

2014 TEXAS STAAR TEST – GRADE 5 - READING

Total Possible Score: 46
Needed Correct to Pass: 25
Advanced Performance: 40

Time Limit: 4 Hours

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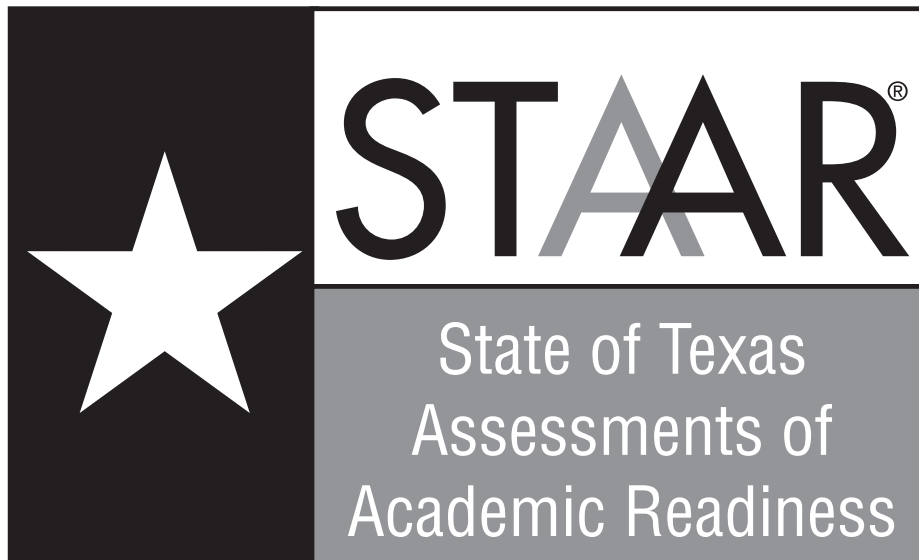
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GRADE 5
Reading

Administered April 2014

RELEASED

READING

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

An Unusual Burglar

- 1 Theft is a serious crime. If someone stole something from you, you would most likely not be too forgiving. You would probably be very upset if the stealing continued for years. There is a place in California where thefts take place nightly. Strangely, though, most people there just laugh when their items disappear. That is because the culprit is a cat.
- 2 Jean Chu and her family adopted Dusty, their pet cat, a few years ago. Not long after he moved in, the family members started finding odd objects lying around. One day they would find a glove and an unfamiliar towel. The next day there would be a pot holder and a sock. At first no one knew what to think about the items that mysteriously appeared on the porch or in the yard. Soon they realized that the objects always showed up in the morning. And which member of the family tended to roam every night? That would be Dusty.
- 3 There was rarely a day when the family failed to find some of Dusty's loot. Yet catching him in the act was difficult. Then the television channel Animal Planet heard about him and decided to feature him on its show *Must Love Cats*. A film crew was sent to Chu's home. The crew followed Dusty's nighttime escapades with an infrared camera. Sure enough, the camera caught him in the act as he dragged home an item of clothing. Before that Chu had caught him in the act only once, when she saw him come in with a glove.
- 4 After the Animal Planet visit, videos of Dusty's burglarizing became very popular on YouTube. Interest in Dusty expanded beyond Animal Planet. Soon Chu was receiving calls from various television shows that wanted to have Dusty as a guest. The family accompanied Dusty to New York City, where the cat appeared on the *Late Show with David Letterman* and became a celebrity.
- 5 From the beginning Chu was concerned about the owners of the stolen items. So she would collect the items, clean them, and then try to return them to her neighbors. Sometimes, though, she did not know who owned a particular item. She started to keep a list of all the things Dusty brought home in order to keep track of them. One day he brought home 11 items!

- 6 Over time Chu ran into a continuing problem. The items belonging to unknown owners were piling up. There were bathing suits, toys, shoes, and caps. Chu stored them in boxes in her dining room until it was filled with the stuff. Eventually she laid everything out on tables in her front yard. Then she put up signs inviting her neighbors to come reclaim their belongings.
- 7 It wouldn't have been surprising if the owners of the missing objects had used this event as an opportunity to complain. But most everyone was good-natured about the "thefts." Kelly McLellan, who lives nearby, said, "He stole my bikini. He did it in two trips. He was very focused on keeping the ensemble. When it went missing I wasn't worried, though. I knew where to go."
- 8 The Somers family lost lots of shorts and towels, several sponges, and six bathing suits that Dusty took from a clothesline. "We don't leave anything out anymore," said Stephanie Somers. "But we don't mind. We like Dusty."
- 9 The rest of the community seems to share this affection for Dusty. He is often asked to take part in area pet events. One time he was asked to lead the Redwood City pet parade. On another occasion he was the special guest in an animal fashion show. For the show he wore a most appropriate outfit—a jumpsuit with prison stripes.



- 1** The main purpose of paragraphs 7 and 8 is to —
- A** show that Dusty takes items from only two of Chu’s neighbors
 - B** explain that Chu’s neighbors aren’t bothered when Dusty takes their personal items
 - C** emphasize that Chu’s neighbors deliberately leave objects lying around for Dusty
 - D** describe how Dusty carefully chooses the items he takes from Chu’s neighbors
-

- 2** The author wrote this selection most likely to tell the reader that —
- F** Dusty should face consequences for his actions
 - G** Dusty has caused major problems for his owners over the years
 - H** because Dusty is a cat, he is active mostly at night
 - J** Dusty is a cat with a habit that has attracted a lot of attention
-

- 3** In what way does Chu stay aware of Dusty’s activities?
- A** She waits for Dusty on the porch when he leaves the house.
 - B** She watches videos on YouTube to see what Dusty has done.
 - C** She creates a list of the items he has brought home.
 - D** She talks with neighbors each morning to learn about missing items.

