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SAMPLER
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Students!*

**GRADE
5**

READING ZINGERS

Answering the Most Common STAAR® Test Items

**New
TEKS**



- STAAR skill instruction
- Scaffolded STAAR practice
- STAAR test tips and strategies

SAMPLE

To the Teacher

Grade 5 Reading Zingers helps prepare all students for the STAAR test by focusing on how to **read**, **analyze**, and **answer** STAAR test items by:

1. looking for academic vocabulary or key terms in the items to help focus their thinking
2. organizing information to help practice the tested skill
3. applying test-taking strategies that show how to decode test items and avoid traps
4. practicing the most common tested skills with four levels of scaffolded practice (A, B, C, and Mixed Review)

This workbook can be used in many ways, including:

- **Transition Activities** that can be used with partners or small groups.
- **Spaced Review**, such as one day a week, to review content in the format of the test.
- **Intense Review/Preparation** in the weeks before the STAAR test.

Mixed Practice is intended to add another rung to the scaffolding ladder by having students practice with a longer selection and with two skills in tandem.



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Sampler

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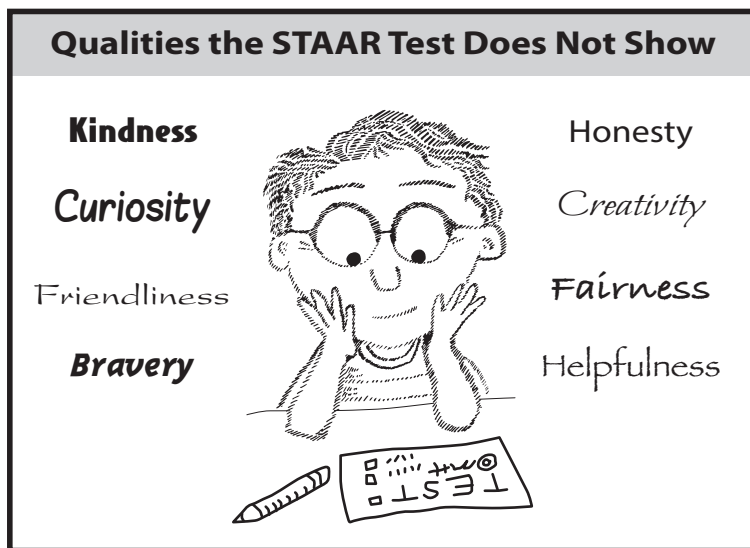
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Dear Student,

You are amazing in so many ways. There is no test that shows all the qualities that make you YOU.



You will take the STAAR Grade 5 Reading test later this year. This workbook will help you. It has questions like the ones on the STAAR Reading test, and it shows you how to answer them!

What's a Zinger?

A Zinger is one of the most commonly tested skills on the STAAR test. It is a skill you will definitely see tested when you take the test! And here's a secret. That skill will be easier for you to handle. Why? Because you will learn more about the skill and the types of STAAR questions for that skill. So they won't surprise you when you see them on the STAAR Reading test.

Practice Smart

Here's another secret. You can do well on the STAAR Reading test if you practice. But it's important to practice smart. Practice with questions like the ones on the test. You'll have a chance to practice smart by using this workbook.

Getting ready for the STAAR Reading test can be fun! Read each Zinger carefully, and practice, practice, practice. Keep trying and you will succeed!

Your STAAR success coaches,
The Sirius Education Team

Using This Book for STAAR Success

Skill Instruction with Scaffolded Practice

Each lesson teaches **how to read, analyze, and answer** the STAAR questions for one of the most commonly tested TEKS. **Scaffolded practice A, B, and C** increases in complexity by modifying the number of answer choices.

ZINGER 1 Plot and Character (5.8B, 5.8C)

STAAR skill instruction

The plot of a story is the series of major events that happen. Characters are the people and animals in stories. Events in the plot often affected by how characters act.

In the STAAR test, you will be asked questions about main events in the plot and how characters affect the plot.

1 Read the selection. Think about the plot and characters.

- The wind and the sun argued about which of them was stronger. They agreed that the honor would go to whichever of them could first make a man take off his coat.
- The wind began blowing in great, furious gusts, but the man only tightened his coat to keep out the cold. The wind blew and blew until it could blow no more.
- Then the sun took its turn. It shone softly. After a few minutes, the man took off his coat and sat down in the cool shade. The sun had made its point: persuasion can be more effective than force.

