



GRADE 5
Reading

Administered May 2022

RELEASED

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

Creative Clutter

Characters

DWAYNE: an 11-year-old boy

MOM: Dwayne's mother, known to Bryson as Aunt Meg

BRYSON: Dwayne's 11-year-old cousin

SCENE 1

- 1 *[Dwayne's bedroom, which is very orderly. A set of bunk beds are crisply made. A closet is open with all of Dwayne's clothes hung on hangers and pushed to one side. Dwayne and Mom enter with Bryson right behind them, lugging a heavy suitcase.]*
- 2 **MOM:** You'll be staying with Dwayne in his room, Bryson.
- 3 **BRYSON:** Are you sure you don't mind, Dwayne?
- 4 **DWAYNE:** *[Cheerfully.]* Not at all! It'll be like having a sleepover every night. Look, I already made room for your stuff in the closet.
- 5 **MOM:** We are so excited to have you for the whole summer. I know you boys are going to have a wonderful time together.
- 6 **BRYSON:** *[Smiling.]* Thanks, Aunt Meg.
- 7 *[Mom exits.]*
- 8 **DWAYNE:** You can have the top bunk, if you want.
- 9 *[Bryson kicks off his shoes, which land in the middle of the floor. He scrambles up the ladder to the top bunk. Dwayne stares at the shoes.]*
- 10 **BRYSON:** This is great! I've never slept in a bunk bed before.
- 11 *[Bryson strips off his socks and tosses them down from the bed. They land on the floor. Dwayne picks up the shoes and places them side by side in the closet.]*
- 12 **DWAYNE:** *[Helpfully.]* Shoes go in here. . . .
- 13 **BRYSON:** Oh, OK. Cool.

14 *[Dwayne picks up the socks and drops them into a hamper in the corner.]*

15 **DWAYNE:** . . . and dirty socks go in there.

16 **BRYSON:** *[Slightly embarrassed.]* Sorry.

SCENE 2

17 *[The next day. Dwayne walks into his bedroom and sees Bryson's things scattered like dropped popcorn in a movie theater. His shoes have been kicked off in the middle of the room and his suitcase is open and piled high with rumpled clothes.]*

18 **DWAYNE:** *[To himself.]* I can't concentrate like this. *[Dwayne places Bryson's shoes in the closet and his socks in the hamper. He climbs up and straightens Bryson's bed. Then, Dwayne starts hanging some of Bryson's clothes in the closet. He folds the rest and puts them in drawers. He hums while he works.]*

SCENE 3

19 *[Later the same day. Dwayne's room is as tidy as it was before Bryson came to visit. Bryson enters and stops. He looks around. He opens drawers and looks in the closet. Then, Bryson shrugs and takes his drawing pad and pencils from the bookcase and climbs to the top bunk. He makes some marks on the pad but stops and frowns, his body tense.]*

20 **BRYSON:** *[To himself.]* It isn't mess . . . *[Ripping a piece of paper out of his drawing pad and tossing it to the floor.]* . . . it is creative clutter!

21 *[He takes off his socks and throws them onto the floor. He messes up the blankets on his bed. He tears out another sheet of paper, crumples it, and tosses it down. He sighs and his body relaxes. He begins to draw.]*

22 *[Dwayne enters. He looks around the room and glares at Bryson, who is drawing. Dwayne clears his throat a few times.]*

23 **BRYSON:** *[Pauses. Then continues drawing.]* Need something?

24 **DWAYNE:** Your shoes. And socks. And crumpled trash. *[He begins tidying up.]*

25 **BRYSON:** Hey, stop! I put those things there for a reason.

- 26 **DWAYNE:** You just didn't feel like putting them away!
- 27 **BRYSON:** Not true!
- 28 *[Mom, hearing their raised voices, pokes her head in the door.]*
- 29 **MOM:** Everything OK in here?
- 30 **DWAYNE:** *[Pointing to Bryson's mess.]* I like my room tidy.
- 31 **BRYSON:** And I like my room to have some creative clutter!
- 32 **DWAYNE:** But it's my room, not yours.
- 33 **MOM:** Dwayne, for the summer, your room is Bryson's room too. You two need to find a way to compromise.
- 34 **DWAYNE:** *[Pausing to consider what Mom said.]* I really like hanging out with you at the pool and the park, Bryson. I just get annoyed when the room is messy.
- 35 **BRYSON:** I don't mean to annoy you. I just think better when things aren't so . . . picked up.
- 36 *[Both boys appear deep in thought.]*
- 37 **DWAYNE:** Hey, Bryson! I have an idea that allows both of us to get what we want! *[Gets roll of tape from drawer. Tapes line down middle of room.]* That's your side, Bryson, and this is my side.
- 38 **BRYSON:** *[Smiling down from the top bunk.]* Now that's a creative idea!
- 39 *[Lights down.]*

- 1** Read the dictionary entry.

mind \mīnd\ *verb*
1. to obey
2. to be bothered by
3. to notice
4. to take charge of

Which definition of the word mind is used in line 3?

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

- 2** Read this sentence from line 17.

Dwayne walks into his bedroom and sees Bryson's things scattered like dropped popcorn in a movie theater.

What is the most likely reason the playwright uses a simile in this line?

- F** To identify an activity that Bryson and Dwayne have done together
- G** To suggest that Bryson has been eating snacks in Dwayne's bedroom
- H** To explain that Bryson's belongings have made a mess in Dwayne's bedroom
- J** To show that Dwayne plans to throw away Bryson's belongings

3 What causes the conflict between Dwayne and Bryson in lines 22 through 27?

- A** Dwayne thinks Bryson is being lazy.
 - B** Dwayne thinks Bryson is teasing him.
 - C** Dwayne thinks Bryson is jealous.
 - D** Dwayne thinks Bryson is too forgetful.
-

4 Why is line 37 important to the plot?

- F** It reveals the resolution to the problem in the play.
 - G** It provides the climax in the plot of the play.
 - H** It establishes a new setting in the play.
 - J** It introduces a new conflict to the play.
-

5 What is the main theme of the play?

- A** Treat others kindly to earn their friendship.
- B** Practice good habits every day.
- C** Think before taking action.
- D** Try to understand the viewpoints of others.

- 6** What does the reader learn from the stage directions in scene 2?
- F** Bryson would be more comfortable sleeping on the bottom bunk bed.
 - G** Bryson does not worry about being neat.
 - H** Bryson has been searching for something in Dwayne's room.
 - J** Bryson does not like staying in Dwayne's room.
-

- 7** What can the reader infer about Dwayne based on line 18?
- A** Dwayne wants to surprise Bryson by putting his things away.
 - B** Dwayne thinks Bryson brought too many clothes with him.
 - C** Dwayne feels happiest when he is organizing clothes.
 - D** Dwayne feels uncomfortable when he sees the condition of his room.

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

The Benefits of Pets

- 1 Many families struggle with the decision of adopting a pet. Families have to consider the type of pet to adopt, the best size of pet for their space, and the people living in their home. It is worth taking the time to pick the right pet. Having a pet is good for our health.

Exercise Benefits

- 2 Some pets can make people more active. A group of researchers did a study that recorded people's exercise habits for 10 months. The study included people who had dogs at home and people who did not. The researchers found that the dog owners exercised more often. They also exercised for longer periods of time.



When pet owners provide exercise for their pet, they get exercise too.

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- 3 Dogs depend on their owners to take them on a stroll around the neighborhood or toss a ball to them. These activities provide exercise for pet owners. Exercise helps people and their pets stay healthy.
- 4 Some people choose not to have a pet because they don't like to exercise. However, exercise is a necessity for everyone. It is best to make exercise fun. Many people enjoy walking or running with their pet rather than by themselves or with others.

Calming Benefits

- 5 A pet can reduce a person's health problems. Many health problems come from experiencing frequent and intense stress. Pets have been shown to help reduce stress. Having a pet in the home means less anxiety for the people living there.
- 6 Some people say pets can cause stress. This is true when pets misbehave. However, there are many resources out there to help people train their pet. A trained pet can have a calming effect on a family.
- 7 Pets have also provided companionship to hospital patients. Researchers monitored patients at a hospital that allowed pets in patients' rooms. They compared patients who had a pet's companionship with those who did not. The researchers studied how long it took for each patient's condition to improve. The study found that people had a faster recovery when a pet was with them. Pets make people calm. Calm patients heal more quickly.

Health Benefits

- 8 Petting a dog or a cat can help prevent sudden illnesses. Some of these illnesses include strokes and heart attacks. A study in Minnesota found that petting a cat can help protect people from these types of emergencies by lowering our stress levels and blood pressure.
- 9 Many people believe that pets cause allergies in children. One surprising health benefit researchers have discovered goes against this belief. It turns out that pets can help prevent allergies in children.
- 10 In 2011 a study was done in Detroit on babies who had been around pets from birth to age one. The children studied had a smaller chance of becoming allergic to pets when the children got older.

