



GRADE 5

Reading

Administered April 2019

RELEASED

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

The narrator no longer wants to share a room with his younger brother.

from **Playing the Field**

by Janette Rallison

1 At home I continued to be a model son in order to persuade my parents I did, indeed, need a room of my own. That night after dinner while I cleared off the table and Mom put things in the dishwasher, I asked her, "Did you and Dad talk about moving Kirk out of my room?"

2 "Well, we talked about moving you into the office."

3 "Me? Why do I have to be the one to move?"

4 "Because you're the one who wants his own room."

5 "But Kirk's the one that's impossible to live with."

6 Mom handed me a dishcloth. "Kirk's been in that room since he was a baby. It will be easier on him to be alone if he's still in familiar surroundings."

7 "But all the stuff in that room is mine. It's decorated with posters of my favorite baseball players."

8 "I know it's not exactly fair," Mom said, "but if you want your own room, you'll have to make some concessions."

9 I knew she meant I had to let Kirk have his own way.

10 "But don't you think Kirk would like to decorate a room with something he likes?" I asked. "Something with cowboys or astronauts or trains?"

11 Mom poured the dish soap into its tray. "Kirk does like trains," she said. As she wiped off the counters, she called, "Kirk!" A few moments later he trotted in.

12 Mom put on the overly happy face she always uses to try to get Kirk excited about something. "Hey, sweetheart, I was just thinking about how much you like trains. Maybe you'd like to spend more time with some trains."

13 "Are we going someplace?" Kirk asked hopefully.

- 14 "Well, no. I was just thinking maybe we could decorate the office with train things. Would you like that?"
- 15 "Yeah," Kirk said slowly, as though he knew there was a catch but wasn't sure where.
- 16 "Wouldn't it be fun to move your bed in with all of the train things?"
- 17 "No!" His face scrunched up, and he put his hands on his hips. "I'm not moving to the office. I want to sleep in my baseball room." He stomped off.
- 18 She sighed. "We'll give him a little time to adjust to the idea."
- 19 I figured he could adjust while I moved his things out, but I didn't say so. I was being a model child.
- 20 On Sunday I told Kirk over and over again how neat his new room would be. It didn't matter. Kirk refused to adjust. He wanted *his* closet, *his* window, and *his* posters, which unfortunately also happened to be *my* closet, *my* window, and *my* posters.
- 21 Mom and Dad said they'd try to reason with Kirk about it. Since when has reason solved anything in the world?
- 22 That night I tried my own methods to convince Kirk to move.
- 23 "Kirk," I said, "I haven't told you this before, but there's buried treasure somewhere in the office."
- 24 Kirk surveyed me skeptically. "What kind of treasure?"
- 25 "Gold and silver," I whispered in awed tones, but when he didn't look impressed, I added, "And Hot Wheels, and flashlights, and swords. If you move into the office, I bet you'll be able to find it."
- 26 "How come Mom and Dad have never told me about the treasure?"
- 27 "They don't know about it. It was left there by the people who owned the house before we did." I continued slowly, "I discovered a map for the treasure. I was going to find it myself, but if you agree to move to the office, I'll give you the map."
- 28 Kirk pulled on the top to his pajamas carefully. I knew he was thinking it over.
- 29 "And I'll tell you another secret." I looked under the bed quickly as I said this. "I've also discovered a bunch of monsters have moved into this room. I think I'd better stay here and fight them off so they don't eat anyone."

- 30 I flung the closet door open quickly and jabbed my hand into the clothes a few times.
- 31 Kirk said, "You're just trying to scare me so I'll move out."
- 32 I put my arm against the back wall of the closet and acted like I was being sucked in. "Oh, no!" I yelled. "One's got me now!"
- 33 Kirk let out a scream and ran down the hallway to our parents' room.
- 34 After a few minutes, Dad came into the room holding Kirk's hand and gave me a stern lecture about putting ideas into my brother's head. I don't know what Dad was worried about. If I could really put ideas in Kirk's head, the idea that he should move into the office would have stuck.

From *Playing the Field* by Janette Rallison.

1 What does the interaction between Mom and the boys show about her?

- A** Mom is eager to help the narrator with his request.
 - B** Mom tries to consider everyone’s feelings when making decisions.
 - C** Mom is angry that she has to give up her office for the narrator.
 - D** Mom expects her children to act perfectly at all times.
-

2 In paragraph 8, the word concessions refers to something that is —

- F** created by accident
 - G** decided without much thought
 - H** kept in a special area
 - J** done in order to come to an agreement
-

3 What is the best summary of paragraphs 1 through 19 of the story?

- A** The narrator helps clean the table because he wants his own room. He is upset to hear that he will have to be the one to change rooms. He suggests that his brother would like a new room with his own decorations. He reminds his mother that Kirk really enjoys trains.
- B** The narrator asks his mother if she and his father talked about moving Kirk into a different room. The mother considers that Kirk might like to decorate a new room. She mentions trains to Kirk. Kirk becomes excited and thinks they are going somewhere with trains.
- C** The narrator thinks of a plan that will make his brother happy and allow them both to have their own rooms. His mother says that Kirk should stay in the room he is currently in. She explains that he has always been in that room and would be more comfortable there.
- D** The narrator tries to be helpful so he can get his own room. He becomes upset when his mother says that he will have to move into the office. He tells his mother that Kirk would enjoy the new room. She talks to Kirk, but Kirk refuses to move out of their current room.

4 Read this sentence from paragraph 21.

Since when has reason solved anything in the world?

This sentence suggests that the narrator believes —

- F** his parents do not understand why he wants his own room
 - G** he is unlikely to get the outcome he wants
 - H** his brother is too young to understand what is being asked of him
 - J** he has the same problem as many of his friends
-

5 Which event occurs as a result of the narrator's conversation with Kirk?

- A** Kirk decides he would enjoy having trains in his room.
 - B** The narrator realizes that sharing a room with Kirk is not all bad.
 - C** Kirk becomes excited about moving his bed into the office.
 - D** Dad is unhappy that the narrator tried to scare Kirk.
-

6 How are the narrator and Kirk similar?

- F** Both are determined to get what they want.
- G** Both enjoy sharing stories about hidden treasures.
- H** Both feel their parents do not understand them.
- J** Both know the best way to trick each other.

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



Volume 2

Wildlife Wonders

In this issue: Find out why koalas hug trees!

November 2015

Keeping Cool

- 1 There's something about the sight of furry koala bears—they look so cuddly, you just want to give them a hug. Of course, koalas don't hug . . . or do they? Recently, during an extreme heat wave in Australia, scientists noticed something unusual. As the temperatures rose, koalas high in the eucalyptus trees climbed down from the treetops. Then they spread out on lower tree limbs. It looked as if they were embracing the trunks. But why would koalas hug trees?



A Koala Hugging a Tree

© iStock.com/nattanan726

- 2 Scientists have studied koalas for years. They know that koalas cannot sweat. The tree-dwelling mammals have few ways to stay cool during the hottest days. They can lick themselves or pant. However, both methods cause them to dehydrate. They could leave the safety of their trees to search for water, but water is difficult to locate. Besides, the koalas might run into a predator.
- 3 The scientists decided to do some detective work. They tracked 37 koalas that had been radio tagged. The tags helped the scientists locate the koalas so they could observe the koalas more closely. First they noted the animals' posture and location in the trees. When the weather was mild, the koalas sat high up in the treetops. They ate eucalyptus leaves or curled up in balls. However, as the weather turned steamy, the koalas climbed farther down. They pressed their bodies close to tree trunks.