2 Complete the organizer by filling in the details from the story.

| Cause | Effect |
|-----------------------------------|---------------|
| The wind blows harder and harder. | The man _____ |
| The sun shines bright and hot. | The man _____ |

3 Read each STAAR test question below. Write "plot" if it is asking about an event in the story. Write "character" if it is asking about a character's actions.

- In paragraph 2, the man's reaction to the wind shows that the wind is — _____
- Paragraph 1 is important to the plot because — _____

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Practice A

Read the selection.

- A lion had grown old and had no more strength to hunt. He realized that he must instead rely on his wits, so he went into his den, crept into a corner, and began to shiver and cough as if he were very sick.
- Word spread among the animals that their enemy the lion had fallen ill. The other animals wanted to see this for themselves. As each animal entered the den, the lion snapped it right up.
- After many animals had been caught in this way, the fox came along. He took his stand a little way from the den and smiled a sly smile. From that distance, he said, "Oh, lion, it is the fox. I hear you are unwell."
- "Oh, kind fox, thank you for visiting," said the lion weakly. "I am very ill. It is difficult for me to talk loudly. Will you come into my den?"

Short selection with focused practice

Practice B

Read the selection.

C. The man took a big slice of luscious mozzarella cheese, painted it gray, and put it in his backpack.

D. Then he rode his bicycle to the field where the giant lay.

12 In paragraphs 4 and 6, Will's reactions to the giant show that Will is —

F annoyed by the giant's responses
 G uncertain about his own safety
 H awed by the giant's huge size
 J confident his scheme will succeed

STAAR Tip Will uses an exclamation and brags about being "the strongest person in the world." This evidence helps you understand Will's attitude.

STAAR Think! Cynthia chose answer F for question 12. Explain in one or two sentences why she is correct or not.

Reflect Circle the best answer to each question.

13. Which question asks about character? 11 | 12

14. Which question asks about plot? 11 | 12

6 Grade 5 Reading Zingers Answering the Most-Common STAAR Test Items

Graphic organizers

on level practice

Question analysis

Mixed Practice

Practice two Zinger skills using **longer selections** and **mixed question types**.

ZINGERS 1-2 Mixed Practice (Part 2)

checklist

STAAR TIPS! Read the questions first. Take notes in the selection. Look up words you don't know.

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

Training Cooper

- Zac looked at Cooper and sighed. It had been two months since he got Cooper, who wasn't any closer to being trained than he had been the day he arrived. Cooper cuddled up on Zac's lap.
- "How can I be upset with you?" Zac asked the cuddling puppy. "You are so cute. But you have to learn to obey. You can't chew shoes and furniture."
- Cooper opened his eyes when Zac spoke and looked at him like he understood everything he had said. He licked Zac's face to seal the deal.
- "Today we are going to go for a walk and try the lessons the trainer taught you," Zac explained. "Hopefully you will do better at them."
- Zac put a leash on Cooper and snuck some treats into his pocket. Cooper went crazy when Zac tried to walk him and was especially excited when another dog passed them. He tugged at the leash and tried to get to the other dog. The danger in Cooper's behavior, the trainer had explained, was that Cooper would not only risk getting hurt when he darted out into the street, but that Zac couldn't know how the other dog might react to Cooper, or Cooper to the other dog.
- Zac and Cooper had walked about half a block when Zac spotted another dog coming toward them on a leash. Cooper hadn't noticed the dog yet. He was too busy smelling mailboxes. When the dog was close enough for Cooper to react to him, Zac got the treat out of his pocket. He stopped Cooper and looked at him, holding the treat so that Cooper could see it. He told Cooper to sit. The trainer had said Cooper needed something to do, a sort of distraction when another dog came near, to prevent him from trying to get to the other dog. Cooper tugged at the leash, and Zac showed him the treat. Cooper stopped in his tracks and jumped up to try to retrieve the treat. Zac repeated the command to sit. Cooper jumped again. Zac said again to sit. Cooper sat down on the road but immediately got up and jumped for the treat. Again, Zac repeated the command to sit. Cooper sat. This time he sat long enough for Zac to reward him with the treat for obeying. By this time, the other dog had passed. Zac lovingly patted Cooper on the head.
- "You did it! Good boy. Maybe you can be trained after all," Zac said as they continued their walk. As he spoke, he double-checked his pockets to make sure he had enough treats to make it all the way around the block.

