



READING **Grade 5**

2011 Released Selections and Test Questions

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

Read the selection. Then choose the best answer to each question.

The Bird with the Broken Wing

An Adaptation

Characters

LITTLE BIRD

THE OAK

THE MAPLE

THE WILLOW

THE SPRUCE

THE PINE

THE JUNIPER

JACK FROST

FOREST FAIRY

Scene 1

- 1 *[It is late fall in the forest. The stage is bare except for a variety 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 light 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 awkwardly 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 resting place. 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 take me upon 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 saddened that my fellow trees would not shelter you. We should all be helpful to 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. Perhaps 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.

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 obey the orders of King Winter. 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, and all refused. I was angered and ashamed of my trees!
- 25 **JACK FROST:** All the trees in this forest refused to 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. Considering 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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1 In paragraph 26, the word chide means to —

- A greet
 - B scold
 - C observe
 - D interrupt
-

2 What is the theme of the play?

- A Friendships take time.
 - B It is important to work together.
 - C Kindness is rewarded.
 - D All creatures should respect nature.
-

3 How does Scene 2 differ from Scene 1?

- A Scene 2 contains more action.
- B Scene 2 takes place in the forest.
- C Scene 2 includes more stage directions.
- D Scene 2 presents different characters.

- 4** Which sentence best summarizes 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 admits to Jack Frost that she is ashamed of the way some of the forest trees treated Little Bird, who was injured and needed shelter and food.
 - C** When Forest Fairy tells Jack Frost about the helpfulness of some of the forest trees, Jack Frost decides to honor them with leaves that are always green.
 - D** 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.
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- 5** 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.
 - D** Little Bird wishes the trees a good night.
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- 6** What can the reader conclude from the last paragraph of Scene 2?
- A** Jack Frost is concerned about not completing King Winter's orders.
 - B** The Oak, the Maple, and the Willow will die without their leaves.
 - C** Jack Frost knows what Forest Fairy's wish is because she has requested it before.
 - D** The selfishness of the Oak, the Maple, and the Willow has a negative consequence.

- 7 The author's use of figurative language in paragraph 12 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
 - D Little Bird worries that his wing will not get better

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- 8 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
- D The different purposes that the trees serve in the forest

Read the selection. Then choose the best answer to each question.

Dear Editor,

- 1 In your recent article "Just a Play Day," you argue that playing video games is a waste of time. You also describe video-game players as lazy young people who loaf for hours in front of a screen. I respectfully 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 no ordinary game, though. It was created by the National Aeronautics and Space Administration (NASA) to help kids understand what it is like to be an astronaut and work at the International Space Station. By playing the game, Devan was learning how to build a spaceship and manage a crew of astronauts. Devan wants to become an astronaut one day, and this game teaches him about some of the skills astronauts need in their work.
- 3 My little sister Louisa loves to play history games whenever she visits the computer center at our neighborhood library. The history games help players imagine what it would be like to live during a particular time. Louisa is especially interested in learning about the pioneering days of the 1800s. In fact, that's all she talks about. So the next time I have a history report due, I can turn to Louisa for the knowledge she's gained from video games.
- 4 Even though you insist in your article that playing video games has no value, Devan and Louisa's use of video games is anything but a waste of time. You also suggest that young people tend to play video games for hours at a time. However, I recently read a report published by researchers at the University of Michigan, and they suggested that it is not a problem for kids to play video games for as long as two hours a day. Louisa definitely doesn't play that much. In fact, our library regulates computer use by limiting people to 30 minutes at a time in order to allow other library visitors the opportunity to use the computers. Devan does play video games a bit longer than Louisa. 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 Like Devan and Louisa, I enjoy playing video games. But while I play video games almost daily, I also attend sports practices, complete my schoolwork on time, and organize activities for the

computer club. In fact, being able to play video games often encourages me to get my tasks done throughout the day so that I can reward myself with some game play in the evening.

- 6 You also might not be aware that playing video games can actually help improve study and athletic skills. The University of Michigan researchers found that playing video games can help people pay more attention to details and clues and learn math skills such as memorizing and using strategies. Some video games can help improve eye–hand coordination, which would be helpful in sports when 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. In addition to being fun to play, video games provide educational experiences. Who knows? Even you might enjoy playing them!

Sincerely,
Paul Arroyo
8th grader
Austin, Texas

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- 1** Based on information in his letter, Paul would most likely agree with which of these statements?
- A** Neighborhood libraries need more variety in the video games they have for students to use.
 - B** Young people have the responsibility to keep video games from interfering with their schoolwork.
 - C** The skills that students need to succeed in school are best learned on computers.
 - D** Young people should not be allowed to play video games unless an adult is available to supervise them.
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- 2** 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 conducted with family members
 - D** Information from a newspaper article titled "Just a Play Day"
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- 3** Paul organizes the information in his letter mostly by —
- A** stating the editor's opinions about playing video games and then providing evidence to dispute them
 - B** comparing one person's experience with playing video games to another person's experience
 - C** describing problems with playing video games and then offering solutions
 - D** listing ways playing video games can improve students' grades and skills

- 4** 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 knows that the editor will have a change of opinion about video games.
 - C** Paul believes that the editor needs to play video games every day.
 - D** Paul thinks that the editor has not played video games.
-
- 5** Paul uses the information in paragraphs 2, 3, and 6 to show that —
- A** playing video games encourages people to be active in their daily lives
 - B** video games can help students strengthen their skills in a variety of areas
 - C** students tend to play video games that relate to what they are learning in school
 - D** playing video games helps people develop their creativity
-
- 6** What does Paul hope to accomplish by 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 request that libraries limit the use of computers used to play video games
 - D** To convince readers that playing video games has many benefits

- 7 Paul's main argument is that —
- A video games have educational value
 - B young people like video games
 - C video games help develop skills useful in sports
 - D most young people play video games daily

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

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