4 Which sentence expresses the main idea of paragraph 2?

- F *Jean Chu and her family adopted Dusty, their pet cat, a few years ago.*
- G *Not long after he moved in, the family members started finding odd objects lying around.*
- H *One day they would find a glove and an unfamiliar towel.*
- J *Soon they realized that the objects always showed up in the morning.*

5 In paragraph 1, the word culprit means someone who is —

- A active mostly at night
- B interested in hunting for treasure
- C guilty of a wrongful act
- D extremely annoying to live near

- 6** What does the information presented in this selection suggest about how people view Dusty's actions?
- F** They are surprised that Dusty's actions have not made Chu find him a new home.
 - G** They believe that Dusty's actions are a result of his being in an unfamiliar neighborhood.
 - H** They are entertained by stories about Dusty.
 - J** They are confused about how Dusty manages to take many of the belongings.

-
- 7** The reader can infer that Chu is concerned about Dusty's habit because she —
- A** has contacted a group of experts to help her work with Dusty
 - B** reminds her neighbors to gather their belongings before it gets dark outside
 - C** keeps Dusty busy with other activities to try to change his behavior
 - D** thinks of ways to return the items she finds to their proper owners

8 Which of these best summarizes the selection?

- F** A cat named Dusty has become famous for taking items from neighbors. He has appeared on the *Late Show with David Letterman*, *Must Love Cats*, and YouTube. He also appears in parades and fashion shows.
- G** A cat named Dusty is popular with his neighbors because he takes their items. He sneaks out at night and brings the objects back to his owner's house. He has been caught on video by a television crew.
- H** Dusty, a recently adopted cat, began to roam around his neighborhood in California every night. Before long he began to steal things from the neighbors. He stole hundreds of items before being caught.
- J** Dusty, a cat in California, has a habit of bringing home items he finds around his neighborhood. One night a crew working for a television show filmed him bringing home an item of clothing. He has since become famous and appeared elsewhere on television.

9 The reader can infer that the author's attitude toward Dusty is one of —

- A** amusement
- B** outrage
- C** curiosity
- D** sympathy

10 Based on the photograph, the reader can tell that Dusty —

- F** likes wearing outfits
- G** is unwilling to return what he took
- H** has taken items repeatedly
- J** has stopped taking items from people

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

Bartholomew Blue

by Emma Walton Hamilton

Bartholomew Blue was a gentleman who
Could never decide what he wanted to do.
Mornings began in a terrible way,
As he'd try to decide what to wear for the day.

- 5 Which trousers? What shirt? And which socks, and what shoes?
Bartholomew just wasn't able to choose.

Completely confounded, he'd settle once more
On what he had chosen the morning before.
He'd go down to breakfast (a little bit smelly),
10 And try to decide what to put in his belly.
Two fried eggs and bacon? Some cinnamon bread?
He'd end up with yesterday's oatmeal instead.

- Each hour would bring yet another decision . . .
What program to watch on today's television?
15 What method of transport to travel to work?
Bartholomew worried he might go berserk!
And still he would choose what he'd chosen before,
Until life started seeming a terrible bore.

- As time trickled by him, things didn't improve.
20 For the less he would try things, the less he would move.
His suit became smellier day after day
His shoelaces frayed and his socks turned to gray.
He longed for excitement—a fresh point of view.
But habit prevailed, and he chose what he knew.

- 25 Soon cobwebs began to appear here and there.
And one day, a bird built a nest in his hair.
Before poor Bartholomew knew what to do,
Another bird parked on his head, and then two!
Cardinals, blue jays, and sparrows galore—
30 Followed by chickadees, finches, and more.

Bartholomew stood there, stuck fast in his boots,
And before very long, he began to grow roots.
Then—just as the birds on his head had assumed,
He sprouted with branches and leaves, and he *bloomed!*
35 Bartholomew Blue is a tree to this day . . .
But at least now he gives off a fragrant bouquet.

From JULIE ANDREWS' COLLECTION OF POEMS, SONGS, AND LULLABIES by Julie Andrews, Emma Walton Hamilton, Jim McMullan. Text copyright © 2009 by Wellspring LLC. By permission of Little, Brown and Company.

- 11** Which of these lines from the poem helps the reader know what the word confounded means in line 7?
- A** Bartholomew just wasn't able to choose.
 - B** He'd go down to breakfast (a little bit smelly),
 - C** He'd end up with yesterday's oatmeal instead.
 - D** Each hour would bring yet another decision . . .

-
- 12** Read these lines from the poem.

His suit became smellier day after day
His shoelaces frayed and his socks turned to gray.

The imagery used in these lines allows the reader to know that —

- F** Bartholomew's routine has been repeated for a long time
- G** Bartholomew does not realize his clothes are getting old
- H** Bartholomew's clothes have been damaged by birds
- J** Bartholomew works in a dirty environment

- 13** What idea does the poet convey through the description of Bartholomew in lines 25 through 30?
- A** That he has grown very large
 - B** That he has become very inactive
 - C** That he has learned to solve his problem
 - D** That he has found other ways to entertain himself
-

- 14** Read this line from the first stanza.

Which trousers? What shirt? And which socks, and what shoes?

The repetition in this line emphasizes the idea that Bartholomew —

- F** follows a routine for selecting different outfits in the morning
- G** has difficulty finding outfits that match
- H** believes that he has too many choices to make
- J** thinks that getting ready in the morning requires too much time

- 15** The organization of the poem helps show that Bartholomew’s actions —
- A** are a benefit to others
 - B** help him discover new ideas
 - C** create worse effects as time goes by
 - D** cannot be controlled

-
- 16** Read these lines from the poem.

He sprouted with branches and leaves, and he *bloomed!*
Bartholomew Blue is a tree to this day . . .
But at least now he gives off a fragrant bouquet.

What is the poet most likely suggesting in these lines?