Longer selections

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Test tips

5 What is one reason that Zac wants to train Cooper? (5.8B)

A So that Zac's parents will allow him to keep Cooper
 B So that Cooper will stop eating things he shouldn't
 C So that Cooper can go to the dog park with other dogs
 D So that Zac can enter him into a dog show

STAAR Tip Circle the words in the passage that support your answer.

6 Based on paragraph 5, what can the reader infer about Cooper? (5.6F)

F He had another owner before Zac.
 G He is afraid of big dogs.
 H He does not like to be on a leash.
 J He loves to go for walks with Zac.

7 In paragraph 6, Zac's response to Cooper — (5.6F)

A shows that Zac trusts the trainer's advice
 B demonstrates that Zac is angry with Cooper
 C proves that Zac has a lot of experience training dogs
 D reveals that Zac wishes he didn't have to train Cooper

8 Which sentence best expresses the turning point in the story? (5.8C)

F Today we are going to go for a walk and try the lessons the trainer taught you.
 G Zac put a leash on Cooper and snuck some treats into his pocket.
 H Cooper stopped in his tracks and jumped up to try to retrieve the treat.
 J Zac lovingly patted Cooper on the head.

TEKS designation

Authentic STAAR test questions

Mixed Practice: Part 2 Zingers 1-2 17

Central Idea and Supporting Details

(5.9D)

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The **central idea** of an informational text is the main information the author wants readers to know. **Supporting details** are facts, examples, quotes, or other information that the author uses to support the central idea.

On the STAAR test, you will be asked to identify the central idea of the text. You will also be given the central idea and then asked to choose a detail from the text that best supports this idea.

1 Read the selection. Think about the central idea and supporting details.

What happens when you are too tall to leave your home? The world’s tallest human-like robot stands at 27 feet, 9 inches tall and is too tall to leave the warehouse where it was built. The robot, named Mononofu by its Japanese designers, holds the Guinness World Records title for the largest humanoid vehicle. Mononofu’s head must be removed to get the record-breaking robot outside.

2 Complete the organizer by adding supporting details.

| | |
|-------------------|--|
| Central Idea | <i>The world’s tallest humanoid is too tall to leave the warehouse where it was built.</i> |
| Supporting Detail | <i>Mononofu is _____ tall.</i> |
| Supporting Detail | <i>Mononofu’s head must be _____ to get the robot outside.</i> |

3 Read each STAAR test question below. Write “central idea” if it is asking about central idea. Write “details” if it is asking about details the author included.

- According to the selection, what is one reason that Mary’s new recipe is better than her original recipe? _____
- The details in paragraph 5 support the main idea that the airplane’s design — _____

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Practice A

Read the selection.

- 1 Texas boasts the longest stretch of undeveloped barrier island in the world. The Padre Island National Seashore separates Texas from the Gulf of Mexico. The park protects 70 miles of coastline, dunes, and prairies. It also protects endangered wildlife such as the Kemp’s ridley sea turtle and is home to more than 380 bird species. Padre Island looks very much like it did when it was first discovered.



The Padre Island National Seashore

Fill in the organizer by adding supporting details.

| | |
|--------------------------|--|
| Central Idea | <i>Padre Island National Seashore is the world's _____.</i> |
| Supporting Detail | <i>The park protects 70 miles of coastline, dunes, and prairies.</i> |
| Supporting Detail | <i>It also protects _____ and is home to _____.</i> |
| Supporting Detail | <i>Padre Island looks _____.</i> |

Choose the best answer to each question. Use the organizer to help you.

- 3 What is the main idea of the selection?
- A The Padre Island National Seashore is the longest undeveloped barrier island in the world.
- B Texas is home to many endangered wildlife species that reside along the Padre Island National Seashore.
-
- 4 According to the selection, how long is the Padre Island National Seashore?
- F 120 miles
- G 70 miles

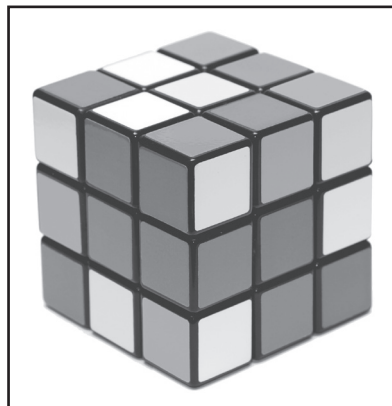
Reflect Circle the best answer to each question.

5. Which question asks about the central idea of the selection? 3 | 4
6. Which question asks about the supporting details? 3 | 4

Practice B

Read the selection.

