



READING Grade 5 Modified

2011 Released Selections and Test Questions

These released test questions represent how the modification process can be applied to the 2011 STAAR Released Test Questions. Not every STAAR released test question has been modified. These test questions are samples only and do not represent all the TEKS student expectations from each reporting category eligible for assessment. Nor do they represent all the ways in which a test question can be modified.



The Bird with the Broken Wing

This is a play about a little bird with a broken wing who is shivering in the cold and cannot get into a tree by himself. Read the play to find out what happens when the little bird asks the trees in the forest for help.

Characters:

LITTLE BIRD

THE OAK

THE MAPLE

THE WILLOW

THE SPRUCE

THE PINE

THE JUNIPER

JACK FROST

FOREST FAIRY

The Bird with the Broken Wing

An Adaptation

Scene 1

- 1 *[It is late fall in the forest. The stage is bare except for a few different kinds of trees.]*
- 2 **THE OAK:** See that flock of birds coming? The winter is near, and they are flying south.
- 3 **THE MAPLE:** I hope they will not land on my branches. I like to keep my leaves in order.
- 4 **THE WILLOW:** So many birds will break my tender twigs. I do not want them either. Here they come!
- 5 *[Birds fly over the trees and continue on their path. Little Bird, struggling, lands in a strange way on the ground.]*
- 6 **LITTLE BIRD:** I can fly no farther! My wing is broken, and I cannot hold it up. I must rest tonight in this forest. I am sure some big, strong tree will give me a place to rest. I will ask this tall Oak; his leaves are so thick. May I rest in your strong branches tonight, great Oak Tree? I am a poor little bird with a broken wing.
- 7 **THE OAK:** I am sorry, but my branches are all occupied by the squirrels gathering acorns before winter comes. I have no room.
- 8 **LITTLE BIRD:** I am so tired and cold and hungry. Surely the handsome Maple will take me in. She has no acorns, so the squirrels will not be in her branches. Kind, lovely Maple, may I rest tonight in your beautiful branches? I am a poor little bird with a broken wing.
- 9 **THE MAPLE:** My house is in perfect order, and I cannot think of disturbing it. Please go away!
- 10 **LITTLE BIRD:** What shall I do? The Oak and the Maple are so unkind, and I am shivering with cold and weak with hunger. Surely some tree must be kind. Dear Willow, will you let me sit on your graceful branches just for tonight?

- 11 **THE WILLOW:** I think you should have gone on with the other birds. I cannot take you in. I do not know your name or anything about you.
- 12 **LITTLE BIRD:** My dear bird friends, how I wish you were here! The Oak, the Maple, and the Willow have all turned me away. I am as lonely as a single star in the night sky.
- 13 **THE SPRUCE:** Little bird with the broken wing, come to me! Can you hop up into my branches if I hold them down to you? I am not as handsome as the Maple, but my leaves grow thick and strong and can hold you.
- 14 [*Spruce leans over slowly, and Little Bird hops onto one of the branches.*]
- 15 **LITTLE BIRD:** I could never thank you enough for your goodness.
- 16 **THE SPRUCE:** Do not speak of that, dear little bird. I am so sad that my fellow trees would not give you shelter. We should all help one another.
- 17 **THE PINE:** Well said, Spruce. And while I am not as strong as the Oak, Little Bird, I can block out the cold north wind. Rest warm in Spruce's branches.
- 18 **THE JUNIPER:** Little Bird, because you are hungry, you should eat my berries. Maybe then you can rest.
- 19 **LITTLE BIRD:** Thank you, dear Juniper. Your berries are good, and I am hungry no longer. I'll go to sleep now. Good night, dear trees.

- 1 Read this line from paragraph 12.

I am as lonely as a single star
in the night sky.

The author's use of figurative language emphasizes that —

- A Little Bird feels hopeless about his situation
 - B Little Bird turns to the night sky for help
 - C Little Bird is confused about where his friends have gone
-
- 2 Read these lines from Scene 1 of the play.

THE OAK: I am sorry, but my branches are all occupied by the squirrels gathering acorns before winter comes.