- F** Bartholomew enjoys the scent of trees.
- G** Bartholomew likes to spend time with nature.
- H** Bartholomew has decided to wear a tree costume.
- J** Bartholomew has finally become useful as a tree.

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

A Penny Saved Is a Penny Earned

by Jan Siebold

- 1 On the way home from my old grade school, there was a corner drugstore called Thompson's. Mr. Thompson was the pharmacist, and his wife worked at the checkout counter. The store carried a little bit of everything: medicine, magazines, cosmetics, school supplies, toys, greeting cards, and more. It also had the best candy counter of any store around.
- 2 A few years ago, I was in Thompson's with my mom. I was wandering through the aisles as I had done hundreds of times before when I noticed a new item in the school supply section.
- 3 It was a deluxe set of twenty-four colored pencils. They came in a flat tin box that was painted with a picture of the pencils. There were three sets. I opened one of them.
- 4 The pencils were sharpened to perfect points. The rich colors offered endless possibilities compared to my set of eight basic colors at home. I was going through a comic-book-writing phase at that time. I knew that I had to have them.
- 5 I looked at the bottom of the tin. The price was \$2.98. This presented a slight problem. You see, Mom had bought Harry and Vi Marshall a potted plant to apologize for my bike tracks in their new driveway. She and Dad were withholding my allowance until the plant was paid for. I knew that there was no point in asking them for the money.
- 6 When we got home, I took the plug out of the bottom of my piggy bank and counted the change. I had \$1.86. That meant I still needed \$1.12 plus tax.
- 7 The solution was tossed my way the following Monday when I stopped at Thompson's after school to look at the pencils. I had asked Mrs. Thompson how much they would cost with tax.
- 8 "They'd come to \$3.22," she reported. "Shall I ring them up for you?"
- 9 "Maybe another day," I answered.

- 10 I walked out of the store and sat down on the bench that was right outside the door. As I was sitting there feeling sorry for myself, two junior high boys came out of the store with bags of candy. I saw one of them toss a few pennies onto the sidewalk. The boys kept walking.
- 11 I waited until they had rounded the corner, then I went to pick up the pennies. There were three of them. I put them in my pocket. Lots of times, I had seen kids throw away pennies that they had received as change. In fact, it used to drive Mom crazy when she saw it happen.
- 12 "No one can afford to throw away a penny," she would say. "Or if they can afford it, they should donate their pennies to charity."
- 13 I began to look around the sidewalk. Under the bench, there were two more pennies. I added them to the collection in my pocket. My career as a penny-pincher had begun.
- 14 Every day after school, I checked the outside of Thompson's. On the average, I found two or three pennies a day. At that rate, I figured it would only take me a couple of weeks to have enough money to buy the pencils.
- 15 I started to look for coins in other places, too. I never passed a phone booth without stopping to check the coin return. I never actually found any coins there, but I did find a dime on the floor of a phone booth. Sometimes there would be a stray penny on a sidewalk, or in a store or parking lot. I really hit the jackpot when I found thirty-seven cents in the pocket of my old jeans.
- 16 By the end of three weeks, I finally had enough money to buy the pencils. I put all of my coins into a paper bag and headed over to Thompson's. I hurried to the school supply section.
- 17 The pencils were gone.
- 18 Then I heard Mrs. Thompson ask, "Are these what you're looking for?"
- 19 I looked toward the counter. She held up a set of the pencils. "When the second set was sold, I put these away for you," she explained. "I know you've had your eye on them."
- 20 "Thanks! I finally have enough money," I told her.
- 21 I dumped the coins out onto the counter.
- 22 "Just right," she announced.

23 She put the pencils in a bag for me. Then she reached over and put a box of chocolate covered raisins in the bag, too.

24 "These are for being such a loyal customer," said Mrs. Thompson.

25 I thanked her again and went home to try out my new colors.

From *Rope Burn* by Jan Siebold, copyright © 1998 by Jan Siebold. Used by permission of Albert Whitman & Company.

- 17** The narrator's actions in paragraphs 11 through 16 of the story show that he —
- A** is determined to achieve his goals
 - B** often gets what he wants without much effort
 - C** knows he should give money away instead of spending it
 - D** relies on others to think of solutions to his problems
-

- 18** What is the meaning of the word withholding in paragraph 5?
- F** Increasing in amount
 - G** Punishing harshly
 - H** Refusing to give
 - J** Using as one's property
-

- 19** According to the story, the reason the narrator doesn't initially have enough money to buy the pencils is that —
- A** he has damaged someone's property
 - B** he has spent his money on things he doesn't need
 - C** school supplies are expensive
 - D** the sales tax is too high

20 Read the following sentence from paragraph 7.

The solution was tossed my way the following Monday when I stopped at Thompson's after school to look at the pencils.

What can the reader conclude about the narrator from this sentence?

- F** He will find the money he needs at the drugstore that day.
- G** He will get the money he needs in an unexpected way.
- H** He will work at the drugstore after school each day to earn money.
- J** He will collect money at school before going to the drugstore.

21 Based on their actions described in the story, the narrator's parents most likely think it is important to —

- A** buy gifts to give to neighbors
- B** find hobbies that require artistic ability
- C** help children take responsibility for their behavior
- D** pick up money when it is found on the street

- 22** The narrator's actions in paragraph 13 imply that he will —
- F** observe his surroundings more closely wherever he goes
 - G** keep all his pennies in his pocket until he has saved enough
 - H** stay at the bench and collect all the pennies people throw away
 - J** try to think of a different way to collect money

23 Which sentences best help to create suspense in the story?

- A** *"They'd come to \$3.22," she reported. "Shall I ring them up for you?"*
- B** *I hurried to the school supply section. The pencils were gone.*
- C** *I looked toward the counter. She held up a set of the pencils.*
- D** *I dumped the coins out onto the counter. "Just right," she announced.*

24 Read these sentences from paragraph 4.

The pencils were sharpened to perfect points. The rich colors offered endless possibilities compared to my set of eight basic colors at home.