- 4 Next, scientists used technology to find out why the koalas behaved differently depending on the weather. They placed a special infrared camera on a long pole. The camera measured the air temperatures surrounding the animals wherever they chose to sit. Then scientists took photos. The camera made thermal images that showed heat. In thermal images, darker colors show cooler temperatures. Lighter colors represent hotter temperatures.



A thermal image shows that this koala's body temperature is higher than the temperature of the tree trunk.

Used with permission.

- 5 These images verified that koalas hug trees to keep cool. They showed that the tree trunks and lower limbs were up to nine degrees cooler than the surrounding air. The trees kept cool by drawing up water through their roots from deep below ground.
- 6 Koalas were using the trees to absorb their body heat. By completely spreading out against the cooler trees, the animals could lower their temperatures as much as 68 percent. This allowed the koalas to conserve the water in their bodies. No wonder these cuddly creatures wanted to wrap their bodies around a tree trunk. Clearly, hugging trees offers relief to koalas when temperatures rise.

Spongers of the Sea

- 1 Just about everyone knows that dolphins are social, friendly creatures. But in addition to being friendly, dolphins are also smart. Recently, researchers spotted dolphins in Shark Bay, Australia, doing something quite clever and unusual. The dolphins were using a tool to hunt for food.
- 2 Why would dolphins need a tool? And without hands, how would they use the tool? The answers show just how smart these animals are.
- 3 Dolphins need healthy food. However, the most nutritious fish often hide under the sand on the ocean floor. Typically, dolphins can locate these fish easily because a part of the fish's body creates an echo that dolphins can hear. But in Shark Bay, the bottom-dwelling fish do not have that body part. That means the fish are hard to find. Dolphins often cut themselves while using their noses to search for these fish that hide under the sand.
- 4 Amazingly, dolphins have found a way to solve this problem using a tool. The tool is a type of sponge that is found in the ocean. Many sponges are flat, but some are shaped like cones. The bottlenose dolphins in Shark Bay look for the cone-shaped sponges. When they find one, they use their nose, or rostrum, to break it off.
- 5 After the sponge is detached from the seafloor, a dolphin is able to fit it over its rostrum. Researchers believe that these dolphins wear the sponges in order to protect their rostrums from injury. The jagged rocks and broken coral will not cut them as they hunt for food along the ocean floor. Researchers call this hunting technique "sponging."



© Hugh Pearson/naturepl.com

A Sponging Dolphin

- 6 Once a fish is scared out of hiding, it will dart around in the open water before reburying itself in the ocean sand. This behavior gives the dolphin time to shake off the sponge and catch the fish.
- 7 Scientists notice interesting behavior patterns among sponging dolphins. Mother dolphins are teaching their calves how to use sponges. Scientists also see that sponging dolphins tend to socialize with other sponging dolphins. They will continue to study dolphins in hopes of learning more about how dolphins think and behave.

Use “Keeping Cool” (pp. 9–10) to answer questions 7–10. Then fill in the answers on your answer document.

- 7** Read this information about the origin of the word verify.

from Latin *verus*, meaning “true”

This information helps the reader know that verified in paragraph 5 means —

- A** proved
- B** compared
- C** observed
- D** suspected

-
- 8** What is the best summary of the article?

- F** Koalas are furry mammals that can be found in Australia. Over the years scientists have learned a great deal about these tree-dwelling animals. For example, scientists know that koalas eat eucalyptus leaves and hug trees.
- G** Scientists wondered why koalas grasp the lower trunks of eucalyptus trees when the temperature rises. By using technology to study koalas, scientists discovered that doing so allowed the koalas to conserve the water in their bodies.
- H** Scientists used technology to observe koalas that hug trees. The scientists located the animals with radio tags, took photographs of them, and measured their temperatures.
- J** It is difficult for koalas to live in hot environments because they cannot sweat. They can lick themselves or pant, but these methods can cause them to become dehydrated.

9 Which idea is supported by information found throughout the article?

- A** Koalas can dehydrate while trying to stay cool.
 - B** Studying koalas requires special equipment.
 - C** Searching for water is a dangerous activity for koalas.
 - D** Changes in temperature affect the behavior of koalas.
-

10 Based on information in paragraph 4, why does the tree trunk appear dark in the thermal image?

- F** To make the koala easier to see
- G** To show it absorbs heat from the koala
- H** To represent its cooler temperature
- J** To illustrate the water inside the tree trunk

Use “Spongers of the Sea” (pp. 11–12) to answer questions 11–14. Then fill in the answers on your answer document.

11 How do the bottom-dwelling fish in Shark Bay cause a problem for the dolphins?

- A** The fish swim so quickly the dolphins are unable to catch them.
 - B** The fish are not nutritious enough to support the health of the dolphins.
 - C** The fish travel to other locations during certain times of the year.
 - D** The fish do not have a certain body part that allows the dolphins to locate them.
-

12 The author wrote the selection most likely to —

- F** encourage the reader to visit Australia
- G** describe how dolphins use sponges as tools
- H** explain to the reader where dolphins find food
- J** identify which ocean animals live in Shark Bay

13 According to the selection, how do fish protect themselves from dolphins?

- A** They bury themselves beneath the sand along the sea floor.
 - B** They take cover under sharp rocks and pieces of coral.
 - C** They swim in a darting pattern in the open water.
 - D** They make a ringing noise that tricks dolphins.
-

14 Which idea from the selection is illustrated by the photograph?

- F** Bottom-dwelling fish in Shark Bay may be hard for dolphins to find.
- G** Researchers think dolphins are more intelligent than many other animals.
- H** Dolphins use their rostrums to help them locate food in the ocean.
- J** Shark Bay dolphins fit sponges over their rostrums before searching for fish.

**Use “Keeping Cool” and “Spongers of the Sea” to answer questions 15–18.
Then fill in the answers on your answer document.**

15 Both authors focus their selections on animal behaviors that —

- A** affect an animal’s diet
 - B** happen only at certain times of year
 - C** demonstrate cooperation
 - D** are important to an animal’s survival
-

16 Which conclusion is best supported by **both** selections?

- F** Studying animals helps researchers learn why animals do what they do.
- G** Animals often act in ways that cannot be explained.
- H** The senses of animals are better developed than those of humans.
- J** Hot weather affects an animal’s food supply and comfort.

17 Which behavior did scientists observe among the dolphins that was **not** observed among the koalas?

- A** Behaving in a way that is out of the ordinary
 - B** Teaching a behavior to their young
 - C** Avoiding predators by staying close to home
 - D** Decreasing activity to conserve energy
-

18 Based on the way information is presented in "Keeping Cool" and "Spongers of the Sea," **both** authors most likely are —

- F** concerned for the safety of certain animals
- G** curious about the technology used by certain scientists
- H** impressed by the unique ways certain animals use their surroundings
- J** surprised by extreme conditions certain animals must survive

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



Away

by Sally Stanton

Fishing poles, rafts,
rainy day games
pack up
and hit the highway
5 just when you start
to get bickery and bored
stores and factories
dissolve
into cows and cornflowers
10 cars
grow outnumbered
by trees

Cross the state line—
you can't see it, except
15 the color of the sky
changes
the dog pokes its nose
out the window
smell that vacationland air
20 for one whole week
yours to breathe

"Away" by Sally Stanton, Cricket Magazine, July 2015.

