

**GRADE 5**  
**Reading**

**Administered April 2019**

**RELEASED**



# READING

**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.



# Wildlife Wonders

In this issue: Find out why koalas hug trees!

Volume 2

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/mattanan726

- 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/naturepi.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

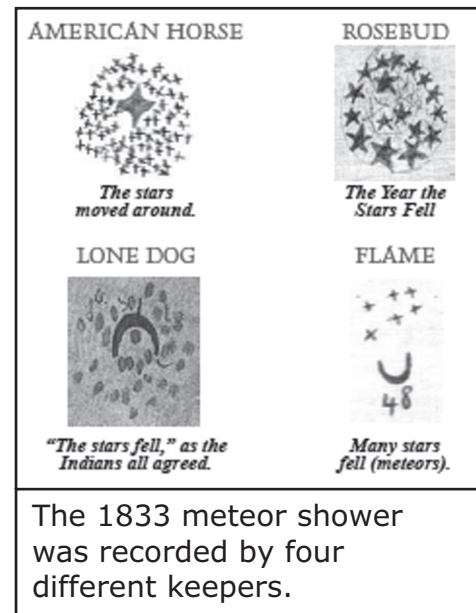
- 3 Since the Lakota did not write their language, they passed down their history orally. Parents told their children about past events. When those children grew up, they told the same stories to their children.
- 4 In each Lakota community, there was one person who knew all the stories very well. This 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.



Natural Phenomena Archives, Smithsonian Institution INV 03494000

- 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

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







**STAAR  
GRADE 5  
Reading  
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