The author uses the description of the pencils to show —

- F** how sad the narrator feels when he can't afford them
- G** how much the narrator wants to buy them
- H** that the colors inspire the narrator with ideas for his comic book
- J** that the pencils the narrator has are no longer usable

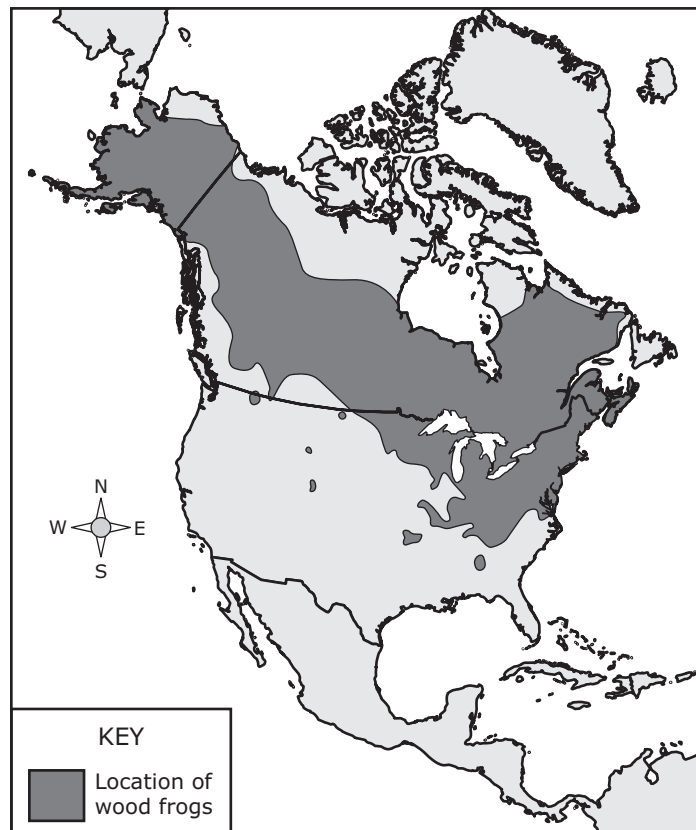
25 Mrs. Thompson contributes to solving the narrator's problem mostly by —

- A** telling the narrator how much money he needs to buy the pencils
- B** suggesting places that the narrator should search for coins
- C** giving the narrator a box of chocolate-covered raisins for being a loyal customer
- D** saving a box of pencils behind the counter until the narrator can afford them

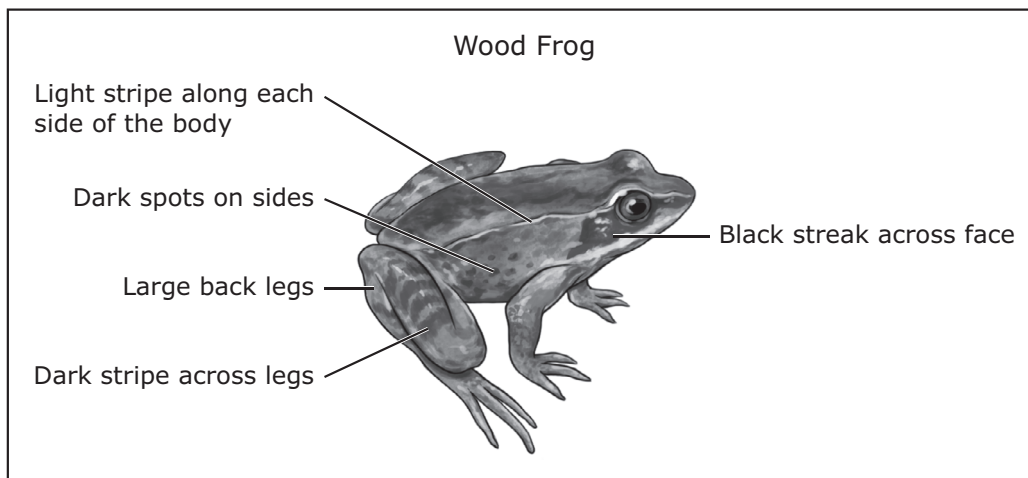
Read the next two selections. Then choose the best answer to each question.

Frozen Frogs

- 1 What do you do when you are cold? Your instincts probably tell you to wrap yourself in a warm blanket and sip a cup of steaming cocoa. All animals have different ways of responding to the cold. Some animals, such as Canada geese, migrate to warmer climates. Others hibernate. But the wood frog does something unusual. It freezes!
- 2 The wood frog's ability to freeze its body is vital to its survival. The wood frog can live in extreme climates from the Appalachian Mountains, across much of Canada, and into Alaska. When temperatures are cold, a wood frog burrows a few inches beneath the leaves on the forest floor. As the outdoor temperature decreases, the frog's skin freezes. For a human this would result in frostbite, or the freezing of body tissues. But the wood frog has a natural defense against the cold that is remarkable.



- 3 Special proteins inside the frog's body freeze the water in the frog's blood. Water forced out of the frog's other cells freezes as well. But a special solution produced inside the frog acts like antifreeze in a car, protecting the cells.
- 4 In cold temperatures the frog's heartbeat, breathing, and brain activity stop. Because the organs are surrounded by ice, they do not decay and do not require oxygen or nutrients. In fact, about 65% of the frog freezes. The frog, however, is still alive.
- 5 The wood frog can freeze for a few days or several months at a time. It can survive temperatures as low as 18°F without damage to its body.
- 6 When the temperature outside increases, the frog thaws along with its surroundings. Water and blood begin circulating in its body again. Within a few hours its heart resumes beating. Over the next several hours, the frog slowly regains use of its limbs—and hops away!