Exposing young children to pets can protect the children by decreasing their chances of developing pet allergies.

Emotional Benefits

- 11 Pets can make people feel happy and also keep away feelings of loneliness. Research has shown that pets provide social support. People experience feelings of loneliness less often when they have a pet at home. Pets can give meaning and a sense of purpose to people's lives.
- 12 The many benefits of pet ownership are available to all who open their home to a furry friend. Stop by an animal shelter, and see which pet might be right for you and your family.

- 8** What is one claim the author makes in the selection?
- F** Pets are good for their owners because pets keep people healthy.
 - G** Some dogs need much more exercise than others do.
 - H** Children are responsible pet owners.
 - J** Taking walks is the best way to provide exercise for a dog.
-

- 9** Who is the author most likely addressing in the selection?
- A** Someone seeking ways to treat pet allergies
 - B** Someone considering whether to have a pet
 - C** Someone trying to find a home for a pet
 - D** Someone wanting to learn about different types of pets

10 Read the dictionary entry.

condition \kən-'di-shən\ *noun*

- 1.** quality of whether something is ready to use
- 2.** something needed before something can happen
- 3.** quality of whether someone is healthy or fit
- 4.** the state of matter at a given time

Which definition of the word condition is used in paragraph 7?

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

11 What key idea do the details in the section “Calming Benefits” support?

- A** Resources should be gathered before training a pet.
- B** Many people are unfamiliar with how to train an animal.
- C** Many people have trouble dealing with stressful situations.
- D** A trained pet can reduce the stress people experience.

12 Read this sentence from paragraph 9.

Many people believe that pets cause allergies in children.

How does the author show that this argument is untrue?

- F** By quoting an expert scientist
 - G** By describing a research study
 - H** By interviewing a pet owner
 - J** By observing a pet owner
-

13 Which idea does the author include to support the claim that pets make people become more active?

- A** People find it more fun to exercise with a pet.
- B** Pet owners need to maintain good health.
- C** People think that pets can cause stress.
- D** Pet owners have fewer allergies.

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

Assembly

by Nikki Grimes

Single file, we march
on stage for our recital.
Louder than a zoo,
the kids watching point and laugh,
5 hyenas in human skin.

Teachers hiss and shush,
quieting the animals
until they become
an audience of students
10 squirming in their seats and bored.

Like water ripples,
our first notes spread harmony
from front row to back.
I see my classmates floating
15 in sound, and I stand taller.

Manny nudges me
when it's time for my solo.
Legs like spaghetti,
I worry that I might faint.
20 Eyes closed, I wait for courage.

A whisper at first,
the music in me rises.
Live inside the song,
I tell myself. And I do.
25 Then comes the hush, and applause.

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Public Speaking Is Easier When a Cute Dog Is Listening

by Washington Post, adapted by Newsela staff



An Audience Dog Listening to a Public Speaker

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- 1 Devon Wallick had been working on his speech for a long time. He practiced it many times in front of friends, teachers and the mirror.
- 2 Even so, he didn't feel quite ready. He was nervous to speak in front of a large group of people. He needed help. That's why he decided to visit Dexter.

"Not Your Average Public Speaking Coach"

- 3 Dexter is an English springer spaniel with giant white paws and floppy ears. Obviously, he's not your average public speaking coach. He is one of eight "audience dogs." They work at the Kogod School of Business at American University in Washington, D.C. These pooches volunteer to help students practice speaking in public.
- 4 Wallick pet Dexter as he practiced. The dog, listening, licked Wallick's right hand.
- 5 Rob Cheek is Dexter's owner. He said the pup's love of people and focused look are his strong suits. The pair was recruited after they were spotted walking on the school grounds.
- 6 Dexter seems to like his volunteer job. His excitement might have something to do with the bag of treats. Students practicing their speeches have them waiting for him.
- 7 Wallick briefly laughed during the first of two readings with Dexter. He later explained that it was because the dog did not look

interested in what he was doing. But, he thought it was helpful to be able to make light of what “has been a very serious process.”

Make A Mistake? Dogs Do Not Care

- 8 Unlike humans, who hear a speech and can’t help but judge its quality, dogs aren’t judgmental. It doesn’t matter if students mess up. The dogs won’t know if they do. They are there to support the students and help them feel less nervous.
- 9 The program began thanks to Caron Martinez. She is the director of the Kogod Center for Business Communications. She also happens to be the owner of one of the audience dogs, 11-year-old Reggie.
- 10 Martinez thinks that dogs can have a calming effect on people. After doing a session with the audience dogs, students reported feeling less nervous, she said. She added that the best way to deliver a great speech is to practice.
- 11 “How do you get students to practice? Any way you can,” she said. Getting to practice with dogs might make some students practice more.
- 12 Any student at the school that has a presentation to deliver can book 30 minutes with one of the audience dogs. Wallick said he signed up because he needed more practice.
- 13 He said he weighed the pros and cons of signing up to work with Dexter. For him, the benefits were worth the time it took up.

Sasha’s Speech

- 14 Later that day, at 3 P.M., student Sasha Gilthorpe is getting ready to give a speech at school. She will be speaking in front of about 4,000 people on graduation day. But, today she is only giving a speech to one audience member, and it is a dog named Noche.
- 15 “When I felt myself shake a little bit at the end, I looked at Noche and I was like, ‘I’m all good,’” Gilthorpe said. “I’m going to imagine an audience full of Noches.”

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14 Use “Assembly” to answer the following question.

Why are the events in stanzas 4 and 5 (lines 16–25) important to the resolution of the poem “Assembly”?

- F** The speaker remembers a song.
 - G** The speaker’s attitude changes.
 - H** The speaker discovers a new talent.
 - J** The speaker’s classmates stop singing.
-

15 Read lines 20 through 22 from the poem “Assembly.”

| |
|---|
| Eyes closed, I wait for courage. A whisper at first, the music in me rises. |
|---|

How do these lines support the theme of the poem?

- A** By highlighting that an active imagination can be powerful
- B** By suggesting that learning to be responsible is part of growing up
- C** By suggesting that confidence often comes from within
- D** By showing that recitals can bring people together

- 16** What is the most likely reason the poet describes the kids as “hyenas in human skin” in line 5 of the poem “Assembly”?
- F** To highlight that the kids are part of a large group
 - G** To indicate that the kids are concerned about the performance
 - H** To reveal that the kids are hungry for their lunch
 - J** To show that the kids are noisy and disruptive
-

- 17** Read lines 23 and 24 of the poem “Assembly.”

| |
|---|
| <i>Live inside the song, I tell myself. And I do.</i> |
|---|

The figurative language in these lines help the reader understand —

- A** how the speaker overcomes fear
- B** that the speaker knows many songs
- C** the song the speaker sings
- D** that the speaker enjoys music

- 18** Use “Public Speaking Is Easier When a Cute Dog Is Listening” to answer the following question.

The suffixes in the word judgmental in paragraph 8 of the selection “Public Speaking Is Easier When a Cute Dog Is Listening” help the reader understand that the word means —

- F** too busy to listen
 - G** moving around
 - H** easy to confuse
 - J** looking for mistakes
-

- 19** Use “Public Speaking Is Easier When a Cute Dog Is Listening” to answer the following question.

What is the most likely reason the author uses a cause-and-effect organizational structure in the selection “Public Speaking Is Easier When a Cute Dog Is Listening”?

- A** To explain the results of a program that lets students who need to give speeches practice with an unusual audience
- B** To explain how a university program designed to help students improve their speeches got started
- C** To explain the challenges that two students experience as they work with dogs
- D** To explain how dogs are chosen to take part in a special program at a university

- 20** Use “Public Speaking Is Easier When a Cute Dog Is Listening” to answer the following question.

Which sentence from the selection “Public Speaking Is Easier When a Cute Dog Is Listening” best explains why audience dogs are successful at their job?

- F** *The program began thanks to Caron Martinez. (paragraph 9)*
 - G** *Martinez thinks that dogs can have a calming effect on people. (paragraph 10)*
 - H** *She added that the best way to deliver a great speech is to practice. (paragraph 10)*
 - J** *Any student at the school that has a presentation to deliver can book 30 minutes with one of the audience dogs. (paragraph 12)*
-

- 21** Use “Public Speaking Is Easier When a Cute Dog Is Listening” to answer the following question.

What can the reader conclude about students who participate in the program based on information throughout the selection “Public Speaking Is Easier When a Cute Dog Is Listening”?