19 How does the description in lines 7 through 12 affect the reader’s understanding of the setting?

- A** It shows that the speaker is going to visit a relative.
 - B** It shows that the speaker is driving through a familiar area.
 - C** It shows that the speaker is traveling out of the city.
 - D** It shows that the speaker is tired of looking out the window.
-

20 Lines 1 through 4 reveal that the speaker —

- F** has planned for a variety of activities
 - G** prefers to participate in indoor activities
 - H** thinks that rain will ruin the trip
 - J** is unable to bring along all that is needed for the trip
-

21 The poet includes the punctuation at the end of line 13 most likely to emphasize —

- A** an important moment during the trip
- B** that there was an unexpected delay in the trip
- C** where the speaker stopped to rest during the trip
- D** that the speaker has a new travel plan for the trip

22 What is the main message of the poem?

- F** Traveling with others can be difficult.
 - G** Observing activities can be more rewarding than participating in them.
 - H** Experiencing a different environment can be refreshing.
 - J** Preparing carefully for new experiences is important.
-

23 Read the dictionary entry.

dissolve \də'z|älv\ *verb*

- 1.** to melt into a liquid
- 2.** to undo or break apart
- 3.** to fade away
- 4.** to be overcome with emotion

Which definition of the word dissolve is used in line 8?

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

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

Winter Counts

- 1 In the late 1700s and 1800s, Lakota Indians roamed the grassy western plains of the United States. Like many other American Indian tribes, the Lakota did not use writing. Still they wanted to remember important events. To do this, they made winter counts. A winter count is a piece of buffalo skin, cloth, or paper that is covered with small pictures. One picture marks each year since the winter count began.
- 2 This collection of pictures was called a winter count because the Lakota measured each year from the first snowfall of the season to the next year's first snowfall. The winter count helped the tribe keep track of what happened and when.



The "Lone Dog's Winter Count" records events from 1801 through 1876.

Fine Art / Contributor/Getty Images

The Keeper's Role

- 3 Since the Lakota did not write their language, they passed down their history orally. Parents told their children about past events. When those children grew up, they told the same stories to their children.
- 4 In each Lakota community, there was one person who knew all the stories very well. This person was called the keeper. The community listened to the keeper when it wanted to know its history. Hearing about past events helped the members of a community learn ways to stay healthy, strong, and united against enemies.

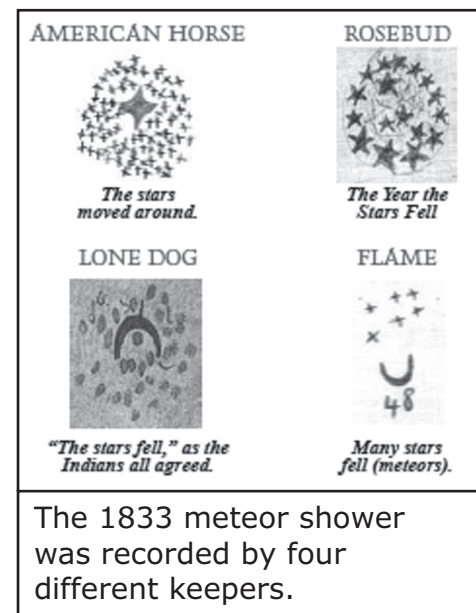
- 5 The keeper was in charge of the winter count, which he kept among his personal belongings. He was the one who added a new picture each year. If the pictures on the winter count started to fade, he copied them onto a new one. When a keeper got old, he gave the winter count to his son, who became the community's new keeper. Keepers were almost always male.
- 6 Caring for the winter count was just one part of a keeper's job. His larger task was remembering the community's history. To do so, he had to remember hundreds of events, even things that had happened many years ago. The winter count, though important and useful, did not show details. Its drawings were very simple. They were meant to trigger memories, not serve as works of art. When a keeper saw a certain picture, it was supposed to make him think of all the important things that had happened during that year.

Ordering the Years

- 7 When it was time to add a new picture to a winter count, the keeper talked with the oldest and wisest members of the community. Together they decided which event should be drawn. The event had to be something many people had seen or known about. "Black Crow won the battle" might define one year. "Many buffalo" might mark another year as special.

- 8 Sometimes different keepers used the same event to mark a year. In 1833, many Lakota Indians saw a spectacular meteor shower. They watched as many shooting stars flashed across the night sky and appeared to drop to Earth. Four different keepers—American Horse, Rosebud, Lone Dog, and Flame—drew meteor showers on their winter counts that year. Each of the four pictures is different, but they all refer to the same event.

- 9 Not all of the pictures on winter counts were arranged the same way. Some winter counts had rows of pictures. On other winter counts, the earliest pictures were in the middle, and the more recent pictures circled outward. The pattern was not important; placement was what mattered. Each new picture had to be placed next to the one that had been painted the year before. The placement allowed a person to count backward to find out how long it had been since, for example, his community had made peace with another group. The winter count could also show



Natural Phenomena Archives, Smithsonian Institution INV 03494000

people how old they were. If a woman had been born in “the year when everyone was very sick,” for example, she found that picture. Then she counted how many years had passed since then. In this way, the winter count served as a calendar.

A New Purpose

- 10 By the 1930s, most Lakota had learned to write, which gave them a new way to document their history. Winter counts were no longer necessary. Today only a few winter counts survive.
- 11 Many winter counts now hang in museums. They no longer perform the task of preserving a tribe’s history. Their information, however, is still valuable. Historians have learned many things about the Lakota by studying their winter counts. For those who know how to read them, winter counts still have stories to tell.

24 Based on the selection, what can the reader infer about the job of the keeper?

- F** Selecting someone for the position was often a complicated process.
 - G** The duties were so demanding that the keeper had no other position.
 - H** All of the men in the tribe were considered for the job of keeper.
 - J** The person who had the job had to be dedicated to the task.
-

25 Read this information about the origin of spectacular.

from Latin *spectaculum*, meaning “a sight or show”

The origin helps the reader understand that the word spectacular in paragraph 8 refers to an event that is —

- A** amazing to watch
 - B** viewed for many hours
 - C** seen at night
 - D** rarely noticed
-

26 What are paragraphs 1 and 2 mostly about?

- F** The Lakota lived on the grassy plains in the western part of the country.
- G** The Lakota used pictures in place of a writing system.
- H** The Lakota had a special way to keep track of important events.
- J** The Lakota measured years from snowfall to snowfall.

27 The author's use of comparison and contrast in paragraph 9 helps the reader understand that winter counts —

- A** were cared for by many different keepers
 - B** provided information about a tribe's members
 - C** had unique designs but served the same purpose
 - D** were used as calendars and to tell people's ages
-

28 In which section would the reader find information about why winter counts remained important even after the Lakota learned to write?