- 1 What has six sides, is six different colors, and is more than 45 years old? If you guessed the Rubik's Cube, then you are correct. The Rubik's Cube is a 3-D mechanical twisty puzzle that has been around since 1974. More than 350 million cubes have been sold worldwide, making it the top-selling puzzle in the world.



- 2 The Rubik's Cube is a simple toy. It does not require batteries or detailed instructions. Yet, although the goal is simple, it is not easily attainable. The goal is to have each color completely cover one side of the puzzle. When the puzzle was invented, it took one month for someone to solve it for the very first time. Today, there are speedcubing competitions around the world with different types of challenges. Some competitions require contestants to solve the cube blindfolded or underwater in a single breath.

Fill in the organizer by adding supporting details.

| | |
|-------------------|---|
| Central Idea | <i>The Rubik's Cube is the world's</i> _____. |
| Supporting Detail | _____ _____. |
| Supporting Detail | _____ _____. |
| Supporting Detail | <i>There are _____ competitions around the world.</i> |

Choose the best answer to each question. Use the organizer to help you.

- 7** According to the selection, what is one reason the Rubik's Cube is still popular?
- A** Speedcubing competitions help maintain its popularity.
 - B** There are few other puzzle toys besides the Rubik's Cube.
 - C** The Rubik's Cube is simple for most people to solve.

STAAR Tip
You may need to make an inference about the central idea. Make sure your inference is supported by details.

- 8** Which sentence best states the main idea of the selection?
- F** The Rubik's Cube was a fun toy that is now a collector's item.
 - G** The Rubik's Cube is great because it doesn't use batteries.
 - H** The Rubik's Cube continues to be the best-selling puzzle toy.

STAAR Tip
Think about the details in paragraph 1. The main idea is supported by that information.

STAAR Think! Sean chose answer **A** for question 7. Explain in one or two sentences why he is correct or not.

Reflect Circle the best answer to each question.

9. Which question asks about the main idea of the selection? 7 | 8
10. Which question asks about supporting details in the selection? 7 | 8

Practice C

Read the selection.

- 1 Many early explorers and sea-going vessels along the Florida Keys suffered a similar fate. Shipwrecks along the treacherous coast lie buried in the coral reefs. Many of these wrecks have tales to tell. Not all of them were the result of ancient nautical equipment. There are an estimated 1,000 shipwrecks off the Florida Keys in an area known as the Shipwreck Trail.
- 2 This area is part of the National Marine Sanctuary. Within the sanctuary lies a trail of historic ships that are part of the Shipwreck Trail. The *San Pedro* is the oldest shipwreck on the Shipwreck Trail. It was a member of the 1733 Spanish treasure fleet traveling from Cuba to Spain. The *San Pedro* carried 16,000 pesos in Mexican silver. A sudden hurricane caused the ship to sink.
- 3 One of the newest ships on the Shipwreck Trail is the *Benwood*. The *Benwood* was traveling from Tampa, Florida, to Norfolk, Virginia, in April of 1942. It was carrying phosphate rock. Because of the threat of German U-boats during wartime, the ship was required to travel blacked out, or without lights. The ship collided with another ship that was also blacked out.

Fill in the organizer by adding supporting details.

| | |
|-------------------|---|
| Central Idea | <i>The Shipwreck Trail is _____.</i> |
| Supporting Detail | <i>An estimated 1,000 shipwrecks are located _____.</i> |
| Supporting Detail | <i>The San Pedro is the _____.</i> |
| Supporting Detail | <i>One of the newest ships on the Shipwreck Trail is _____.</i> |

Choose the best answer to each question. Use the organizer to help you.

11 What is the main idea of the selection?

- A** Ships along the Florida Keys must show extreme caution when traveling past the reefs.
- B** The *San Pedro* was the first of more than 1,000 shipwrecks in the Florida Keys.
- C** The Shipwreck Trail is part of an area in Florida where 1,000 ships have been shipwrecked.
- D** Many early explorers met the same fate off the Florida Keys and were shipwrecked.

STAAR Tip

Often, the central idea is stated directly as a topic sentence. Re-read the last sentence of paragraph 1.

12 According to the article, the *Benwood* —

- F** is one of the newest ships to join the Shipwreck Trail
- G** crashed as a result of faulty nautical equipment
- H** was carrying a great deal of Spanish treasure
- J** had a secret wartime mission that was hindered

STAAR Tip

Paragraph 3 talks about the *Benwood*. Re-read the paragraph to see which of these details is about the *Benwood*.