- A** Students who participate in the program are afraid the first time they practice their speeches with an audience dog.
- B** It is common for students in the program to deliver their speeches in less time.
- C** It is difficult for students to find a time to practice when an audience dog is available.
- D** Students who participate in the program will feel more prepared when they deliver their actual speech.

- 22** Use “Public Speaking Is Easier When a Cute Dog Is Listening” and “Assembly” to answer the following question.

Read lines 16–19 from the poem “Assembly.”

Manny nudges me
when it’s time for my solo.
Legs like spaghetti,
I worry that I might faint.

Which sentences from the selection “Public Speaking Is Easier When a Cute Dog Is Listening” best express a **SIMILAR** feeling?

- F** *He was nervous to speak in front of a large group of people. He needed help. (paragraph 2)*
- G** *Dexter seems to like his volunteer job. His excitement might have something to do with the bag of treats. (paragraph 6)*
- H** *It doesn’t matter if students mess up. The dogs won’t know if they do. (paragraph 8)*
- J** *She will be speaking in front of about 4,000 people on graduation day. But, today she is only giving a speech to one audience member, and it is a dog named Noche. (paragraph 14)*

- 23** Use “Public Speaking Is Easier When a Cute Dog Is Listening” and “Assembly” to answer the following question.

In what way does the audience in the poem “Assembly” **DIFFER** from the audience dog in the selection “Public Speaking Is Easier When a Cute Dog Is Listening”?

- A** Only the audience in the poem encourages students to prepare for the performance.
- B** Only the audience in the poem listens during the performance.
- C** Only the audience in the poem is given a reward for listening to the performance.
- D** Only the audience in the poem shows disruptive behavior before the performance begins.

-
- 24** Use “Public Speaking Is Easier When a Cute Dog Is Listening” and “Assembly” to answer the following question.

Which statement describes a **DIFFERENCE** between the selection “Public Speaking Is Easier When a Cute Dog Is Listening” and the poem “Assembly”?

- F** The selection tells how some people get ready to perform, but the poem tells how someone feels during a performance.
- G** The selection focuses more on the people who will do the performing, but the poem focuses only on the people in the audience.
- H** The selection suggests that people must have a special talent in order to perform, but the poem suggests that anyone can do it.
- J** The selection describes people who are experienced presenters, but the poem describes someone who has never performed for a large audience.

- 25** Use “Public Speaking Is Easier When a Cute Dog Is Listening” and “Assembly” to answer the following question.

What message is found in **BOTH** the selection “Public Speaking Is Easier When a Cute Dog Is Listening” and the poem “Assembly”?

- A** People should perform only when they feel prepared.
- B** Picturing animals helps people feel relaxed when performing.
- C** It takes effort to perform in front of others.
- D** It is normal to need more practice when trying something new.

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

Rock and Soul

by Karen Pasacreta



Isabella and Soledad's workshop includes everything that's needed to create colorful works of art.

Used with permission.

- 1 Isabella and Soledad Meade really know what it means to rock. In fact, they do it every day after they finish their homework! Even though they're only in elementary school the sisters from Milford, Connecticut, are already the owners of Rock On, a painted rock business that they accidentally started back in May 2010. Accidentally? Well. Kind of. The whole thing began as a gift for their mom.
- 2 "On Mother's Day I decided to make my mom a garden because she likes plants, and I thought it needed color," says Isabella, 10. "So I painted some rocks." Soledad, 8, noticed that her sister could use some creative help, so she began arranging the rocks around the garden to make it look even more beautiful.
- 3 When they showed the garden to their mom, she was overwhelmed. "It was a surprise, and we yelled 'Happy Mother's Day!'" Soledad says. "My mom kept saying, 'Thank you so much,' and gave us lots of hugs."
- 4 Their dad was also impressed with the girls' work. "Our dad said we should start our own business," explains Soledad.

- 5 Mr. Meade put the pictures of the rocks on his social media page. People began to take notice, posting messages asking how much they cost. Then they began ordering rocks. The family couldn't believe it!
- 6 But earning money for themselves wasn't enough. The girls wanted to use the rocks to benefit others. "I'm a helper person," says Isabella. "I have all these ideas in my mind that are too big for me, but I am always thinking about how I can help people."
- 7 Every year the family donates to a homeless shelter, but the girls wanted to do even more. So they decided to hold a rock-painting contest as a fundraiser for Get In Touch, a non-profit breast cancer awareness organization started by a family friend. People paid \$5 to enter their painted rocks in the contest. Others made generous donations. When it was over, the sisters had raised \$250! The giving experience felt so good, they decided they would donate a portion of all of Rock On's profits to Get In Touch.



- 8 With the help of their family, the two set up a workstation over their garage. Rocks and paint take up two huge tables, one for painting and the other for drying. "We do it one at a time," says Soledad. "I do the background and when it dries, Bella does the design."
- 9 Lately they've been thinking about painting other things, too. "My dad found these chairs our neighbor was throwing out," says Isabella. Mr. Meade brought them home for the girls to paint. They weren't up on social media more than a few days when they sold.
- 10 "I'm getting better as an artist, and I just want to grow with our business," says Soledad, who plans to be a full-time artist when she gets older. "Hopefully we can continue to make money for college."
- 11 "And help the community," Isabella adds.

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- 26** How does the author mainly organize paragraphs 2 through 5?
- F** By comparing the business Isabella and Soledad started with business ideas they had in the past
 - G** By identifying the problem that Isabella and Soledad hoped to solve by starting their business
 - H** By describing in chronological order the events that led to Isabella and Soledad starting their business
 - J** By describing the effects that occurred after Isabella and Soledad started their business
-

- 27** Based on the information in the selection, the reader can conclude that Isabella and Soledad can best be described as —
- A** quick thinking
 - B** hardworking
 - C** worried
 - D** brave
-

- 28** What is the central idea of the selection?
- F** Objects commonly found in nature have been used to make amazing works of art.
 - G** Businesses have been important in raising money to support non-profit companies.
 - H** A craft that two sisters made as a gift led them to start a successful business.
 - J** Two sisters help each other discover that they both share a skill in painting.

29 Look at this photograph from the selection.



Isabella and Soledad's workshop includes everything that's needed to create colorful works of art.

Used with permission.

What is the most likely reason the author includes this photograph?

- A** To highlight that Isabella and Soledad work together to paint rocks for their business
- B** To emphasize that Isabella and Soledad surprised their mother with a garden on Mother's Day
- C** To highlight that Isabella and Soledad have raised money for an organization called Get In Touch
- D** To emphasize that Isabella and Soledad have wanted to start their own business for a long time

30 What is the most likely reason the author wrote the selection?

- F** To reveal how some people choose to use their time
- G** To describe why family members often have the same goals
- H** To show how one simple act can lead to great accomplishments
- J** To prove that young people can encourage adults to make positive changes

- 31** The details in paragraphs 6 and 7 support the key idea that Isabella and Soledad —
- A** want money from their business to be used for people in need
 - B** often think of ways that other people in the community can start a business
 - C** rely on family friends to tell others about their business
 - D** want to find new art to use in their business
-

- 32** In paragraph 3, what does the word overwhelmed mean?
- F** Thought about carefully
 - G** Reacted with strong emotion
 - H** Remembered with fondness
 - J** Realized the purpose of something

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

A Leader

by John Klun

- 1 Though he was only twelve years old, Baatar knew that he would one day grow up to be a leader. His father, Saihan, was one of the bravest warriors and wisest leaders in the Mongolian empire. In fact, he was a close friend and advisor to the great Khan.
- 2 The knowledge of his father's power, however, proved to be dangerous for young Baatar. Whenever he played with his friends, he would treat them like they were his servants. He yelled at them and ordered them to do silly things just to prove how important he was. Actually, none of his friends were really friends at all. Nobody liked or respected him. They only played with him because they had to.
- 3 His father was concerned about his son's behavior. He knew he had to teach him what it truly meant to be a leader.
- 4 "Baatar, my son," he said one day. "I understand that you eagerly await the day when you will become a great leader. This day will come. But first, I must demand that you travel west, to a very distant land and find a treasure."
- 5 "Is it not something I can get here in Mongolia? Perhaps we can send one of the servants into the mountains to find it."
- 6 "No, you can only find it in a distant land."
- 7 "What is this thing, Father?"
- 8 "It's called a sponge."
- 9 "But I don't even know what a sponge is. How will I know when I have found it?"
- 10 "You will know."
- 11 *What kind of a thing is this sponge?* he wondered. He thought that it must be something of immense value for his father to have sent his own son to look for it.