- F** The introductory paragraph
 - G** The Keeper's Role
 - H** Ordering the Years
 - J** A New Purpose
-

29 The author wrote this selection most likely to —

- A** tell the reader about how one American Indian tribe recorded its history
- B** encourage the reader to visit a museum that displays American Indian artifacts
- C** share important events that happened to a particular American Indian tribe
- D** show how modern calendars are similar to those kept by American Indians

30 Which idea about the keeper is emphasized throughout the selection?

- F** He kept his winter count with his own belongings.
 - G** He served an important role within the community.
 - H** He made simple drawings without many details.
 - J** He chose where the drawings were placed on the winter count.
-

31 Which feature of the selection best helps the reader understand how a winter count was designed?

- A** The first photograph
- B** The subheadings
- C** The caption for the last photograph
- D** The title

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

from **Show and Spell**

by Julia Brownell

Characters

SUNNY SANDSTONE: The cheerleader

MR. SANDSTONE: Sunny's father

GREG SANDSTONE: Sunny's brother

- 1 *[Sunny studies in one room full of pom-poms and cheerleading trophies. Lights up on Sunny's room.]*
- 2 **SUNNY:** *[With pom-poms.]* Azalea. Hmm . . . Give me an A, give me a Z, give me an A, give me an L-E-A! What does that spell? Azalea! Fustanella. Give me an F, give me a U, give me an S-T-A! Give me an N-E-L-L-A! What does that spell? Fustanella! Yeah!!
- 3 **GREG:** *[Offstage.]* Be quiet, Sunny! I'm trying to listen to music!
- 4 **SUNNY:** Oops! Sorry, Greg! *[Whispering.]* Aberrant. Give me an A, give me a B, give me an E! Give me an R-R-A-N-T! What does that spell? Aberrant! Woo!
- 5 **GREG:** *[Offstage.]* Sunny, stop cheering your words!
- 6 **SUNNY:** How am I supposed to spell if I can't cheer?
- 7 **GREG:** The way normal people do!
- 8 **SUNNY:** I can't remember words if I can't cheer them. Cessation. Give me a C, give me an E, give me an S—
- 9 *[Greg enters and grabs her pom-poms.]*
- 10 **SUNNY:** Greg! Give me back my pom-poms!
- 11 **GREG:** Not until you promise to stop cheering words!
- 12 **SUNNY:** How am I supposed to *practice*? Give me BACK my pom-poms!
- 13 *[Sunny and Greg struggle over the pom-poms. Mr. Sandstone enters.]*
- 14 **MR. SANDSTONE:** What's going on here? Stop it! Sunny! Greg!
- 15 **SUNNY:** He won't give me back my pom-poms!

- 16 **GREG:** She won't stop cheering!
- 17 **MR. SANDSTONE:** Okay. Greg, give Sunny back her pom-poms.
- 18 [*Greg does.*]
- 19 **MR. SANDSTONE:** Sunny, I don't know what to do with you. When I tried sending you outside to practice, the neighbors complained. When I sent you to practice at school, the custodians complained. Is there any way you can cheer more quietly?
- 20 **SUNNY:** But Dad! I want to do my absolutely positively most very best that I can do!
- 21 **MR. SANDSTONE:** Okay. The bee's in two days. Greg, is there any way you could go spend the night at a friend's house tonight?
- 22 **GREG:** I'm getting kicked out of my own house so that she can do spelling cheers? That's ridiculous. I'm the older one!
- 23 **SUNNY:** And I'm the happier one!
- 24 **GREG:** So?
- 25 **MR. SANDSTONE:** All right, I can see that's not going to work. Greg, why don't we go out for pizza and to the movies while Sunny studies?
- 26 **GREG:** Now I'm getting *bribed* to leave my own house while my sister studies?
- 27 **MR. SANDSTONE:** It's a good bribe, Greg. Take it.
- 28 **GREG:** I just want to listen to music in my room!
- 29 **SUNNY:** Give me an L-E-D! Give me a Z-E-P-P-E-L-I-N! What does that spell—
- 30 **GREG:** Stop it! See how annoying this is? That's a band; it's not even a spelling word! She's doing it on purpose to bother me!
- 31 **MR. SANDSTONE:** She's just practicing.
- 32 **SUNNY:** For your information, zeppelin also means—
- 33 **GREG:** Dad, tell her to stop spelling my interests.
- 34 **MR. SANDSTONE:** Sunny, please stop spelling your brother's interests.
- 35 **SUNNY:** But Dad, I have to spell everything if I want to win!

- 36 **MR. SANDSTONE:** Greg, just let her spell for two more days. She'll thank you for it. I'll thank you for it.
- 37 **SUNNY:** Give me a G-R-A-T-I-T-U-D-E! What does that spell?
- 38 **GREG:** *[Exiting.]* Arghhh!
- 39 **SUNNY:** Thanks, Dad!
- 40 **MR. SANDSTONE:** You're welcome, honey. I know you're working very hard. Please promise me you won't take this *too* seriously, though. I don't want you just to spell non-stop for the next two days. Promise?
- 41 **SUNNY:** I promise!
- 42 **MR. SANDSTONE:** That's my girl. Now, what do you want for dinner?
- 43 **SUNNY:** Hmm . . . Give me an S, give me a P, give me an—
- 44 **MR. SANDSTONE:** *[Exiting.]* Okay, okay. I get it. I'll make some pasta.
- 45 *[Lights down on Sunny's room as she continues cheering.]*

Show and Spell by Julia Brownell © 2000

32 Which of these ideas is explored in the play?

- F** People are inspired by others to achieve their goals.
 - G** People approach tasks in different ways.
 - H** Patience helps people avoid mistakes.
 - J** Wisdom is gained through experience.
-

33 The purpose of the dialogue in lines 3 through 7 is to —

- A** introduce the main characters
 - B** provide background on the main characters
 - C** present the main conflict
 - D** foreshadow the resolution of the main conflict
-

34 Which of these best explains why there is only one scene?

- F** There is very little action.
- G** There are only three characters.
- H** Only a few props are needed.
- J** The setting does not change.

35 Read the lines below.

SUNNY: Give me an L-E-D! Give me a
Z-E-P-P-E-L-I-N! What does that spell—
(line 29)

SUNNY: Give me a G-R-A-T-I-T-U-D-E!
What does that spell? (line 37)

What do these lines reveal about Sunny?