- 7 Scientists are fascinated by the wood frog's ability to freeze. For years they have sought ways to freeze body tissue without damaging it. They hope that by studying wood frogs they may learn better ways of preserving human organs for transplants and other medical procedures. Whether these frogs can be used to help humans or not, they certainly are amazing.

Long Live the Tree

- 1 Looming atop the White Mountains of California, the gnarled old branches of the Great Basin bristlecone pines tell a rich story. These pines are the oldest living trees in the world.

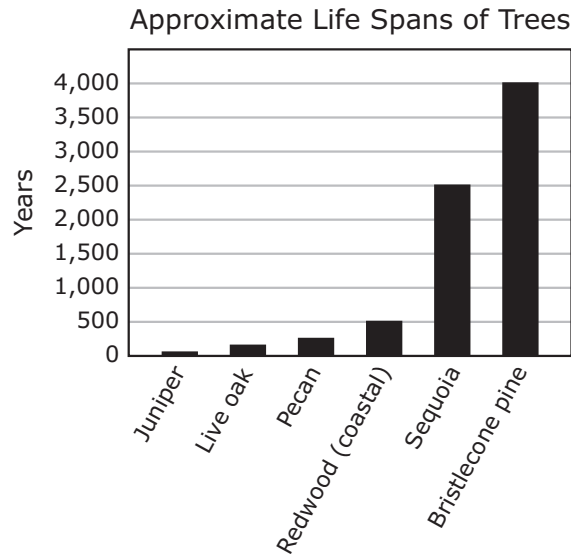


Bristlecone Pines in the White Mountains

Courtesy of the U.S. Forest Service

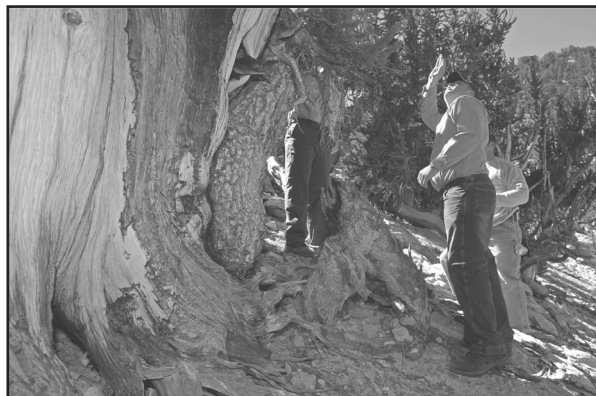
- 2 They are called bristlecone pines because of the sharp, coarse bristles on their young cones. Amazingly, Great Basin bristlecone pines seem to thrive in the gravelly soil of the White Mountains. The ground contains little water, and the area is often battered by strong winds. Such conditions can damage and even kill other types of trees and plants, but the bristlecones grow well in this environment.
- 3 The roots of the bristlecones help these trees survive. The roots are shallow or even exposed above the ground so they can spread out and find water. The trees also grow extremely slowly as a result of scarce resources and are known to almost completely stop growing in years of extreme drought. Under such conditions some may take 100 years to grow just one inch in width.
- 4 Thick outer wood and a special coating help protect the trees from disease and pests. The addition of this coating protects against harmful fungi. Should fungi, drought, or insects damage one of these trees, the bristlecone can actually allow a part of itself to die. Then it separates the living section of itself from the lifeless section. Some bristlecones have been known to exist as only a thin strip of living bark surrounded by dead sections of tree. They virtually start from infancy again!

- 5 Bristlecone pines provide scientists with clues to their age. As a tree grows, it forms a ring inside its trunk each year. Each ring reveals information about the tree's growth. By examining tree rings, scientists have determined that some bristlecones in the White Mountains are over 4,000 years old.



- 6 One bristlecone, named Methuselah, may be the oldest living tree in the world. Scientists estimate that it is 4,600 years old. Its age is a testament to how well this species of tree has adapted to survive. The tree is located in the Ancient Bristlecone Pine Forest, a special section of the Inyo National Forest in eastern California's White Mountains. The U.S. Forest Service has set rules for this area in order to protect the bristlecones that live here. For example, visitors can travel only on marked hiking trails, and campfires are not allowed without a permit.

- 7 Still, people come from all over the world to view the bristlecones. But to keep these oldest of trees safe, their exact location is not identified for tourists. By taking this measure, park authorities hope to ensure that the trees live for many more years.



A forest manager and an environmentalist search for pinecones from Methuselah.

© AP Images/Julie Jacobson

**Use “Frozen Frogs” (pp. 23–24) to answer questions 26–30.
Then fill in the answers on your answer document.**

- 26** The author wrote this selection most likely to explain —
- F** the reasons scientists have been unsuccessful at freezing organs
 - G** how the wood frog survives in harsh conditions
 - H** how wood frogs hibernate or migrate to warmer climates
 - J** the scientific studies that involve wood frogs
-
- 27** In paragraph 2, the word vital means —
- A** fortunate
 - B** common
 - C** necessary
 - D** permanent
-
- 28** What can the reader conclude about wood frogs from learning that they hop away after thawing out?
- F** Wood frogs are not truly frozen during winter months.
 - G** Wood frogs have a special process for storing energy.
 - H** Wood frogs have a unique ability to know the temperature.
 - J** Wood frogs are not harmed by the body-freezing process.