- 12 Baatar traveled on foot for weeks, then months. Of those he met, nobody knew what a sponge was, and nobody knew who his father was, either. Few people gave him food or shelter, so he had to sleep under trees and eat whatever he could find in the forest. After months of living like this, he was so tired and desperate that he gave up on the thought of ever finding his treasure and returning home. All he wanted was a warm place to sleep and some food in his belly.
- 13 Eventually, he settled in a great city by the sea, sleeping on the street, learning the strange language of the people, and begging for food.
- 14 One day, Baatar saw a man dressed in rich, colorful clothing. He could tell the man was a prince or maybe even the Khan of this city. The man's eyes fell on Baatar, and he approached the boy. He held out his hand and motioned for Baatar to take it and go with him. Baatar had nothing to lose, so he went along.
- 15 They came to a great palace, and the kind man (whom Baatar learned was a king, and a kind ruler) left him in a building with many people who were hard at work. They cleaned, cooked and mended. There he lived for a long time, working for his food and bed.
- 16 One day, as Baatar scrubbed away next to another servant, he stopped to rest and looked down at his bucket. From out of the water, he lifted the dripping thing that he used every day to clean the floor.
- 17 "Antonio, what is this thing we use to scrub the floors?" Baatar asked him.
- 18 "It's a sponge, silly. Every servant should know that."
- 19 Baatar's eyes opened wide in amazement. This was the treasure his father had asked for.
- 20 "Antonio," he cried. "I've found it. I'm going home!"
- 21 Baatar jumped up and rushed to the door of the king's chambers. He told him the whole story—about his country and his father, about his dreadful journey, and about the treasure he'd been sent to find. He asked the king for permission to leave. The king not only granted his permission, but also gave Baatar several horses and food for his journey.

- 22 After many months of travel, Baatar finally went into his father's encampment and knelt at his father's feet. His father, older and graying, smiled at Baatar.
- 23 "My son, it has been a long time. I am happy to see such a fine young man before me. Have you found the treasure I asked of you?"
- 24 "Yes, Father," Baatar replied, and handed him the sponge.
- 25 "Now, my dutiful young warrior, explain to me why I sent you so far to find such a trifle."
- 26 "You sent me to find this thing so that I would learn what it meant to be a servant. Only through living as a servant would I know how to lead wisely, to lead with compassion and justice—like you, father."
- 27 At that, the father embraced his son and cried.

By John Klun, *Skipping Stones*, Vol. 11, no. 5 (Nov-Dec. 1999). Reprinted with permission from Skipping Stones, Inc.

- 33** Which sentence best supports the idea that there was value in Baatar’s search for the sponge?
- A** *“No, you can only find it in a distant land.”* (paragraph 6)
 - B** *All he wanted was a warm place to sleep and some food in his belly.* (paragraph 12)
 - C** *Baatar had nothing to lose, so he went along.* (paragraph 14)
 - D** *“You sent me to find this thing so that I would learn what it meant to be a servant.”* (paragraph 26)
-

- 34** Which sentence best describes Baatar’s relationship with his father?
- F** Baatar admires his father.
 - G** Baatar is annoyed by his father’s ideas.
 - H** Baatar feels that his father is too demanding.
 - J** Baatar keeps trying to find ways to impress his father.
-

- 35** Which sentence best explains why Baatar is surprised when he discovers the sponge?
- A** *“But first, I must demand that you travel west, to a very distant land and find a treasure.”* (paragraph 4)
 - B** *“Is it not something I can get here in Mongolia?”* (paragraph 5)
 - C** *Of those he met, nobody knew what a sponge was, and nobody knew who his father was, either.* (paragraph 12)
 - D** *From out of the water, he lifted the dripping thing that he used every day to clean the floor.* (paragraph 16)

36 In paragraphs 2 through 6, what can the reader infer about Baatar?

- F** Baatar needs to learn how to earn people's respect.
 - G** Baatar is worried that his behavior is upsetting his father.
 - H** Baatar needs to feel more comfortable with new experiences.
 - J** Baatar becomes greedy when he hears about a treasure.
-

37 What is the best summary of the story?

- A** Baatar likes to tell his friends what to do. Baatar's friends think poorly of Baatar, but they play with him because of who his father is. Baatar's father, Saihan, does not approve of Baatar's behavior, and Saihan sends Baatar on a journey to a distant land. Saihan hopes his son will learn to be a good leader.
- B** Baatar mistreats others, so his father, Saihan, sends Baatar to search for a sponge to teach him a lesson. In a faraway land, Baatar finds work scrubbing floors and learns he has had a sponge all along. Baatar returns home, and Saihan knows Baatar will be a good leader.
- C** Baatar leaves his home to find something for his father, Saihan. Baatar is unsure about what he is trying to find, and his father does not give him any clues, other than what it is called. Saihan thinks his father should send one of the servants to look in the mountains but agrees to take the journey anyway.
- D** Baatar wants to be a leader, and his father, Saihan, encourages Baatar. Saihan sends Baatar on a treasure hunt. While traveling, very few people offer to help Baatar. He needs to find a home and becomes a king's servant. In the king's palace, Baatar realizes he has found the treasure for his father.

38 Why is paragraph 27 important to the plot?

- F** The paragraph shows Saihan's joy at the change in Baatar's behavior.
- G** The paragraph shows Saihan's curiosity about Baatar's journey.
- H** The paragraph suggests that Saihan had worried about Baatar's safety.
- J** The paragraph suggests that Saihan is excited to see what Baatar found.