- A** She believes it is important to spell difficult words.
 - B** She depends on her family to help her practice.
 - C** She spells certain words as a way of annoying her brother.
 - D** She knows that she is a better speller than her brother.
-

36 The pom-poms are an important prop in the play because they —

- F** add to the tension between Sunny and Greg
- G** show that Sunny is proud of her accomplishments
- H** keep Sunny from staying on task
- J** are taken away by Sunny's father

37 What is the best summary of the play?

- A** Sunny has practiced for a spelling bee at school and outside her house, and now she decides to practice at home. She thinks that cheering her words will help her win the spelling bee, but she ends up getting into an argument with Greg.
 - B** Sunny is cheering her spelling words and disturbing Greg, who is listening to music. She refuses to stop because she needs to practice for the spelling bee, so Mr. Sandstone suggests several solutions to end the argument.
 - C** Two siblings, Sunny and Greg, are arguing about Sunny's loud cheering. Sunny wants Greg to give her back her pom-poms. Mr. Sandstone tries to discuss the situation, but Sunny begins spelling out the title of a song Greg likes. Greg storms off.
 - D** After listening to Sunny and Greg argue, Mr. Sandstone proposes that he and Greg go to dinner and a movie while Sunny practices spelling. Mr. Sandstone asks Sunny what she wants for dinner before he leaves and tells her not to work too hard.
-

38 Mr. Sandstone's main role in the play is to —

- F** act as peacemaker between Sunny and Greg
- G** investigate how Sunny and Greg feel about their situation
- H** encourage Sunny and Greg to focus on their schoolwork
- J** increase the tension between Sunny and Greg



Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	2	Readiness	5.6(B)	B
2	1	Readiness	5.2(B)	J
3	2	Readiness	5.6 Fig. 19(E)	D
4	2	Readiness	5.6 Fig. 19(D)	G
5	2	Readiness	5.6(A)	D
6	2	Readiness	5.6 Fig. 19(D)	F
7	1	Readiness	5.2(A)	A
8	3	Readiness	5.11 Fig. 19(E)	G
9	3	Readiness	5.11(E)	D
10	3	Supporting	5.14 Fig. 19(D)	H
11	3	Readiness	5.11 Fig. 19(D)	D
12	3	Supporting	5.10(A)	G
13	3	Readiness	5.11(A)	A
14	3	Supporting	5.14 Fig. 19(D)	J
15	1	Readiness	5.19(F)	D
16	1	Readiness	5.19(F)	F
17	1	Readiness	5.19(F)	B
18	1	Readiness	5.19(F)	H
19	2	Readiness	5.8(A)	C
20	2	Supporting	5.4 Fig. 19(D)	F
21	2	Supporting	5.4 Fig. 19(D)	A
22	2	Supporting	5.3 Fig. 19(D)	H
23	1	Readiness	5.2(E)	C
24	3	Readiness	5.11 Fig. 19(D)	J
25	1	Readiness	5.2(A)	A
26	3	Readiness	5.11(A)	H
27	3	Readiness	5.11(C)	C
28	3	Readiness	5.11(D)	J
29	3	Supporting	5.10(A)	A
30	3	Readiness	5.11(E)	G
31	3	Readiness	5.11(D)	A
32	2	Supporting	5.3 Fig. 19(D)	G
33	2	Supporting	5.5 Fig. 19(D)	C
34	2	Supporting	5.5 Fig. 19(D)	J
35	2	Supporting	5.5 Fig. 19(D)	C
36	2	Supporting	5.5 Fig. 19(D)	F
37	2	Supporting	5.5 Fig. 19(E)	B
38	2	Supporting	5.5 Fig. 19(D)	F

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
1	Option B is correct	Mom tries to please both boys. She suggests that Kirk would be more comfortable alone in a room he is familiar with and that the narrator should be the one to move. Then, she considers the narrator's idea that Kirk might be willing to move if the office were decorated with something he likes, such as trains.
	Option A is incorrect	Although Mom does try to help the narrator find a way to get his own room, she is hesitant, rather than eager, to make Kirk move to the office.
	Option C is incorrect	Mom does not express any anger about giving up the office so the narrator is able to have his own room.
	Option D is incorrect	There is no evidence to support the idea that Mom expects her children to act perfectly at all times.
2	Option J is correct	The phrase "done in order to come to an agreement" best matches the definition of <u>concessions</u> as used in paragraph 8. The narrator understands that Mom is suggesting he "let Kirk have his own way" in order for the narrator to have his own room.
	Option F is incorrect	In paragraph 8, Mom uses the word <u>concessions</u> to suggest that the narrator do something intentionally, not accidentally, to get his own room.
	Option G is incorrect	In paragraph 8, the word <u>concessions</u> does not refer to something that is "decided without much thought." Mom spends time explaining why the narrator will have to be the one to move to a new room.
	Option H is incorrect	Mom uses the word <u>concessions</u> to tell the narrator he has to come to an agreement with Kirk to get his own room, not that he should keep his personal belongings "in a special area."