- 29** Which of these ideas is supported by information in paragraphs 5 and 6?
- A** Water helps the wood frog thaw its limbs.
 - B** The temperature of its surroundings determines how long a wood frog stays frozen.
 - C** The time it takes for a wood frog to thaw is equal to the time it takes for the frog to freeze.
 - D** The wood frog thaws faster than its surroundings.
-

- 30** The diagram of the wood frog helps the reader understand —
- F** which features can be used to identify a wood frog
 - G** which characteristics make wood frogs able to freeze
 - H** which temperatures the wood frogs are able to survive in
 - J** which studies involving wood frogs have been performed

**Use “Long Live the Tree” (pp. 25–26) to answer questions 31–35.
Then fill in the answers on your answer document.**

31 The reader can infer that the long life span of bristlecone pines is mainly a result of —

- A** their location in the Great Basin
 - B** their root systems and outer wood
 - C** the actions of park rangers
 - D** the soil of the White Mountains
-

32 Which words from paragraph 2 help the reader understand the meaning of thrive?

- F** *contains little water*
 - G** *can damage*
 - H** *battered by strong winds*
 - J** *grow well*
-

33 What is the main idea about bristlecone pine trees presented in the selection?

- A** They are found in mountainous areas.
- B** They are able to adapt to extremely harsh conditions.
- C** They are protected by park rules.
- D** They provide scientific clues about their environment.

- 34** The information in paragraph 4 helps explain why —
- F** many bristlecones are found in the White Mountains
 - G** droughts in the White Mountains can affect the bristlecones
 - H** some bristlecones can allow a part of themselves to die
 - J** insects succeed in getting through the thick bark of bristlecones

-
- 35** The bar graph included with the selection helps the reader better understand —
- A** the factors that allow the bristlecone to live for so long
 - B** that the life spans of trees can vary greatly
 - C** why some regions produce trees that live as long as the bristlecone
 - D** that other trees live in an environment similar to that of the bristlecone

Use “Frozen Frogs” and “Long Live the Tree” to answer questions 36–39. Then fill in the answers on your answer document.

- 36** One difference between a wood frog’s frozen skin and the bristlecone’s thick bark is that the bristlecone’s bark —
- F** is formed in just a few hours
 - G** forms when temperatures are cold
 - H** protects against pests
 - J** is temporary
-
- 37** In which magazine would a reader most likely find articles about both wood frogs and bristlecones?
- A** *Tales from the Forest*
 - B** *Cold Critters*
 - C** *Park Attractions*
 - D** *Wonders of the Natural World*

- 38** Bristlecone pines benefit from their roots in the same way that wood frogs benefit from —
- F** fallen leaves
 - G** the temperature of their environment
 - H** the ability to freeze
 - J** the other animals in the area
-

- 39** Both selections discuss living things that demonstrate —
- A** an attraction for many visitors each year
 - B** ways to find water in an environment that lacks rain
 - C** an ability to overcome obstacles in their environment
 - D** a need to depend on humans for protection

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

An American Legend

- 1 The life of a pioneer was not easy. From sunrise to sunset in all seasons, cooking fires had to be tended. Livestock had to be watered and fed, fields had to be plowed, and crops had to be planted. Despite the physical demands of these tasks, men, women, and children, too, labored to meet their daily needs. One of the ways we know about this period and especially about the lives of pioneer women is through the photographs of Evelyn Cameron. Today her photographs are probably more famous than her name.
- 2 Cameron's story begins in London, England, where she was born in 1868. Her father owned a large estate, and Cameron was surrounded by many comforts while growing up. She was never required to do chores, and she experienced the many privileges that came from her family's wealth. But this wasn't the lifestyle Cameron desired. She wanted adventure.

Leaving a Life of Luxury

- 3 In 1889 Cameron married a man who also liked adventure. For their honeymoon, they took a trip to Montana. At that time Montana was a wild, untamed place—nothing like an English estate, with its neat lawns. In Montana the open and desolate grasslands rolled on for miles. Weather was extreme, marked by periodic droughts, severe winters, and scorching summers. But Cameron and her husband fell in love with the open sky, the colorful sunsets, and the star-filled nights.
- 4 Living in Montana proved to be satisfying for Cameron and her husband. They lived in a ranch house and often spent their free time hunting, exploring, and watching birds with binoculars. Each day provided a new encounter with nature. To them the prairie was perfect for the rustic lifestyle they craved.
- 5 Cameron's husband started his own business breeding polo ponies that he planned to ship to England for sale. Unfortunately his business failed, and he suffered health problems. Cameron was determined to stay in Montana, though, so she looked for ways to provide for herself and her husband.

Making a Living

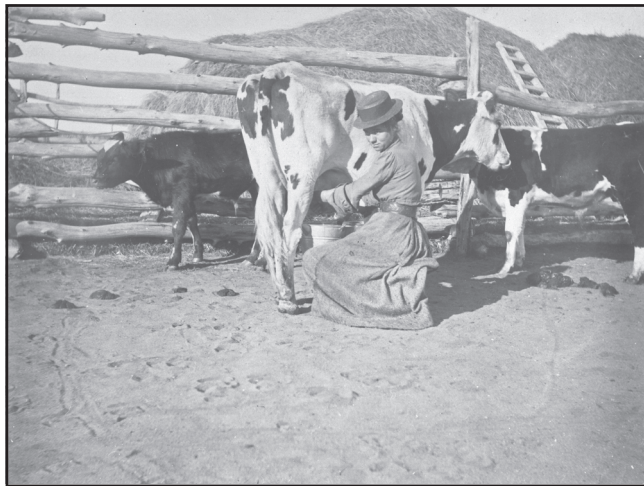
- 6 Cameron grew vegetables to sell, which raised some money. She also rented out rooms in her house to boarders, although this didn't bring in much money either. However, this venture did bring something else, which changed Cameron's life. One of her boarders introduced Cameron to the art of photography. It soon became her passion.
- 7 In 1894 Cameron bought a camera. Although it was large and somewhat complicated to use, Cameron soon mastered the art of taking pictures. She started a business in which she traveled around and took people's portraits. This brought her in contact with cowboys, ranchers, sheep shearers, and pioneer women. Her pictures captured people hard at work—cowboys tending to their horses, ranchers threshing wheat, and women cooking, mending fences, and roping cattle.



