



GRADE 5
Reading

Administered May 2022

RELEASED

READING

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

Creative Clutter

Characters

DWAYNE: an 11-year-old boy

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

BRYSON: Dwayne’s 11-year-old cousin

SCENE 1

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

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

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

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

SCENE 2

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

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

SCENE 3

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

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

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

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

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

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

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

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

1 Read the dictionary entry.

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

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

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

2 Read this sentence from line 17.

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

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

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

- 3** What causes the conflict between Dwayne and Bryson in lines 22 through 27?
- A** Dwayne thinks Bryson is being lazy.
 - B** Dwayne thinks Bryson is teasing him.
 - C** Dwayne thinks Bryson is jealous.
 - D** Dwayne thinks Bryson is too forgetful.
-

- 4** Why is line 37 important to the plot?
- F** It reveals the resolution to the problem in the play.
 - G** It provides the climax in the plot of the play.
 - H** It establishes a new setting in the play.
 - J** It introduces a new conflict to the play.
-

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

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

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

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

The Benefits of Pets

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

Exercise Benefits

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



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

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

Calming Benefits

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

Health Benefits

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

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

Emotional Benefits

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

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

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

10 Read the dictionary entry.

condition \kən-'di-shən\ *noun*

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

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

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

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

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

12 Read this sentence from paragraph 9.

Many people believe that pets cause allergies in children.

How does the author show that this argument is untrue?

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

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

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

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

Assembly

by Nikki Grimes

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

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

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

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

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

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Public Speaking Is Easier When a Cute Dog Is Listening

by *Washington Post*, adapted by Newsela staff



An Audience Dog Listening to a Public Speaker

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

"Not Your Average Public Speaking Coach"

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

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

Make A Mistake? Dogs Do Not Care

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

Sasha's Speech

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

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14 Use “Assembly” to answer the following question.

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

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

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

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

How do these lines support the theme of the poem?

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

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

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

*Live inside the song,
I tell myself. And I do.*

The figurative language in these lines help the reader understand —

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rock and Soul

by Karen Pasacreta



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

Used with permission.

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

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



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

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

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

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

29 Look at this photograph from the selection.



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

Used with permission.

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

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

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

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

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

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

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

A Leader

by John Klun

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

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

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

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

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

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

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

- 36** In paragraphs 2 through 6, what can the reader infer about Baatar?
- F** Baatar needs to learn how to earn people’s respect.
 - G** Baatar is worried that his behavior is upsetting his father.
 - H** Baatar needs to feel more comfortable with new experiences.
 - J** Baatar becomes greedy when he hears about a treasure.
-

37 What is the best summary of the story?

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

38 Why is paragraph 27 important to the plot?

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



**STAAR
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Reading
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