| Item Number | Reporting Category | Readiness or Supporting | Content Student Expectation | Correct Answer |
|-------------|--------------------|-------------------------|-----------------------------|----------------|
| 1 | 1 | Supporting Standard | 3.A | B |
| 2 | 2 | Supporting Standard | 10.D | H |
| 3 | 2 | Readiness Standard | 8.B | A |
| 4 | 2 | Readiness Standard | 8.C | F |
| 5 | 2 | Supporting Standard | 8.A | D |
| 6 | 2 | Supporting Standard | 9.C | G |
| 7 | 2 | Readiness Standard | 6.F | D |
| 8 | 3 | Readiness Standard | 9.Ei | F |
| 9 | 3 | Supporting Standard | 9.Eiii | B |
| 10 | 1 | Supporting Standard | 3.A | H |
| 11 | 3 | Readiness Standard | 6.G | D |
| 12 | 3 | Readiness Standard | 9.Eii | G |
| 13 | 3 | Readiness Standard | 9.Eii | A |
| 14 | 2 | Readiness Standard | 8.C | G |
| 15 | 2 | Supporting Standard | 8.A | C |
| 16 | 2 | Supporting Standard | 10.D | J |
| 17 | 2 | Supporting Standard | 9.B | A |
| 18 | 1 | Supporting Standard | 3.C | J |
| 19 | 3 | Supporting Standard | 10.B | A |
| 20 | 3 | Readiness Standard | 7.C | G |
| 21 | 3 | Readiness Standard | 6.H | D |
| 22 | 1 | Readiness Standard | 6.E | F |
| 23 | 1 | Readiness Standard | 6.E | D |
| 24 | 1 | Readiness Standard | 6.E | F |
| 25 | 1 | Readiness Standard | 6.E | C |
| 26 | 3 | Supporting Standard | 9.Diii | H |
| 27 | 3 | Readiness Standard | 6.H | B |
| 28 | 3 | Readiness Standard | 9.Di | H |
| 29 | 3 | Supporting Standard | 10.C | A |
| 30 | 3 | Readiness Standard | 10.A | H |
| 31 | 3 | Readiness Standard | 6.G | A |
| 32 | 1 | Readiness Standard | 3.B | G |
| 33 | 2 | Readiness Standard | 7.C | D |
| 34 | 2 | Readiness Standard | 8.B | F |
| 35 | 2 | Readiness Standard | 7.C | D |
| 36 | 2 | Readiness Standard | 6.F | F |
| 37 | 2 | Readiness Standard | 7.D | B |
| 38 | 2 | Readiness Standard | 8.C | F |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 1 | Option B is correct | In line 3, when Bryson asks Dwayne if he would <u>mind</u> , he is asking if Dwayne would be bothered or have an issue with sharing his room. Based on this context, the best definition of <u>mind</u> is “to be bothered by.” |
| | Option A is incorrect | Although Bryson has been told by Dwayne’s mom that they will be sharing a room, the word <u>mind</u> in line 3 does not mean “to obey,” because Bryson is not asking if Dwayne will obey, but if he will object to sharing his room. |
| | Option C is incorrect | Although in line 4 Dwayne uses the word “Look” to tell Bryson to notice the space in Dwayne’s closet, in line 3, Bryson is not asking Dwayne to notice anything. |
| | Option D is incorrect | In line 3, Bryson is asking if Dwayne has any concerns about sharing his room. This question does not suggest that Bryson will “take charge” so <u>mind</u> in this context does not mean “to take charge of.” |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 2 | Option H is correct | A simile is a figure of speech in which two objects are compared using the word “like” or “as. ” In line 17, the simile is used to show that Bryson’s belongings are littering Dwayne’s bedroom in the same way that popcorn falls to the floor in movie theaters. |
| | Option F is incorrect | Although later in the play, Dwayne mentions that he likes hanging out with Bryson “at the pool and the park” (line 34), this is not the meaning of the simile in line 17. In line 17, the simile compares Bryson’s belongings to popcorn on the floor. |
| | Option G is incorrect | The author uses the simile to describe the mess Bryson has made in Dwayne’s room, not to suggest that there is literally food in the room. |
| | Option J is incorrect | Although Dwayne may be upset about the mess in his room, the simile is not used to suggest that Dwayne plans to discard Bryson’s belongings as one would throw away uneaten popcorn in a theater. The comparison is used to describe how Bryson’s belongings are littering the room. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 3 | Option A is correct | In lines 22 through 27, the conflict is caused by different opinions about Bryson's belongings. In line 25, Bryson tells Dwayne that he put his shoes, socks, and crumpled paper on the floor for a reason. In line 26 Dwayne says, "You just didn't feel like putting them away!" This shows that Dwayne thinks Bryson is lazy and leads to their "raised voices" in line 28. |
| | Option B is incorrect | In line 22, when Dwayne enters the room, he "glares at Bryson" and Bryson responds, "Need something?" which could suggest he is teasing. However, this is not the cause of the conflict because Dwayne is already upset with Bryson about the mess in the room which he "begins tidying up" in line 24. |
| | Option C is incorrect | In lines 22 through 27 there is no indication that Dwayne thinks Bryson is jealous. In Scene 1, line 16, the stage direction notes that Bryson is "slightly embarrassed" when Dwayne tells him where to put his dirty socks, but this is not the same as feeling jealous. |
| | Option D is incorrect | It is possible that Dwayne thinks Bryson is forgetful when he says, "Your shoes. And socks. And crumpled trash" in line 24, and "begins tidying up" again. But this is not the cause of the conflict because it becomes clear that Dwayne thinks Bryson is lazy when he says, "You just didn't feel like putting them away!" in line 26, and it is this remark that prompts the boys to raise their voices in line 28. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 4 | Option F is correct | Line 37 is important to the plot because it provides the resolution to the boys' conflict. In line 37, Dwayne creates a room divider using tape and says, "That's your side, Bryson, and this is my side." This resolves the issue because Dwayne can keep his area tidy while Bryson can keep his area "creatively cluttered." |
| | Option G is incorrect | The climax of a play occurs when tensions are highest, such as in lines 26 through 28 when Dwayne and Bryson argue with "raised voices." In line 37, Dwayne says, "Hey Bryson! I have an idea that allows both of us to get what we want!" This shows the problem is being resolved, not the peak of the conflict. |
| | Option H is incorrect | The setting of a play is the time and place in which the action occurs. In line 37, the stage direction explains that Dwayne tapes a line down the middle of the room, showing how the boys can resolve their disagreement, but the setting itself does not change because it is still the same bedroom. |
| | Option J is incorrect | In line 37, Dwayne says "That's your side, Bryson, and this is my side." This sentence could be misunderstood to show a new conflict since they are dividing the room. However, the sentence before it clearly indicates that this is a positive resolution when Dwayne says, "I have an idea that allows both of us to get what we want!" |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 5 | Option D is correct | The theme of the play is trying to understand the viewpoints of others. In the play, Dwayne says "I can't concentrate like this" (line 18) when he sees the mess in his room. However, when Bryson sees the clean room, he says to himself "It isn't mess . . . it is creative clutter" in line 20. The boys are frustrated with each other until they can reach a compromise that allows each boy to feel comfortable. |
| | Option A is incorrect | This is not the theme because the boys are not attempting to earn each other's friendship. In line 34 Dwayne says, "I really like hanging out with you," suggesting that the 11-year-old cousins have been friends for some time and are usually kind to each other. |
| | Option B is incorrect | Although Dwayne practices the good habit of keeping his room tidy, this is not the theme of the play. Dwayne's tidiness is part of the problem since Bryson does not share Dwayne's viewpoint. Thus, the theme focuses on how the boys solve the problem by understanding their differences, not learning a good habit. |
| | Option C is incorrect | In line 33, the mother says, "Dwayne, for the summer, your room is Bryson's room too. You two need to find a way to compromise." Although Dwayne pauses to consider the situation, this detail is too minor to reflect the theme. And the mother's suggestion of compromise shows the importance of understanding each other. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 6 | Option G is correct | From the stage direction for Scene 2, the reader learns that Bryson is not as neat as Dwayne. Line 17 describes that “his shoes have been kicked off in the middle of the room and his suitcase is open and piled high with rumpled clothes.” This shows that Bryson does not worry about keeping things tidy like Dwayne does. |
| | Option F is incorrect | In line 18 of the stage direction, the playwright explains that Dwayne “climbs up and straightens Bryson’s bed” but there is nothing to suggest that Bryson is uncomfortable sleeping on the top bunk. In fact, in line 10 Bryson says, “This is great! I’ve never slept in a bunk bed before.” after climbing up to his bed. |
| | Option H is incorrect | The stage directions for Scene 2 provide details about the mess Bryson has made in the bedroom, but there is no mention of Bryson searching for something in Dwayne’s room. The mess includes Bryson’s shoes and his suitcase “piled high with rumpled clothes” but none of these items belong to Dwayne. |
| | Option J is incorrect | The stage directions for Scene 2 explain that Dwayne “can’t concentrate like this” suggesting that he is a bit frustrated with Bryson. However, there is no indication in lines 17 or 18 that Bryson dislikes sharing Dwayne’s room. In Scene 1, Bryson is excited to be sleeping in a bunk bed and enthusiastic about spending the summer with Dwayne. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 7 | Option D is correct | In line 18, Dwayne says to himself "I can't concentrate like this" which shows that Dwayne is uncomfortable because of Bryson's mess. Dwayne's actions show that it is Bryson's mess making him uncomfortable, because he "places Bryson's shoes in the closet and his socks in the hamper," cleaning up the mess Bryson has created. |
| | Option A is incorrect | Based on his comment "I can't concentrate like this" in line 18, Dwayne picks up Bryson's things because messiness bothers him, not because he wants to surprise Bryson. |
| | Option B is incorrect | In line 17 Bryson's "suitcase is open and piled high with rumpled clothes," but this description is provided to emphasize Bryson's mess, not the amount of clothing he brought. In line 18 there is no suggestion that Dwayne thinks Bryson has brought too many clothes. |
| | Option C is incorrect | Although Dwayne is bothered by Bryson's mess, when he puts away Bryson's belongings in line 18, he "hums while he works," showing that he is feeling better. However, the idea that he is happiest when he is organizing clothes overstates Dwayne's feelings. He feels happier because the room is cleaner, not because he is cleaning. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 8 | Option F is correct | The author claims that pets are good for their owners because pets keep people healthy. The author provides several examples, including help encouraging exercise in paragraphs 3 and 4, reducing stress in paragraph 5, and increasing emotional well-being in paragraph 11. |
| | Option G is incorrect | Although the author does discuss the importance of exercise for pets and pet owners in paragraphs 2 through 4, there is no comparison of which types of dogs need more exercise than others in this selection. |
| | Option H is incorrect | By discussing children and allergic reactions in paragraphs 9 and 10, the author supports the claim that pets keep people healthy, but the author does not make a claim about children being responsible pet owners. |