Self-portrait of Evelyn Cameron

© Montana Historical Society Research Center—Photograph Archives, Helena, Montana

- 8 By the early 1900s work was steady, but the health problems of Cameron's husband had worsened. So Cameron performed many of the ranch chores herself. Her once soft skin now showed signs of her long hours working in the sun. She wrote to her niece, "Manual labor . . . is about all I care about, and, after all, is what will really make a strong woman."

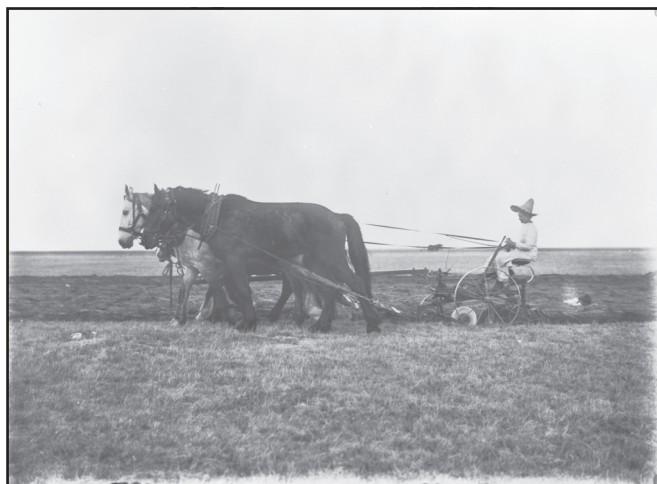


Cameron Milking a Cow

© Montana Historical Society Research Center—Photograph Archives, Helena, Montana

Discovering a Historical Treasure

- 9 Cameron continued taking photographs until her death in 1928. All her pictures were stored in her basement. It wasn't until 1978 that Cameron's photos were discovered by a writer researching the lives of pioneer women. While looking for information to include in her book, she unearthed around 2,500 photographs, various photography items, and 35 leather-bound diaries belonging to Cameron.
- 10 Cameron's photographs tell stories about pioneer life. It was a life she loved and documented well. Cameron's photographs have been collected in books and can be viewed on the Internet. They can also be seen in museums located throughout Montana and in the National Cowgirl Museum and Hall of Fame in Fort Worth, Texas. Cameron's photographs will forever remain a part of American history, making her a true American legend.



Cameron's Photograph of a Female Homesteader Plowing a Field

© Montana Historical Society Research Center—Photograph Archives, Helena, Montana

- 40** Having access to the comforts of wealth during her childhood made Cameron realize that she —
- F** wanted to move away from her family
 - G** was not interested in a life of luxury
 - H** wanted to be a photographer
 - J** had a desire to work with animals
-

- 41** Which words in paragraph 9 help the reader understand what unearthed means?
- A** *were discovered by*
 - B** *diaries belonging to*
 - C** *information to include in*
 - D** *researching the lives*
-

- 42** Cameron's actions in paragraphs 5 and 6 support the message that —
- F** traveling to new areas is the best way to avoid boredom
 - G** spare time should be spent planning for the future
 - H** things that are highly valued are worth working for
 - J** it is wise to observe the ways that nature affects people

- 43** What is the best summary of the section titled "Making a Living"?
- A** After making money selling vegetables and renting out rooms, Evelyn Cameron started a photography business. She took portraits of many different people. When her husband's health worsened, she had to devote more of her time to necessary ranch chores.
 - B** Evelyn Cameron enjoyed the hard work of farming and ranching, but most of all she enjoyed taking photographs. She traveled to many places throughout Montana and took portraits of people. She even started a photography business, taking pictures mostly of cowboys and ranchers.
 - C** Evelyn Cameron sold vegetables and rented out rooms to people but did not make much money. In 1894 Cameron bought a camera to start taking photographs. She practiced photography until she became skillful. She used this new skill as she traveled around taking portraits of people to earn money.
 - D** Since Evelyn Cameron was not successful as a farmer, she decided to start a photography business to earn money. In 1894 she purchased a camera and spent time developing her skills as a photographer. She then managed to find regular work taking pictures of cowboys and pioneer women.

-
- 44** What does the first photograph in this selection show?
- F** How much time it took Cameron to learn to use her camera
 - G** The places Cameron traveled to take portraits of people
 - H** How much support Cameron received from neighbors
 - J** The type of equipment Cameron worked with to take portraits

45 Read this sentence from the selection.

"Manual labor . . . is about all I care about, and, after all, is what will really make a strong woman."

The author included this quotation to show the reader that Cameron —

- A** thought ranch work was more interesting than photography
- B** focused on changing the way work was done in ranching communities
- C** valued being independent and hardworking more than having a comfortable life
- D** was unaware of the physical effort that ranch work required

46 The author says that Cameron and her husband “fell in love with the open sky, the colorful sunsets, and the star-filled nights” to emphasize Cameron’s belief that —

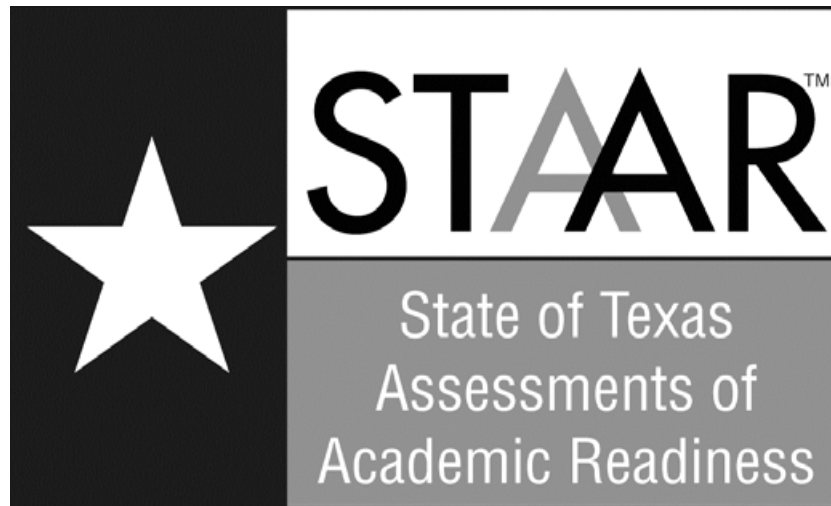
- F** a beautiful environment was a desirable quality for a home
- G** the best photographs could be taken at night
- H** Montana had more hours of daylight than England
- J** the weather was better in Montana than in England

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.