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
3	Option D is correct	Key events from paragraphs 1 through 19 are presented in this summary. The sentences include the narrator's motives, the main conflict of wanting his own room, the ideas the narrator discusses with his mother to resolve the conflict, and Kirk's reaction to the idea of moving into the office.
	Option A is incorrect	Kirk's reaction to the idea of moving into the office is not included in this summary, making it incomplete.
	Option B is incorrect	The main conflict of the narrator wanting his own room and Kirk's refusal to move out are not included in this summary, making it incomplete.
	Option C is incorrect	The narrator's discussion with his mother about moving Kirk to a new room and Kirk's reaction to that plan are not included in this summary.
4	Option G is correct	The narrator recognizes that offering explanations does not solve problems. He sees the futility in using reason and doubts that it will lead to getting his brother to move to the office.
	Option F is incorrect	Mom and Dad's actions do not support the idea that they do not understand why the narrator wants his own room.
	Option H is incorrect	The narrator sees a flaw in his parents' plan to reason with his brother because his brother is being stubborn, not because he is too young to understand that he should move to a new room.
	Option J is incorrect	There is no mention of the narrator's friends or their problems in the story.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
5	Option D is correct	In paragraph 34, the narrator explains that after he tried to convince Kirk there was buried treasure in the office and monsters in their bedroom, the narrator's father gave the narrator "a stern lecture about putting ideas into [his] brother's head," indicating that Dad was unhappy with the narrator for trying to scare Kirk.
	Option A is incorrect	Kirk decides he might enjoy having trains in his room after his conversation with his mother, not the narrator.
	Option B is incorrect	The narrator continues to want his own room throughout the story and never expresses the opinion that there are advantages to sharing a room with Kirk.
	Option C is incorrect	Kirk does not get excited about moving into the office. He becomes scared of the pretend monsters in the closet and runs to his parents' room after his conversation with the narrator.
6	Option F is correct	Both the narrator and Kirk are determined to get what they want. The narrator is determined to get his own room by having Kirk move out of their room and into the office. Kirk is determined to stay in their current room.
	Option G is incorrect	The narrator doesn't necessarily enjoy sharing stories about hidden treasures. He only tells Kirk the story because the narrator is determined to get Kirk to move into the office. Kirk listens to a story about hidden treasures, but he doesn't share one.
	Option H is incorrect	Mom and Dad listen to both boys and try to be fair. Neither the narrator nor Kirk thinks he is being misunderstood.
	Option J is incorrect	The narrator tries to trick Kirk into moving into the office, but it is clearly not the best way to trick him because Kirk does not agree to move. Also, Kirk does not try to trick the narrator.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
7	Option A is correct	With the Latin origin and context in paragraph 5, the reader can determine that “proved” is the meaning of <u>verified</u> . By studying images of koalas, the scientists were able to conclude it is true that the trees help them keep cool.
	Option B is incorrect	Scientists “compared” different temperatures, but this context does not help the reader understand the meaning of <u>verified</u> , nor is this meaning supported by the origin information.
	Option C is incorrect	Scientists “observed” the koalas, but they used the images to confirm what they were witnessing. Also, this meaning is not supported by the origin information.
	Option D is incorrect	Scientists might have “suspected” that koalas hug trees to keep cool, but they used the images as proof.
8	Option G is correct	This is the most complete summary of the article. The main inquiry about koalas’ tree-hugging behavior is restated, the method used to study the koalas is described, and the outcome and conclusion of the study are included.
	Option F is incorrect	This summary is incomplete. Information about koalas is stated, but the main purpose of the article—to explain why koalas hug trees—is not included.
	Option H is incorrect	This summary is incomplete. The method used by scientists to study koalas is described, but the reason for studying them and the results of the study are not included.
	Option J is incorrect	This summary is incomplete because the way in which koalas survive the heat, which is the main point of the article, is not included.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
9	Option D is correct	This idea is found throughout the article. In paragraph 1 the author states that koalas “climbed down from the treetops” as temperatures rose. Then the author describes the ways that increased temperatures can affect koalas. The author includes a statement in paragraphs 5 and 6 that supports the conclusion that koalas hug trees to keep cool in high temperatures.
	Option A is incorrect	The idea that “Koalas can dehydrate while trying to stay cool” is supported in paragraph 2, but the idea is not expressed throughout the article.
	Option B is incorrect	The idea that “Studying koalas requires special equipment” is supported in paragraph 4 when the author describes the infrared camera the scientists used, but it is not an idea expressed throughout the article.
	Option C is incorrect	This idea is conveyed in paragraph 2 when the author mentions koalas encountering predators, but it is not an idea that is expressed throughout the article.
10	Option H is correct	The author explains in paragraph 4 that “In thermal images, darker colors show cooler temperatures.” The tree trunk appears dark in the thermal image because it has a cooler temperature.
	Option F is incorrect	Although the koala is shown clearly in the image, the reason the tree is dark is because of its cooler temperature, not to make the koala easier to see.
	Option G is incorrect	The tree trunk is able to absorb heat from the koala, but that is not the reason the tree trunk is dark. In paragraph 4, the author explains that the tree trunk appears dark in the thermal image because it has a cooler temperature than the koala.
	Option J is incorrect	Although tree trunks contain water, this is not the reason the tree trunk is dark. Rather, the tree trunk appears dark in the thermal image because it has a cooler temperature than the koala.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
11	Option D is correct	The author explains in paragraph 3 that dolphins eat fish that live under the sand and adds that “in Shark Bay, the bottom-dwelling fish do not have [the] body part” that allows dolphins to locate them. This causes a problem for the dolphins who are looking for food.
	Option A is incorrect	Although the author explains in paragraph 6 that “Once a fish is scared out of hiding, it will dart around in the open water,” the dolphins are still able to catch the fish, so the fish’s quickness does not cause a problem for the dolphin.
	Option B is incorrect	The author states in paragraph 3 that “the most nutritious fish often hide under the sand on the ocean floor.” These are the fish the dolphins eat, so the bottom-dwelling fish in Shark Bay provide enough nutrition for the dolphins.
	Option C is incorrect	The author does not suggest that the fish travel to other locations during certain times of the year.
12	Option G is correct	The author wrote this selection most likely to describe how dolphins use sponges as tools. This conclusion is supported by the title “Spongers of the Sea” and by the inclusion of the details related to the dolphins using sponges to protect their rostrums when they search for food among the sharp coral and rocks on the sea floor.
	Option F is incorrect	Although the author is describing certain dolphins found around Shark Bay, Australia, the author’s main purpose is to provide information about how those dolphins use sponges as tools, not to encourage the reader to visit Australia.
	Option H is incorrect	Although the author explains that dolphins find food that is hiding “under the sand on the ocean floor,” the focus of the selection is how dolphins use sponges to protect themselves while searching for their food.
	Option J is incorrect	The author does not identify all the animals that live in Shark Bay, so this is not the purpose of the selection.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
13	Option A is correct	In paragraph 3, the author states that the fish dolphins eat “often hide under the sand on the ocean floor,” which is a way fish protect themselves from predators.
	Option B is incorrect	Although the author explains in paragraph 5 that dolphins use sponges to protect their rostrums from “jagged rocks and broken coral” while they hunt for food, the fish hide under the sand, not under the rocks and coral.
	Option C is incorrect	According to what the author writes in paragraph 6, once a dolphin scares a fish “out of hiding, it will dart around in the open water.” However, the dolphin is still able to catch the fish, so darting does not protect the fish.
	Option D is incorrect	The fish in Shark Bay lack the body part which creates a sound that dolphins could hear; the fish do not make a ringing noise that tricks dolphins.
14	Option J is correct	A dolphin with a sponge over its nose is shown in the photograph, illustrating the idea that Shark Bay dolphins fit sponges over their rostrums to protect themselves when searching for fish.
	Option F is incorrect	Fish in Shark Bay are difficult for dolphins to find. However, there are no bottom-dwelling fish shown in the photograph.
	Option G is incorrect	Although the dolphin is shown with a tool, there is nothing in the photograph to support the idea that researchers think dolphins are more intelligent than other animals.
	Option H is incorrect	A dolphin with a sponge on its rostrum is shown in the photograph, but the dolphin is not using its rostrum to do anything.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
15	Option D is correct	Both authors share information about animal behaviors that are important to an animal's survival. Koalas hug trees to decrease their body temperature and conserve water, allowing them to survive in high temperatures. Dolphins in Shark Bay fit sponges on their noses so they can safely find food, allowing them to survive in a place where they cannot use echoes to locate fish.
	Option A is incorrect	Although the sponge-wearing behavior of dolphins affects their diet by allowing them to safely hunt nutritious fish, the tree-hugging behavior of koalas helps them only to cool down; it doesn't affect their diet.
	Option B is incorrect	Although koalas only exhibit tree-hugging behavior when the temperature rises, there is no context to support the idea that the Shark Bay dolphins use sponges as tools only during certain times of the year.
	Option C is incorrect	The dolphins and koalas are described as exhibiting behaviors that show they are adapting to their environments, but this does not mean they are cooperating with other animals.
16	Option F is correct	By studying koalas, researchers learned that the reason they hug trees is because this behavior helps them cool down and conserve water. By studying dolphins, researchers learned that the reason they fit sponges on their noses is to protect their noses when they are searching for food in areas containing sharp rocks and coral.
	Option G is incorrect	Although researchers initially did not know why koalas hug trees or why dolphins wear sponges, through studying these animals they were able to explain their behaviors.
	Option H is incorrect	There is no context in the article or the selection to support the idea that the senses of animals are better developed than those of humans.
	Option J is incorrect	Although hot weather may affect the koalas' comfort, it does not affect their food supply, nor is there support for the idea that hot weather affects the food supply or comfort of dolphins in Shark Bay.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
17	Option B is correct	The author of the selection reports that dolphins in Shark Bay have been observed teaching their young to use sponges, but the author of the article does not mention koalas teaching their young anything.
	Option A is incorrect	Both koalas and dolphins behave in a way that is “out of the ordinary”; koalas hug trees to stay cool and dolphins use a sponge to protect their rostrum.
	Option C is incorrect	The author of the article states that koalas “might run into a predator” if they leave their trees to search for water. However, the author of the selection does not include details about how or why dolphins avoid predators.
	Option D is incorrect	No evidence is provided in either the article or the selection to support the idea that koalas and dolphins decrease activity in order to conserve energy.
18	Option H is correct	In “Keeping Cool,” the author includes the phrase “No wonder,” and in “Spongers of the Sea,” the author includes the phrase “quite clever” and the word “Amazingly.” These word choices convey that the authors are impressed by the animals, as does the tone of both selections.
	Option F is incorrect	The author of “Keeping Cool” mentions that koalas might encounter a predator when they leave trees, but there is no suggestion that the author is concerned about their safety, nor does the author of “Spongers of the Sea” express concern about the safety of “certain animals.”
	Option G is incorrect	Although the use of a “special infrared camera” is described in “Keeping Cool,” there is no evidence to support the idea that the author is curious about it. There is no mention of technology in “Spongers of the Sea.”