| | Option J is incorrect | In paragraph 3, the author explains, "Dogs depend on their owners to take them on a stroll around the neighborhood," but the author does not claim that walking is the best way to provide exercise for a dog. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 9 | Option B is correct | The audience is most likely someone considering whether to have a pet, because the author provides valuable information for people thinking about getting a pet. In the first paragraph, the author states, "Many families struggle with the decision of adopting a pet," emphasizing the importance of "taking the time to pick the right pet." |
| | Option A is incorrect | The author mentions pet allergies in paragraphs 9 and 10 but does not give information on the ways that someone can treat those allergies. |
| | Option C is incorrect | In paragraph 12, the author says, "Stop by an animal shelter, and see which pet might be right for you," to suggest where people might find a new pet. However, there is no advice in the selection for someone trying to find a home for a pet. |
| | Option D is incorrect | The author says, "Families have to consider the type of pet to adopt," in paragraph 1 and describes how dogs can make people more active in paragraphs 2 and 3. However, the author does not provide enough information about types of pets for someone who wants to learn about different types of pets. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 10 | Option H is correct | In paragraph 7, the author explains, that “[r]esearchers monitored patients at a hospital” and found that people with pet companionship “had a faster recovery.” Based on this context, the best definition of <u>condition</u> is the “quality of whether someone is healthy or fit.” |
| | Option F is incorrect | In paragraph 7, the author describes a study conducted on patients in a hospital. This definition of the word <u>condition</u> refers to the state of an object in relation to its readiness for use, not the state of a person’s health or fitness. |
| | Option G is incorrect | This definition does not fit the use of <u>condition</u> in paragraph 7, as it refers to requirements that must be met for someone or something to progress. The author uses the word <u>condition</u> to describe each patient’s health. |
| | Option J is incorrect | The author is referring to the quality of patients’ health in a hospital in paragraph 7. This definition of <u>condition</u> as it relates to the state of matter at a given time does not apply to people, and therefore does not match the context. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 11 | Option D is correct | In the section "Calming Benefits," the details support the key idea that a trained pet can reduce stress in people. In paragraph 5, the author states, "Having a pet in the home means less anxiety for the people living there," and in paragraph 6, the author explains how well-behaved pets can reduce people's stress. |
| | Option A is incorrect | In this section, the author states that "there are many resources out there to help people train their pet," but this is a minor detail. Furthermore, the author does not provide information on how to train pets. |
| | Option B is incorrect | In paragraph 6, the author mentions trained pets but does not provide any information on how people can train them. |
| | Option C is incorrect | Although the author might agree that many people have trouble dealing with stress, the details in the section "Calming Benefits" are about how a pet can reduce stress, not about people's difficulties handling stress. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 12 | Option G is correct | The author shows that the argument in paragraph 9 is untrue by describing a research study. In paragraph 10, the author describes a 2011 study on babies and pet allergies that showed that children who had been around pets had a lower chance of developing allergies. |
| | Option F is incorrect | The author describes a research study in paragraph 10 but does not provide a direct statement from an expert involved in that study. |
| | Option H is incorrect | In paragraph 10, the author describes details of a research study conducted in Detroit; however, the information provided does not include an interview with a pet owner. |
| | Option J is incorrect | The author describes a study conducted in 2011 by researchers but was not involved in the study itself, and the author does not mention observing a pet owner. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 13 | Option A is correct | In paragraph 4, the author says, "Many people enjoy walking or running with their pet rather than by themselves or with others." This idea directly supports the claim that pets make people more active, because people are more likely to exercise when they are enjoying the company of their pets. |
| | Option B is incorrect | The author says, "Dogs depend on their owners to take them on a stroll around the neighborhood," in paragraph 3, but this does not mean that pet owners need to maintain good health; it means that owning a pet allows people to exercise in enjoyable ways. |
| | Option C is incorrect | In paragraph 6, the author acknowledges, "Some people say pets can cause stress," and then explains that trained pets can have a calming effect on people. However, the discussion of whether pets cause stress is not related to the author's claim that pets make people more active; it is related to the calming benefits of pets. |
| | Option D is incorrect | In paragraphs 9 and 10, the author includes information about pets and allergies, explaining that "pets can help prevent allergies in children." However, this idea does not support the author's claim that pets make people more active. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 14 | Option G is correct | Stanzas 4 and 5 are important to the resolution of the poem because they show how the speaker's attitude changes from being terrified to becoming increasingly more confident. In lines 18 and 19, the speaker describes her "[l]egs like spaghetti" and worries "that I might faint." However, the speaker finds her courage in lines 22 and 23, when "the music in me rises" and she lives "inside the song." |
| | Option F is incorrect | In line 21 the song is "[a] whisper at first," but this indicates that she is fearful, not that she has forgotten the song. |
| | Option H is incorrect | The speaker reminds herself of her talent when she says, "Live inside the song,/I tell myself." in lines 23 and 24. However, there is no indication in the poem that it is a new talent. |
| | Option J is incorrect | Although "Manny nudges" the speaker in line 16, which shows that her classmates are also onstage in line 17, the speaker says "it's time for my solo," so it is clear that no one else is singing in lines 16 through 25. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 15 | Option C is correct | Lines 20 through 22 support the theme of the poem by showing how confidence comes from within. Before line 20, the speaker describes her fears as she and her classmates march onto the stage for their recital. In line 19, the speaker worries about fainting, but in lines 20 through 22 she is able to take control of her fears and begins to sing, quietly at first then louder as her confidence grows. |
| | Option A is incorrect | The speaker uses descriptive language, such as “hyenas in human skin” in line 5 and “[l]egs like spaghetti” in line 18, but in lines 20 through 22, the speaker shows how confidence grows inside of her when she begins to sing, not that she uses her imagination. |
| | Option B is incorrect | In lines 9 and 10, the speaker describes the “audience of students/squirming in their seats” and might be older than the children in the audience; however, there is no indication in the poem that the speaker has learned to be responsible. |
| | Option D is incorrect | In stanzas 1 through 3, the speaker describes the assembly as “[l]ouder than a zoo” in line 3 and “quieting the animals/until they become/an audience of students” in lines 7 through 9. Although this description shows people coming together, lines 20 through 22 are used to highlight the speaker’s fears, not the unity of the assembly. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 16 | Option J is correct | The sound that hyenas make is like loud laughter, so the poet most likely refers to the children as “hyenas in human skin” to describe their noisy, disruptive behavior. In addition, the poet describes the assembly as “[l]ouder than a zoo” in line 3, and “Teachers hiss and shush” in line 6 to emphasize the noise of the children. |
| | Option F Is incorrect | The title of the poem is “Assembly,” and so it is likely that the kids are part of a large group. However, the description of “hyenas in human skin” is focused not on the number of children but on their loud and disruptive sounds. |
| | Option G is incorrect | Although the speaker is concerned about performing the solo in lines 17 through 20, the children in the audience are described in line 10 as “squirming in their seats and bored” rather than worried in any way. In addition, in line 4, “the kids watching point and laugh,” so it is not concern being expressed by line 5 but rather the loud laughter coming from them. |
| | Option H is incorrect | There is no mention of lunchtime in the poem, so the poet does not describe the children as “hyenas in human skin” to reveal their hunger. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 17 | Option A is correct | Figurative language uses imagery, metaphors, and other literary devices to create mental images with words. In lines 23 and 24, "Live inside the song/I tell myself. And I do," is used figuratively to describe how the speaker finds comfort in the music to overcome her fears. |
| | Option B is incorrect | In lines 23 and 24, the figurative language is used to create a mental image of connecting with one song. There is no mention of how many songs the speaker knows. |
| | Option C is incorrect | Lines 23 and 24 are not referencing the song itself but the speaker's delivery of the song. |
| | Option D is incorrect | Lines 23 and 24 are referencing the speaker's use of the song to control his or her emotions, not the speaker's enjoyment of music. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 18 | Option J is correct | Suffixes are the word elements added to the end of a base word or root that forms a new word with changed meaning or grammatical function. The suffixes “ment” and “al” help the reader understand that <u>judgmental</u> involves the ability to act as a judge. In paragraph 8, the author explains that humans tend to act as judges “if students mess up” but dogs “won’t know.” Through this context, the meaning of <u>judgmental</u> is “looking for mistakes.” |
| | Option F is incorrect | The suffixes “ment” and “al” help the reader understand that <u>judgmental</u> refers to the ability to act as a judge, not the inability to listen. Therefore, the meaning of <u>judgmental</u> is not “too busy to listen.” |
| | Option G is incorrect | In paragraph 8, the word <u>judgmental</u> describes the ability of humans to act as a judge of other people’s work. There is nothing in the paragraph related to moving around, so this is not the meaning of <u>judgmental</u> . |
| | Option H is incorrect | The author explains that “dogs aren’t <u>judgmental</u> ” because they “won’t know” if someone makes a mistake. Although this shows that dogs cannot recognize when a mistake is made, it does not mean dogs are easy to confuse, so this is not the meaning of <u>judgmental</u> . |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 19 | Option A is correct | In paragraph 10, the author uses a cause-and-effect structure to show the results of the program. "After doing a session with the audience dogs, students reported feeling less nervous, she said." Through the cause-and-effect structure, the author shows that dog audiences can have a positive effect on students' speech performances. |