THE MAPLE: My house is in perfect order, and I cannot think of disturbing it.

THE WILLOW: I do not know your name or anything about you.

What do these lines represent?

- A The reasons why the trees dislike Little Bird
- B The ways the trees prepare for the coming winter
- C The excuses the trees give for not helping Little Bird

Scene 2

20 *[It is midnight in the forest. It is dark onstage except for a spotlight shining on Jack Frost and Forest Fairy, standing center stage.]*

21 **JACK FROST:** Do you know why I have come?

22 **FOREST FAIRY:** Yes, Mr. Frost. I know you must touch all the leaves, changing them to gold and crimson and brown hues. I dislike having the leaves fall, and yet you and I must do what King Winter tells us. But—

23 **JACK FROST:** But what, dear Fairy? You speak as if you have some wish to make.

24 **FOREST FAIRY:** I must tell you of an unhappy event. Such a dear little bird came to the forest earlier this evening. He had a broken wing, and he was tired and cold and hungry. He asked for shelter from the great Oak, the proud Maple, and the graceful Willow, but none would help. I was angered and ashamed of my trees!

25 **JACK FROST:** None of the trees in this forest would help a tired little bird?

26 **FOREST FAIRY:** No. Just as I was about to chide the three trees, I heard the Spruce invite him to come to her branches for shelter. Then the Pine offered to keep the north wind from him, and the Juniper gave him berries to eat. Think about this. Could you—

27 **JACK FROST:** Yes, yes, I know exactly what you wish to ask, Forest Fairy. The leaves of the proud Oak, the Maple, and the Willow shall fall to the ground when the cold of winter comes. But the Spruce, the Pine, the Juniper, and all their family shall keep their leaves, and all through the year, they shall be green. They shall be called the Evergreen Trees.

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- 3** What does the word chide mean in paragraph 26?
- A** To greet
 - B** To scold
 - C** To observe
-
- 4** Which sentence is the best summary of Scene 2?
- A** Jack Frost arrives in the forest to fulfill King Winter's orders for the trees to lose their leaves as fall turns to winter.
 - B** Forest Fairy tells Jack Frost about how helpful some of the forest trees were, so Jack Frost decides to honor them with leaves that are always green.
 - C** Jack Frost learns from Forest Fairy that Little Bird is injured and has been given shelter in the forest by the Spruce, the Pine, and the Juniper.
-
- 5** What can the reader conclude from the last paragraph of Scene 2?
- A** The Oak, the Maple, and the Willow will die without their leaves.
 - B** Jack Frost knows what Forest Fairy's wish is because she has asked for it before.
 - C** The selfishness of the Oak, the Maple, and the Willow has a bad consequence.

Use the whole play “The Bird with the Broken Wing”
on pages 3–6 to answer questions 6–8.

theme—the central idea, message, or moral of a story, poem, or play

- 6 What is the **theme** of the play?
- A Friendships take time.
 - B It is important to work together.
 - C Kindness is rewarded.
-
- 7 How is Scene 2 different from Scene 1?
- A Scene 2 contains more action.
 - B Scene 2 takes place in the forest.
 - C Scene 2 has different characters.

conflict—the main problem in a story, poem, or play

- 8 Which of these events resolves Little Bird's **conflict** in the play?
- A Little Bird lands on the ground.
 - B Little Bird is given a place to sleep for the night.
 - C Little Bird flies south with his friends.



Dear Editor

“Dear Editor” is a letter written by eighth grader Paul Arroyo to the editor of a magazine. Paul read an article written by this editor arguing that playing a video game is a waste of time. Read Paul’s response to the article about playing video games.

Dear Editor,

- 1 In your article "Just a Play Day," you argue that playing video games is a waste of time. You also describe video-game players as young people who do very little and loaf for hours in front of a screen. I disagree with your opinions. I would like to offer some examples that show that playing video games has many benefits.
- 2 On Saturday I visited my friend Devan. He was playing a video game that looked like fun. It was a different kind of game. It was created to help kids understand what it is like to be an astronaut and work in a space station. By playing the game, Devan was learning how to build a spaceship. He was also learning to manage a crew of astronauts. Devan wants to become an astronaut one day. This game teaches him some skills astronauts need in their work.
- 3 My little sister loves to play history games when she visits the computer center at the library. The history games help players imagine what it would be like to live during a particular time. My sister really likes learning about the 1800s. In fact, that's all she talks about. So the next time I have a history report to write, I can ask my sister about what she's learned from video games.