	Option J is incorrect	Both authors discuss conditions in which the animals live, but these conditions are not described as being “extreme,” nor is there evidence to support that the authors are surprised by these conditions.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
19	Option C is correct	The description in lines 7 through 12 shows that the speaker is traveling out of the city. The speaker first sees “stores and factories,” but then the landscape changes to “cows and cornflowers” and the speaker notices more trees than cars, suggesting a rural environment.
	Option A is incorrect	These lines are included to describe the changing scenery. There is no evidence that the speaker is going to visit a relative.
	Option B is incorrect	There is no indication in lines 7 through 12 that the speaker is driving through a familiar area.
	Option D is incorrect	The speaker describes the scenery that is seen out the window, but there is no evidence the speaker is tired of this activity.
20	Option F is correct	“Fishing poles, rafts, [and] rainy day games” have been packed into the car, suggesting that the speaker has planned for a variety of activities.
	Option G is incorrect	The speaker has packed items for both outdoor activities (fishing, rafting) and indoor activities (“rainy day games”), but the speaker’s preference for the latter is not revealed in these lines.
	Option H is incorrect	The speaker has prepared for the possibility of rain and “rainy day games” (line 2) have been packed, so rain would not likely ruin the trip.
	Option J is incorrect	In lines 1 through 4, the speaker lists items that have been packed for the trip, but there is nothing to suggest that there were items the speaker was unable to bring.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
21	Option A is correct	As described in line 13, the speaker has crossed the state line. The poet includes the punctuation at the end of line 13 most likely to emphasize that this milestone is an important moment during the trip.
	Option B is incorrect	In line 13, the reader learns that the speaker has crossed the state line, but there is nothing to suggest there was a delay, unexpected or otherwise, so that is not the reason the punctuation was used.
	Option C is incorrect	Although the punctuation at the end of line 13 indicates a break in the poem, there is nothing in the poem which indicates the speaker stopped to rest, so this is not the reason the punctuation was used.
	Option D is incorrect	The speaker continues on the trip after crossing the state line, so the punctuation at the end of line 13 is not meant to emphasize that the speaker has a new travel plan.
22	Option H is correct	The main message of the poem is that it can be refreshing to experience a different environment. In stanza 1, the speaker is leaving the city and enjoying new scenery. The color of the sky changes in stanza 2, and the speaker inhales "that vacationland air," which suggests a sense of refreshment.
	Option F is incorrect	The speaker does mention getting "bickery and bored," but this moment passes as the travelers reach the countryside, so the poet's main message is not that traveling with others can be difficult.
	Option G is incorrect	It is clear from the first stanza that the speaker intends to participate in activities on vacation, such as fishing, rafting, and game playing, so this is not the main message of the poem.
	Option J is incorrect	The speaker has prepared for the trip by packing certain items, but it is not clear that this is a new experience. The poem's message is more about the effects of an experience rather than the planning for it.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
23	Option C is correct	In line 8, the word <u>dissolve</u> means “to fade away.” The speaker is describing the change in scenery—“stores and factories” are fading away as “cows and cornflowers” come into view.
	Option A is incorrect	In line 8, the “stores and factories” are not melting into a liquid; they are merely fading out of sight.
	Option B is incorrect	In line 8, the “stores and factories” are not coming undone or breaking apart; they are merely fading out of sight.
	Option D is incorrect	The speaker seems excited about the trip, but the word <u>dissolve</u> is used in line 8 to describe how the scenery is changing, not how the speaker is overcome with emotion.
24	Option J is correct	In paragraph 5, the author states that the “keeper was in charge of the winter count.” The keeper added pictures and created new winter counts when old ones faded, and his “larger task was remembering the community’s history.” The need for the keeper to be dedicated to his task is evident based on these details.
	Option F is incorrect	The author explains in paragraph 5 that when “a keeper got old, he gave the winter count to his son, who became the community’s new keeper,” which does not describe a complicated process for selecting someone for the position.
	Option G is incorrect	The author does not provide details to support the idea that maintaining the winter count was the keeper’s only job.
	Option H is incorrect	The author makes the point that an elderly keeper “gave the winter count to his son, who became the community’s new keeper,” so not every male was considered for the job of keeper.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
25	Option A is correct	The phrase “amazing to watch” best relates to the information about the origin of <u>spectacular</u> , as well as to the context in paragraph 8, where the author explains that “many shooting stars flashed across the night sky” during the meteor shower.
	Option B is incorrect	Although the author describes the Lakota Indians watching “many shooting stars,” it is not specified how long they watched. This meaning is not supported by the origin information.
	Option C is incorrect	Although the author describes the Lakota Indians watching the shooting stars, the idea that the event can only be “seen at night” is not supported by the information about the origin of <u>spectacular</u> .
	Option D is incorrect	The author explains that the meteor shower was seen and used by four different keepers to mark the year of 1833, so the event could not be described as “rarely noticed,” nor is this meaning supported by the origin information.
26	Option H is correct	Paragraphs 1 and 2 include descriptions of the special way the Lakota Indians kept track of events. In these paragraphs, the author explains the concept of a winter count and how it was used by the Lakota Indians to document their history.
	Option F is incorrect	In paragraph 1, the author does mention that the “Lakota Indians roamed the grassy western plains of the United States,” but this is an introductory detail and not what paragraphs 1 and 2 are mostly about.
	Option G is incorrect	In paragraph 1, the author does mention that the “Lakota did not use writing,” but this is a detail used to help explain the special way the Lakota kept track of important events.
	Option J is incorrect	The author explains that the Lakota Indians measured years from snowfall to snowfall, but this not what paragraphs 1 and 2 are mostly about.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
27	Option C is correct	The author uses comparison and contrast in paragraph 9 to explain that, although winter counts had unique designs, each winter count served the same purpose. The author explains that some winter counts had “rows of pictures,” while others put “the earliest pictures in the middle,” but the placement of the pictures allowed people to use winter counts as a calendar to recall important events.
	Option A is incorrect	In paragraph 9, the author does not mention the keepers who cared for the winter counts or that many different keepers were needed.
	Option B is incorrect	Although winter counts could be used to help tribe members keep track of their age, the reader does not understand this based on the author’s organization of paragraph 9.
	Option D is incorrect	Although it is true that winter counts were used as calendars to tell people’s ages, the reader does not understand this based on the author’s organization of paragraph 9.
28	Option J is correct	After the Lakota learned to write, the winter counts no longer served their original purpose. The author uses the section title “A New Purpose” to convey to the reader that this section will include information about why winter counts remained important: historians can learn from them and they “still have stories to tell.”
	Option F is incorrect	The introductory paragraph is about a time when the “Lakota Indians did not use writing”; it does not include information about the importance of winter counts after Lakota Indians learned to write.
	Option G is incorrect	The section titled “The Keeper’s Role” is about how keepers used winter counts before the Lakota learned to write; it can be inferred from the subtitle that this section will not include information about what happened after Lakota Indians learned to write.
	Option H is incorrect	The reader can tell based on the section title “Ordering the Years” that the section will include information about the process of adding new pictures to the winter count each year, which would have taken place before the Lakota learned to write, not after.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
29	Option A is correct	The author wrote this selection most likely to tell the reader about how one American Indian tribe recorded its history. The author shares information about how Lakota Indians used winter counts to keep track of events. Then, the keeper's role and the method of choosing which picture to represent the year are described.
	Option B is incorrect	The author does mention that "Many winter counts now hang in museums," but the author is not trying to encourage the reader to visit a museum.
	Option C is incorrect	Most of the events included are just examples; the author did not write this selection to share specific events that happened to a particular tribe.
	Option D is incorrect	Although Lakota Indians used winter counts as a type of calendar, the author does not discuss how they are similar to a modern calendar.
30	Option G is correct	The idea that the keeper played an important role within the community is emphasized throughout the selection. The author states that the "community listened to the keeper when it wanted to know its history." Additionally, the keeper was "in charge of the winter count" and was the "one person who knew all the stories very well."
	Option F is incorrect	The author states in paragraph 5 that the keeper kept the winter count "among his personal belongings," but that is not an idea emphasized throughout the selection.
	Option H is incorrect	The author states in paragraph 6 that the drawings on the winter count "were very simple," but that is a detail, not an idea expressed throughout the selection.
	Option J is incorrect	In paragraph 9, the author includes details about where the drawings were placed on winter counts. However, the keeper's choice in these placements is not emphasized throughout the selection.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
31	Option A is correct	The reader can best understand how a winter count was designed by referring to the first photograph, which shows a winter count with small, simple drawings arranged in a circular pattern.
	Option B is incorrect	The author uses subheadings to organize the information in the selection, rather than to help the reader understand how a winter count was designed.
	Option C is incorrect	The caption for the last photograph is included to inform the reader that the same event was included on four winter counts; it contains no information about the designs.
	Option D is incorrect	The title, "Winter Counts," is used to introduce the reader to the topic of the selection rather than to help the reader understand the design of a winter count.
32	Option G is correct	The idea that people approach tasks in different ways is explored in this play. Sunny is preparing for a spelling bee by cheering the spellings of words, which is not the way most people would prepare for a spelling bee. Her brother tells her to spell "The way normal people do," but cheering is the method that works best for Sunny.
	Option F is incorrect	Although Sunny is trying her best to achieve at spelling, there is no indication that she is being inspired by anyone.
	Option H is incorrect	Sunny's method of avoiding mistakes is practicing her spelling words by cheering. The idea that patience leads to perfection is not explored in the play.
	Option J is incorrect	Sunny is learning her spelling words by cheering, but it would be an overstatement to say that "Wisdom is gained through experience" is an idea explored in the play.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
33	Option C is correct	The playwright's purpose for including the dialogue in lines 3 through 7 is to present the main conflict between Sunny and her brother, Greg. Sunny is cheering her spelling words, and Greg wants her to stop so he can hear his music. She asks, "How am I supposed to spell if I can't cheer?"
	Option A is incorrect	The main characters are introduced in the list of characters at the beginning of the play, not in lines 3 through 7.
	Option B is incorrect	No background information about the main characters is provided by the dialogue in lines 3 through 7.
	Option D is incorrect	The playwright includes nothing in these lines to provide a hint of what the resolution of the main conflict will be.
34	Option J is correct	There is only one scene in this play because the setting does not change. The conflict arises and is resolved in Sunny's room, and all the action and dialogue take place there.
	Option F is incorrect	There is a good amount of action, with Sunny's cheering and Sunny and Greg's struggle over the pom-poms, so having little action is not the reason there is only one scene.
	Option G is incorrect	Although there are only three characters in the play, the number of characters does not determine the number of scenes.
	Option H is incorrect	Although the only props mentioned are Sunny's pom-poms and cheerleading trophies, the number of props in a play does not determine the number of scenes.