| | Option B is incorrect | The author explains in paragraph 9 that the program was started by Caron Martinez, who is the director of a business communications center and owns one of the dogs in the program. Although the details describing how the program began are interesting, the organizational structure used is descriptive, not cause-and-effect. |
| | Option C is incorrect | The author begins and ends the selection with descriptions of two students' experiences working with audience dogs. However, neither example uses the organizational structure of cause-and-effect, nor do they describe the challenges of working with the dogs. |
| | Option D is incorrect | In paragraph 5, the author explains that Dexter and his owner were "recruited after they were spotted walking on the school grounds." Although this detail adds additional information to the topic, the author's intention is to demonstrate how the program benefits participants, not to explain how dogs were chosen to participate in the program. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 20 | Option G is correct | This sentence from paragraph 10 best explains why audience dogs are successful at their jobs. As the author explains in paragraph 8, dogs “are there to support the students and help them feel less nervous.” This shows that audience dogs are successful at calming students and allowing them to practice without feeling judged. |
| | Option F is incorrect | The sentence from paragraph 9 explains who started the program but does not provide any explanation about how audience dogs are successful at their job. |
| | Option H is incorrect | In paragraph 10, the sentence stresses the importance of students practicing their speeches. However, it does not explain how audience dogs can help students feel calmer or increase students’ motivation to practice. |
| | Option J is incorrect | This sentence from paragraph 12 explains how visits with audience dogs are scheduled, but it does not indicate what makes the dogs successful. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 21 | Option D is correct | The reader can conclude that students who participate in the program will feel more prepared when they deliver their speech to a human audience. This conclusion is shown throughout the selection. In paragraph 3, the author explains that “pooches volunteer to help students practice speaking in public.” And in paragraph 10, the author states, “After doing a session with the audience dogs, students reported feeling less nervous.” |
| | Option A is incorrect | In paragraph 13, the author explains how one student “weighed the pros and cons of signing up to work with Dexter.” Although a con of the program might be that students are fearful of practicing with an audience dog, this is not a conclusion developed within the selection. |
| | Option B is incorrect | In the selection, the author describes different issues that occur when students deliver speeches. In paragraph 2, the author explains that one student “was nervous to speak in front of a large group.” In paragraph 8, the author mentions the concern of being judged by others. However, the author provides no information regarding the common occurrence of students delivering their speeches in less time. |
| | Option C is incorrect | In paragraph 12, the author explains, “Any student at the school that has a presentation to deliver can book 30 minutes with one of the audience dogs.” Although students may have conflicts in their schedule, there is no indication in the selection that it is difficult for students to find time to practice with audience dogs. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 22 | Option F is correct | In the selection "Public Speaking Is Easier When a Cute Dog Is Listening," the author expresses a similar feeling of nervousness as the speaker in the poem "Assembly" does. Like the speaker in the poem who worries "that I might faint," Devon Wallick "was nervous to speak in front of a large group." |
| | Option G is incorrect | Dexter is one of the audience dogs in "Public Speaking Is Easier When a Cute Dog Is Listening," but there is no suggestion that he feels nervous like the speaker in the poem "Assembly." |
| | Option H is incorrect | This sentence from paragraph 8 of "Public Speaking Is Easier When a Cute Dog Is Listening" is not focused on the feelings of nervousness that are present in the lines from the poem "Assembly." |
| | Option J is incorrect | Sasha, in "Public Speaking Is Easier When a Cute Dog Is Listening," practices her speech in front of an audience dog, but there is no suggestion that she feels nervous like the speaker in the poem "Assembly." |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 23 | Option D is correct | In "Public Speaking Is Easier When a Cute Dog Is Listening," a single well-behaved dog is the audience, but in the poem "Assembly," the children in the audience are noisy and disruptive, described as "hyenas in human skin." |
| | Option A is incorrect | Since the audience dogs in "Public Speaking Is Easier When a Cute Dog Is Listening" do not judge the speaker's performance, the speaker is more encouraged to practice and prepare for the best possible performance; the audience in "Assembly" is not described as giving encouragement to the performers. |
| | Option B is incorrect | The audience dogs in "Public Speaking Is Easier When a Cute Dog Is Listening" are trained to sit and listen; the audience in the poem "Assembly" is not trained to behave. |
| | Option C is incorrect | In "Public Speaking Is Easier When a Cute Dog Is Listening," the dogs are trained using positive reinforcement treats; the audience members in the poem "Assembly" are not given rewards. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 24 | Option F is correct | In "Public Speaking Is Easier When a Cute Dog Is Listening," the author focuses on the students' preparation for giving speeches, explaining that students with presentations to deliver "can book 30 minutes with one of the audience dogs" in paragraph 12. However, in the poem "Assembly," the poet describes how the performer feels during the performance. |
| | Option G is incorrect | Both the selection "Public Speaking Is Easier When a Cute Dog Is Listening" and the poem "Assembly" focus on the performers and the audiences. In the selection, the author provides information about Devon Wallick, a student who must present a speech, and the audience dog, Dexter. In the poem, the poet describes the unruly audience of children as well as the speaker who will be performing a solo. |
| | Option H is incorrect | In "Public Speaking Is Easier When a Cute Dog Is Listening," the author explains in paragraph 10 that practice is the key to a strong presentation, and there is no suggestion that people need a special talent in order to perform. In the poem "Assembly," the poet describes the speaker's nervousness about performing until she takes control of her fears, but there is no suggestion that anyone can do it. |
| | Option J is incorrect | Both the author of "Public Speaking Is Easier When a Cute Dog Is Listening" and the poet of "Assembly" describe performers who are less experienced and who still feel nervous about performing. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 25 | Option C is correct | The message that both practice and effort are necessary for anyone who wants to perform in front of an audience is given in both the selection "Public Speaking Is Easier When a Cute Dog Is Listening" and the poem "Assembly." In the selection, the author explains that students like Sasha and Devon use audience dogs to help them practice their presentations, and the poet shows how the speaker overcomes her fears to perform the solo. |
| | Option A is incorrect | Although in "Public Speaking Is Easier When a Cute Dog Is Listening," the author describes the students preparing for their presentations, the speaker's preparation for performing the solo is questionable as she is very nervous when she gets on stage in the poem "Assembly." |
| | Option B is incorrect | This message about picturing animals during a performance is described in paragraph 15 of the selection "Public Speaking Is Easier When a Cute Dog Is Listening," but no such message is present in the poem "Assembly." |
| | Option D is incorrect | The author of "Public Speaking Is Easier When a Cute Dog Is Listening" presents the importance of practice, but there is no information shared about the students' levels of experience with giving speeches before practicing with audience dogs; the poet of "Assembly" does not present the experience level of the speaker or the practice involved in preparing for the recital. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 26 | Option H is correct | The author organizes paragraphs 2 through 5 in chronological order to explain where the idea for the business came from and how the business developed. In paragraphs 2 and 3, the author explains that the girls painted the rocks to surprise their mother on Mother’s Day. In paragraphs 4 and 5, the author explains that the girls’ father was impressed and posted “pictures of the rocks on his social media page,” which led to the business. |
| | Option F is incorrect | In paragraph 6, Isabella says “I have all these ideas in my mind that are too big for me, but I am always thinking about how I can help people.” This shows that Isabella has ideas, but it happens outside of paragraphs 2 through 5, and these ideas are never described in detail to compare with the business of rock painting. |
| | Option G is incorrect | In paragraph 7, the author explains how the girls decided to use their rock-painting business to support a non-profit breast cancer awareness organization; however, this happens outside of paragraphs 2 through 5. Moreover, their business was not created to solve a problem, but as a gift for their mom. |
| | Option J is incorrect | In paragraphs 6 and 7, the girls use the money from their rock-painting business to help others. Although this is an effect of their business, the donations are discussed after paragraphs 2 through 5. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 27 | Option B is correct | Based on information in the selection, the reader can conclude that the girls are hardworking. This is shown in paragraph 1, when the author explains that “they do it every day after they finish their homework!” It is developed further in paragraph 9 when the author explains that “[l]ately they’ve been thinking about painting other things, too.” |
| | Option A is incorrect | The girls are talented, but it was their dad who showed quick thinking when he suggested that they start a business. |
| | Option C is incorrect | Although the girls express concern for their community in paragraphs 6 and 7, worrying is not shown to be a characteristic of the girls. |
| | Option D is incorrect | The girls showed their creativity when they painted the rocks and organized the fundraiser, but there is nothing to suggest that the girls showed bravery. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 28 | Option H is correct | The central idea is the main focus or message of a text that is supported by the author’s purpose and ties together all the other elements. In the selection, the author describes the craft two sisters made as a gift which led to a successful business. In paragraph 1, the author explains that the “painted rock business that they accidentally started” began as a gift for their mother. |