**STAAR
GRADE 5
Reading
April 2014**

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Correct Answer
1	3	Supporting	5.10(A)	B
2	3	Supporting	5.10(A)	J
3	3	Readiness	5.11(A)	C
4	3	Readiness	5.11(A)	G
5	1	Readiness	5.2(B)	C
6	3	Readiness	5.11(E)	H
7	3	Readiness	5.11 Fig. 19(D)	D
8	3	Readiness	5.11 Fig. 19(E)	J
9	3	Readiness	5.11 Fig. 19(D)	A
10	3	Supporting	5.14 Fig. 19(D)	H
11	1	Readiness	5.2(B)	A
12	2	Readiness	5.8(A)	F
13	2	Supporting	5.4 Fig. 19(D)	B
14	2	Supporting	5.4(A)	H
15	2	Supporting	5.4 Fig. 19(D)	C
16	2	Readiness	5.8(A)	J
17	2	Readiness	5.6(A)	A
18	1	Readiness	5.2(B)	H
19	2	Readiness	5.6(A)	A
20	2	Readiness	5.6 Fig. 19(D)	G
21	2	Readiness	5.6 Fig. 19(D)	C
22	2	Readiness	5.6 Fig. 19(D)	F
23	2	Readiness	5.6 Fig. 19(D)	B
24	2	Readiness	5.8(A)	G
25	2	Readiness	5.6(B)	D
26	3	Supporting	5.10(A)	G
27	1	Readiness	5.2(B)	C
28	3	Readiness	5.11 Fig. 19(D)	J
29	3	Readiness	5.11 Fig. 19(D)	B
30	3	Supporting	5.13 Fig. 19(D)	F
31	3	Readiness	5.11(E)	B
32	1	Readiness	5.2(B)	J
33	3	Readiness	5.11(A)	B
34	3	Readiness	5.11 Fig. 19(D)	H
35	3	Supporting	5.13 Fig. 19(D)	B
36	1	Readiness	5.19(F)	H
37	1	Readiness	5.19(F)	D
38	1	Readiness	5.19(F)	H
39	1	Readiness	5.19(F)	C
40	2	Supporting	5.7 Fig. 19(D)	G
41	1	Readiness	5.2(B)	A
42	2	Supporting	5.3 Fig. 19(D)	H
43	2	Supporting	5.7 Fig. 19(E)	A
44	2	Supporting	5.14 Fig. 19(D)	J
45	2	Supporting	5.7(A)	C
46	2	Supporting	5.7(A)	F



Grade 5 Reading Assessment

Eligible Texas Essential Knowledge and Skills

STAAR Grade 5 Reading Assessment

Genres Assessed:

Literary

- Fiction (Readiness)
- Literary Nonfiction (Supporting)
- Poetry (Supporting)
- Drama (Supporting)
- Media Literacy (Embedded)

Informational

- Expository (Readiness)
- Persuasive (Supporting)
- Procedural (Embedded)
- Media Literacy (Embedded)

Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

- (2) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to
- (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;
Readiness Standard
 - (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words;
Readiness Standard
 - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. **Readiness Standard**
- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) compare and contrast the themes or moral lessons of several works of fiction from various cultures. **Supporting Standard**

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

- (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.
Readiness Standard

Reporting Category 2: Understanding and Analysis of Literary Texts

The student will demonstrate an ability to understand and analyze literary texts.

- (3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (B) describe the phenomena explained in origin myths from various cultures; **Supporting Standard**
 - (C) explain the effect of a historical event or movement on the theme of a work of literature. **Supporting Standard**
- (4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to
- (A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems. **Supporting Standard**
- (5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. **Supporting Standard**
- (6) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to
- (A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events; **Readiness Standard**
 - (B) explain the roles and functions of characters in various plots, including their relationships and conflicts; **Readiness Standard**
 - (C) explain different forms of third-person points of view in stories. **Supporting Standard**

- (7) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to
- (A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life. **Supporting Standard**
- (8) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to
- (A) evaluate the impact of sensory details, imagery, and figurative language in literary text. **Readiness Standard**
- (14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to
- (C) identify the point of view of media presentations.
Supporting Standard
- (Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to
- (D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)
- (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Fiction) / **Supporting Standard** (Literary Nonfiction, Poetry, Drama)

Reporting Category 3: Understanding and Analysis of Informational Texts

The student will demonstrate an ability to understand and analyze informational texts.

- (10) **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to
- (A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.
Supporting Standard
- (11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to
- (A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order; **Readiness Standard**
 - (B) determine the facts in text and verify them through established methods; **Supporting Standard**
 - (C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas; **Readiness Standard**
 - (D) use multiple text features and graphics to gain an overview of the contents of text and to locate information; **Readiness Standard**
 - (E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
Readiness Standard
- (12) **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to
- (A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument; **Supporting Standard**
 - (B) recognize exaggerated, contradictory, or misleading statements in text. **Supporting Standard**

(13) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures; **Supporting Standard**

(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
Supporting Standard

(14) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to

(C) identify the point of view of media presentations.
Supporting Standard

(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding; **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)

(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. **Readiness Standard** (Expository) / **Supporting Standard** (Persuasive)