2019 STAAR Grade 5 Reading Rationales

Item#	Rationale	
35	Option C is correct	These lines reveal that Sunny spells certain words to annoy her brother. In line 28, Greg says, "I just want to listen to music in my room!" and Sunny spells out "L-E-D" and "Z-E-P-P-E-L-I-N," which is a band her brother likely listens to. In line 36, Dad tells Greg to let Sunny continue spelling and that she'll thank him for it, and she spells "G-R-A-T-I-T-U-D-E," and Greg leaves with an "Arghhh," which shows his annoyance.
	Option A is incorrect	Although Sunny is concerned about practicing spelling words, lines 29 and 37 do not show that Sunny believes the words she spells are difficult.
	Option B is incorrect	Sunny's family is not helping her practice, so she does not depend on them to help her learn her spelling words.
	Option D is incorrect	There is no comparison made between the spelling abilities of Sunny and her brother.
36	Option F is correct	The pom-poms are an important prop in the play because Greg takes Sunny's pom-poms, and in line 10, Sunny yells, "Give me back my pom-poms!" The struggle over the pom-poms builds on the conflict and tension between the two characters.
	Option G is incorrect	The trophies displayed in Sunny's room, rather than the pom-poms, are more likely used to show that she is proud of her accomplishments.
	Option H is incorrect	Sunny is using the pom-poms to cheer her spelling words, so they are actually helping her rather than keeping her from staying on task.
	Option J is incorrect	At no point in the play does Sunny's father take her pom-poms away from her. In line 9, it is her brother, Greg, not her father, who takes away Sunny's pom-poms.

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37	Option B is correct	This is the most complete summary of the play. The competing actions of the characters are stated (Sunny is cheering her words and Greg is listening to music), the conflict is described (Sunny is disturbing Greg and refuses to stop), and the resolution is mentioned (Mr. Sandstone suggests solutions to end the argument).
	Option A is incorrect	This summary is incomplete. Although Sunny's actions and the occurrence of the siblings' argument are included, the cause of the conflict is not revealed and there is no mention of a resolution.
	Option C is incorrect	This summary is incomplete. No resolution to the conflict is mentioned.
	Option D is incorrect	This summary is incomplete. The cause of the conflict is unclear because the information about why Sunny and Greg are arguing is not included.
38	Option F is correct	Mr. Sandstone's main role in the play is to act as peacemaker between Sunny and Greg. In lines 14 and 17, Mr. Sandstone encourages Sunny and Greg to end the struggle over the pom-poms. Then, in lines 19 through 38, he proposes solutions to resolve the conflict between Sunny and Greg.
	Option G is incorrect	Based on their dialogue and actions, it is obvious that Sunny is determined to practice spelling her words by cheering and that Greg is annoyed by this, so Mr. Sandstone already knows how they feel.
	Option H is incorrect	Mr. Sandstone never mentions Greg's schoolwork, and he even tells Sunny to promise him she "won't take this <i>too</i> seriously," so he is not encouraging either of them to focus on their schoolwork in the play.
	Option J is incorrect	Mr. Sandstone helps end Sunny and Greg's struggle over the pom-poms and then tries to find a way to resolve their conflict, so he is actually decreasing the tension between them.