| | Option F is incorrect | Although the rocks the girls found are what started the idea for the girls’ business venture, the idea stated here fails to include how much of a role other people’s positive reactions to their crafts played in their idea to begin a business. |
| | Option G is incorrect | In paragraphs 6 and 7, the author describes how the girls donated some of their profits to a good cause, but the central idea is not just about the sisters’ interest in helping others, but about how they created a successful business. |
| | Option J is incorrect | In paragraph 8, the author describes how the girls divided the work between painting backgrounds and creating designs; however, this is a minor detail, not a central idea. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 29 | Option A is correct | The author chose to include this photograph most likely because it shows the girls together and enjoying the work they do. For example, in paragraph 2, the author states that Soledad “noticed that her sister could use some creative help.” In the selection, the author shows that the girls enjoy working together, and the photograph supports this idea. |
| | Option B is incorrect | The photograph shows the two sisters working on their rock painting and does not show their mother being surprised by the girls’ gift. |
| | Option C is incorrect | Although the girls did donate a part of their first business profits to the organization Get In Touch, the photograph does not show this. |
| | Option D is incorrect | In paragraph 6, the author explains that Isabella has had other business ideas, but the photograph does not provide evidence to support this idea. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 30 | Option H is correct | The author wrote this most likely to show how a simple act can lead to great accomplishments. In paragraphs 1 and 2, the author shows that the girls began with a simple gift idea for their mother, and it developed into a business that allows the girls to earn money and donate to good causes. |
| | Option F is incorrect | In paragraph 1, the author mentions that Isabella and Soledad work on rocks every day after they finish their homework. However, the author's intention is to show the young girls' accomplishments, not how people spend their time. |
| | Option G is incorrect | The author explains in paragraphs 4 and 5 how the sisters and their father decided to post pictures of the painted rocks online, but this is a minor detail that shows how the business began, not why the family shared the same goal. |
| | Option J is incorrect | The selection does show the accomplishments of two young sisters, but the author does not provide encouragement to adults to make positive changes. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 31 | Option A is correct | In paragraph 6, the author uses a quote from Isabella to show how the girls want to share their profits with people in need, and in paragraph 7, the author explains how the girls “hold a rock-painting contest as a fundraiser.” The details from both paragraphs support this key idea. |
| | Option B is incorrect | The girls’ focus is on developing their own business, not on how to help others in the community start businesses. |
| | Option C is incorrect | In paragraph 5, the author explains that “Mr. Meade put the pictures of the rocks on his social media page,” but the details in paragraphs 6 and 7 do not support the idea that the girls rely on others. |
| | Option D is incorrect | The author mentions that the girls have “been thinking about painting other things” in paragraph 9, not in paragraphs 6 and 7. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 32 | Option G is correct | In paragraph 3, the girls' mother is surprised and keeps hugging the girls and thanking them. The mother's reaction to the gift shows that the word <u>overwhelmed</u> means "reacted with strong emotion." |
| | Option F is incorrect | The girls' mother reacts immediately, with no need to think about anything carefully, so "thought about carefully" is not the meaning of <u>overwhelmed</u> . |
| | Option H is incorrect | Since the girls' gift to their mother is not in the past at this point in the story, the meaning of <u>overwhelmed</u> is not "remembered with fondness." |
| | Option J is incorrect | In paragraph 3, there is nothing to indicate that a purpose has yet been realized, so this is not the meaning of the word <u>overwhelmed</u> . |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 33 | Option D is correct | The sentence from paragraph 26 supports the idea that there was value in Baatar’s search. In paragraph 26 he explains to his father that “through living as a servant” he learned how to lead with compassion and justice. |
| | Option A is incorrect | This sentence from paragraph 6 supports the idea that Baatar must travel far to find the item, but it does not support the idea that there is value in the search. |
| | Option B is incorrect | In this sentence from paragraph 12, the author describes how the search has impacted Baatar’s comfortable life, but it does not support the idea that there is value in the search. |
| | Option C is incorrect | In paragraph 14, the author describes why Baatar is willing to go with a stranger, which is a necessary step in Baatar’s lesson, but it does not address the value of the search. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 34 | Option F is correct | Baatar knows that his father is a tremendous leader and admires him for this. In paragraph 1 the author explains, "Baatar knew that he would one day grow up to be a leader. His father, Saihan, was one of the bravest warriors and wisest leaders in the Mongolian empire." |
| | Option G is incorrect | Although Baatar does not know the reason for the trip, he does not do or say anything to suggest that he is annoyed by his father's ideas. |
| | Option H is incorrect | Baatar does not understand why his father sends him on this search, but he respects his father's decision and travels far to find the sponge, indicating that he feels the request must be a reasonable one even though he does not know why. In fact, in paragraph 11, he thinks "it must be something of immense value for his father to have sent his own son to look for it." |
| | Option J is incorrect | Based on paragraphs 1 and 11, Baatar agrees to go on the search out of respect and admiration for his father, but there is nothing in the story that suggests he is looking for ways to impress his father. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 35 | Option D is correct | This sentence from paragraph 16 provides the best explanation for Baatar’s surprise. It shows that Baatar did not expect to discover that the item of value he was searching for was something he used every day as a servant. |
| | Option A is incorrect | This sentence from paragraph 4 explains that Baatar will need to travel far away to find the item of value, but it does not explain why Bataar is surprised by his discovery. |
| | Option B is incorrect | This sentence from paragraph 5 expresses curiosity about his task of finding the sponge but does not provide an explanation for Baatar’s surprise when he discovers the sponge. |
| | Option C is incorrect | This sentence from paragraph 12 shows the difficulty Baatar faced to find the sponge, because the people he asked did not know what the item was. However, this sentence does not explain why Baatar is surprised when he discovers the sponge. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|--|
| 36 | Option F is correct | In paragraphs 2 through 6, the reader can infer that Baatar needs to learn how to earn respect. In paragraph 2, the author describes how he treated his friends “like they were his servants,” and in paragraph 3, Baatar's father “was concerned about his son’s behavior.” |
| | Option G is incorrect | In paragraphs 2 through 6, the author describes Baatar’s disrespect toward his friends and his father’s concern. But it isn’t clear in paragraphs 2 through 6 that Baatar is aware of his father’s concerns. |
| | Option H is incorrect | In paragraph 5, Baatar asks, “Is it not something I can get here in Mongolia?” This may show that Baatar would prefer to stay in Mongolia, but it does not suggest he needs to be more comfortable with new experiences. |
| | Option J is incorrect | In paragraph 2 the author explains that “knowledge of his father’s power, however, proved to be dangerous.” However, the author does not discuss Baatar’s feelings about material possessions. There is no indication that he is motivated by greed when he hears of the treasure. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 37 | Option B is correct | These sentences include all the key ideas necessary for a summary of the story. The main conflict of the story—how Baatar treats others—is identified and his father’s idea for a solution leads to the action in the story as Baatar travels the land seeking the treasure his father has sent him to find. All of this leads to the resolution when he returns home and shares the lesson he has learned with his delighted father. |
| | Option A is incorrect | This option includes information about how Baatar treats others and is sent on a journey by his father who does not approve of his behavior. However, details are included that are not necessary for a summary (his friends play with him because of his father’s status) and key ideas critical to a summary is not included. The work Baatar must do on his journey, which allows him to discover the treasure he’s searching for, is necessary to create a complete summary. In addition, the option does not capture the key idea that Baatar’s father is actively attempting to teach Baatar a lesson to improve his behavior, not simply sending him on a journey and hoping he learns a lesson. |
| | Option C is incorrect | These sentences include the idea that Baatar goes on a journey searching for something at the behest of his father, but includes details that are not important for a summary (the lack of clues and the belief that someone else should have been sent instead). In addition, the sentences do not include the reason Baatar is sent on the journey (his treatment of others) or the fact that his father intends to teach him a lesson with the task. |
| | Option D is incorrect | These sentences include the idea that Baatar wants to be a leader and that his father sends him on a journey but includes unnecessary details about how few people help him and that he needs to find a home and become a king’s servant. Key ideas that should be included in a summary are not included in these sentences, including the fact that Baatar treats people badly and that his father intends to teach him a lesson by sending him on a journey to find a treasure. |

2022 STAAR Grade 5 Reading Rationales

| Item # | Rationale | |
|--------|-----------------------|---|
| 38 | Option F is correct | Paragraph 27 is important to the plot because it shows Saihan's happiness due to his son's development as a leader. In paragraph 25, the father asks the son why he sent Baatar so far for a sponge, and Baatar explains the lesson he has learned. In paragraph 27, "the father embraced his son and cried," showing that Baatar has learned the lesson the father had hoped he would learn. |
| | Option G is incorrect | In paragraph 27, Saihan is not curious about Baatar's journey; rather, he wants to know that Baatar has learned how to become a good leader. |
| | Option H is incorrect | In the story, Saihan knew what Baatar would experience on his journey, so he was likely not concerned about Baatar's safety. |
| | Option J is incorrect | In the story, Saihan sends Baatar on the journey to find the sponge, so he is not excited to see what Baatar found but to discover what Baatar learned through the experience. |