaker changes her mind most likely because she —

- F worries that her family is not proud of her
- G does not want to miss out on the experience again
- H thinks the Rock is actually closer than it appears
- J does not want to be teased by her brothers

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

Flying Lessons for Big Bird

- 1 An injured great white pelican picked the right spot to land after a storm separated him from his flock. The gigantic bird swam out of a lake in Tanzania. Then he clumsily waddled onto the beach of an African safari resort.¹ Startled tourists may have assumed the bird was an adult because of his large size. However, staff at the resort soon discovered that the pelican was only about three months old. They cared for Big Bird, as they called the young pelican, and nursed him back to health.
- 2 The great white pelican is one of the largest species of flying birds on the planet. The birds can weigh up to 33 pounds. When they spread their wings, the length from tip to tip is nearly 12 feet. The staff members knew Big Bird would need a lot of food to grow to full adult size. In the wild a flock of pelicans will work together to corral fish into shallow water and scoop them up. But Big Bird did not have a flock, so the resort staff asked the park authority for permission to feed him. With steady meals of fish provided by the resort staff, Big Bird grew bigger.
- 3 Big Bird also changed color as he grew, which helped the staff verify that he was male. When the pelican first arrived, he was totally brown. After several months his facial mask turned pink. Orange would have identified Big Bird as a female. His elastic pouch and legs also changed to bright yellow and pink. In addition, Big Bird's beak began to grow longer and in a downward curve. The beaks of female pelicans are shorter and straighter than those of males.
- 4 Everyone at the resort anticipated that Big Bird would fly away and rejoin his flock once he regained his health. However, the pelican did not budge. It turned out that Big Bird needed flying lessons! The staff raced along the beach, flapping their arms to simulate the act of flying. It may have looked silly to onlookers, but showing birds how to fly is a method that is sometimes used by human caretakers. "We aren't sure how much flying he may have already done before arriving here, but he was pretty shaky," staff posted on the resort's website blog.



© Courtesy of African Safari Network, Greystoke Mahale, www.nomad-tanzania.com

¹A resort is a place where people go for vacations or recreation.

- 5 The staff members, however, were not discouraged. “He would look on curiously,” the blog reported, “until one day he showed us how it was done!” Big Bird’s first attempts were short. He was wild in the air and even wilder when trying to land. There were some close calls with the beach furniture as Big Bird was learning to distinguish between the air and the ground. Little by little, though, the efforts of the staff began to pay off.



Big Bird gets flying lessons.

© Courtesy of African Safari Network, Greystoke Mahale, www.nomad-tanzania.com

- 6 After some more practice, Big Bird rewarded his growing fan club with a video of a successful flight. The staff attached a miniature camera to his beak to capture a view of the pelican’s face as it flew. The two-minute video taken of Big Bird’s flight shows the colorful streaks of the last light of day as the sun is setting behind the lake at the resort. Big Bird landed at the very same spot he took off from just as day was turning into night. “We are so proud of him, and he is such a clever bird. He can fly!” Big Bird’s trainers said.
- 7 No one is sure how long Big Bird will stay at the resort. He may one day take flight, find a flock of pelicans to join, and never return to the place where he learned to fly. Until then, though, staff members and tourists are glad to be part of his human family.

- 31** Based on paragraphs 4 and 5, what can the reader infer about the staff members at the resort?
- A** They needed more training to learn how to help animals.
 - B** They used the resort’s blog to share information about native wildlife.
 - C** They wanted to make sure that Big Bird learned a necessary skill.
 - D** They thought that having Big Bird at the resort would discourage tourists from visiting.
-

- 32** How does the author organize the information in paragraph 3?
- F** The author uses cause and effect to explain why the appearance of pelicans changes.
 - G** The author uses logical order to help the reader understand how pelicans came to look the way they do.
 - H** The author uses sequential order to show what is interesting about the way pelicans fish.
 - J** The author uses compare and contrast to explain what male and female pelicans look like.
-

- 33** The author’s primary purpose for writing the selection is to —
- A** share interesting facts about a large species of bird
 - B** explain how the staff at a resort is taking care of a large bird as it grows up
 - C** tell about the methods bird experts use to encourage birds to fly
 - D** describe how a lost bird caused problems for tourists at a beach resort

- 34** Which sentence from the selection conveys the idea that people were beginning to follow Big Bird's story?
- F** *Startled tourists may have assumed the bird was an adult because of his large size.*
 - G** *They cared for Big Bird, as they called the young pelican, and nursed him back to health.*
 - H** *The staff members, however, were not discouraged.*
 - J** *After some more practice, Big Bird rewarded his growing fan club with a video of a successful flight.*
-

35 What is the best summary of the selection?

- A** Big Bird, a young pelican, landed on a beach at a Tanzanian resort after being injured in a storm. Resort staff helped him recover, feeding him and even teaching him how to fly. Big Bird, whose flight has been captured on video, is welcome at the resort as long as he wants to stay.
- B** Because of their size, pelicans may seem older than they really are. One example is Big Bird, a young pelican that now lives at a Tanzanian resort. He was only three months old when he first landed at the resort's beach, which meant that he had to be taught some skills to survive.
- C** Tourists at a resort in Tanzania were surprised when a young injured pelican swam onto the shore. Staff members at the resort named the pelican Big Bird and nursed him back to health. They also taught him how to fly because he had not learned from his flock.
- D** Big Bird is a pelican living at a Tanzanian resort while he recovers from injuries received during a storm. Staff members at the resort have been taking care of him. With permission from the park authority, the staff began feeding Big Bird. He grew bigger and stronger.

- 36** The author includes the quotations from the resort’s blog mainly to —
- F** help the resort contact people who may know of a flock that Big Bird could join
 - G** show the park authority that Big Bird is being well cared for at the resort
 - H** share details about Big Bird’s progress as he was learning to fly
 - J** encourage tourists to visit the resort to see Big Bird
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- 37** In paragraph 2, the details about how great white pelicans catch fish support the idea that Big Bird —
- A** could not have survived on his own without help
 - B** left his flock because he was unable to find food
 - C** had injuries that kept him from fishing on his own
 - D** was not familiar with the food at the resort

38 Read these sentences from the selection.

Everyone at the resort anticipated that Big Bird would fly away and rejoin his flock once he regained his health.
(paragraph 4)

He may one day take flight, find a flock of pelicans to join, and never return to the place where he learned to fly.
(paragraph 7)

These sentences help the reader understand that Big Bird’s caretakers —

- F** lack the resources to give Big Bird what he needs
- G** know that Big Bird belongs in the wild
- H** believe that Big Bird will get lost if he flies away
- J** are trying to find out where Big Bird came from



**STAAR
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Reading
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