- 1** How does Paul use the information in paragraphs 2 and 3?
- A** To show that playing video games can help students improve their skills in many areas
 - B** To show that students like to play video games that relate to what they are learning in school
 - C** To show that playing video games helps people be creative

4 Even though you insist in your article that playing video games has no value, Devan's and my sister's use of video games is not a waste of time. You also suggest that young people tend to play video games for hours at a time. However, I just read a report by researchers at a university, and they suggested that it is not a problem for kids to play video games as much as two hours a day. My sister never plays that much. In fact, our library limits the time a person is allowed to use the computers to 30 minutes. Devan plays video games a little longer than my sister. He says he plays about an hour a day. However, I think playing video games an hour a day or a few hours a week fits well with a balanced, busy schedule. And I know a lot about having a busy schedule.

5 I enjoy playing video games, just like Devan and my sister. But while I play video games almost every day, I also attend sports practices, finish my schoolwork on time, and participate in the computer club. In fact, being able to play video games often makes me get my tasks done during the day so that I can reward myself with some game play in the evening.

6 You also might not know that playing video games can help improve study and athletic skills. The university found that playing video games can help people pay more attention to details and learn math skills. Some video games can help improve sports skills such as throwing, catching, or hitting a ball.

7 I hope you and your readers will consider the many advantages of playing video games that I have presented. Playing video games is not a waste of time. They are fun to play and provide educational experiences. Who knows? Even you might enjoy playing them!

Sincerely,
Paul Arroyo
8th grader
Austin, Texas

- 2 What can the reader infer from the last sentence of Paul's letter?
- A Paul would like to play a video game against the editor.
 - B Paul believes that the editor needs to play video games every day.
 - C Paul thinks that the editor has not played video games.

**Use the whole letter "Dear Editor"
on pages 11–13 to answer questions 3–7.**

- 3 What is Paul's purpose for writing his letter?
- A To describe the many types of video games available to young people
 - B To explain to readers that playing video games prepares young people for future careers
 - C To convince readers that playing video games has many benefits
-
- 4 What is Paul's main argument?
- A Video games have educational value.
 - B Young people like video games.
 - C Most young people play video games daily.

- 5** Which of these sources does Paul use to support his argument?
- A** Personal experiences and information from a research report
 - B** Facts collected by a library and a university
 - C** Interviews he had with family members
-
- 6** How does Paul organize the information in his letter?
- A** By stating the editor's opinions about playing video games and then providing evidence to dispute them
 - B** By comparing one person's experience with playing video games to another person's experience
 - C** By describing problems with playing video games and then giving solutions

- 7** Based on information in his letter, which statement would Paul most likely agree with?
- A** Libraries need more kinds of video games for students to use.
 - B** Young people need to be sure that video games do not get in the way of their schoolwork.
 - C** Young people should not be allowed to play video games unless an adult is able to watch them.

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
READING Selection 1				
1	2	Readiness	5.8(A)	A
2	2	Supporting	5.5 Fig. 19(D)	C
3	1	Readiness	5.2(B)	B
4	2	Supporting	5.5 Fig. 19(E)	B
5	2	Supporting	5.5 Fig. 19(D)	C
6	2	Supporting	5.3 Fig. 19(D)	C
7	2	Supporting	5.5 Fig. 19(D)	C
8	2	Supporting	5.5 Fig. 19(D)	B
READING Selection 2				
1	3	Supporting	5.12(A)	A
2	3	Supporting	5.12 Fig. 19(D)	C
3	3	Supporting	5.10(A)	C
4	3	Supporting	5.12(A)	A
5	3	Supporting	5.12(A)	A
6	3	Supporting	5.12(A)	A
7	3	Supporting	5.12(A)	B

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