STAAR Think! Jazell chose answer **G** for Question 12. Explain in one or two sentences why she is correct or not.

Reflect Circle the best answer to each question.

13. Which question asks about the main idea of the selection? 11 | 12

14. Which question asks about supporting details in the selection? 11 | 12

Inferences in Informational Texts

(5.6F)

As in literary texts, authors of informational texts often hint at ideas without stating them directly. Readers use **evidence**, or details from the text, as well as their own knowledge, to **infer** what the author means.

The STAAR test asks two types of questions about **inferences**. One type asks you to infer something based on details in the passage. The other type asks you to identify the evidence that helps readers make an inference.

- 1** Read the selection. Think about what the author does not state directly.

Dear Parents,

Picture day is next Friday, October 25. Have your children to school on time and dressed their best. Your child should have brought home an order form in this week’s take-home folder. Remember that you can now order pictures online with your child’s student ID number. This new system is faster and more reliable than sending packets to and from school and is easier for our teachers. If you order online, you can ignore the paper order form.

Thank you,

Principal Zaharis

- 2** Complete the organizer by adding evidence and inferences.

| What the Text Says | + | What I Know | = | Inference |
|---|---|---|---|---|
| <p>“This new system is _____ _____ than sending packets to and from school and is _____.”</p> | | <p>Kids sometimes lose things they are supposed to bring to school. Teachers are very busy.</p> | | <p>The principal would rather parents _____ _____ than _____.</p> |

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3 Read each STAAR test question below. Write “infer” if it is asking about making an inference. Write “evidence” if it is asking about text evidence used to make an inference.

1. The principal most likely wants students at the school on time because — _____
2. Which sentence suggests the principal would rather parents order pictures online? _____

Practice A

Read the selection.

- 1 The Okavango wilderness of southern Africa is one place where lions have adapted to live in wetlands. Most animals, such as buffalo or antelope, will stay near bodies of water to stay safe. And even though most big cats dislike water, you might see a lion in Okavango gliding silently through a river!
- 2 In Okavango, there’s plenty to eat for cats who are not afraid to dive in and get their fur wet. Lions usually live in wide-open grasslands, but some lions are different. Lions in the Okavango wilderness of southern Africa have adapted to live in wetlands. Wetlands are popular with buffalo and antelope because the water helps protect the animals by creating a natural barrier, or defense. For the Okavango lions, though, the rivers and marshes are more like a new road than a barrier.

Fill in the organizer by adding details and inferences.

| What the Text Says | + | What I Know | = | Inference |
|--|---|--|---|---|
| <p>“Lions in the Okavango wilderness of southern Africa have _____ _____ _____.”</p> | | <p>Lions prey on other animals, including buffalo.</p> <p>Cats typically don't like water.</p> | | <p>Okavango lions are unlike other lions because _____ _____ _____.</p> |

Choose the best answer to each question. Use the organizer to help you.

- 3 The lions in Okavango are different from many other lions because they —
 - A typically prey on buffalo
 - B go swimming to catch food

4 Which sentence suggests that lions hunt while swimming?

F *Most animals, such as buffalo or antelope, will stay near bodies of water to stay safe.*

G *For the Okavango lions, though, the rivers and marshes are more like a new road than a barrier.*

Reflect Circle the best answer to each question.

5. Which question asks you to make an inference? 3 | 4

6. Which question asks for evidence that supports an inference? 3 | 4

Practice B

Read the selection.

- The world's smallest skyscraper stands in Wichita Falls, Texas. In 1919, an oilman named J. D. McMahon needed more office space for his business because oil was booming. He talked people into paying him \$200,000 to build a skyscraper, which is close to \$3 million in today's money.
- People wanted a grand, high-rise building in their growing city. They approved his plans. But they cried foul when they saw the finished building. It was only 4 stories tall and 9 feet wide! They discovered that McMahon's plans were for a building that was 480 inches tall. By then, McMahon had left town with the rest of the money. He was never seen again.
- Now, the building attracts tourists. Travel websites call it "a must-see!" It has been declared a Texas Historic Landmark. It is quite a big deal for a tiny skyscraper.



The Newby-McMahon Building is called the world's littlest skyscraper.

Source: Wikimedia Commons

Fill in the organizer by adding details and inferences.

| What the Text Says | + | What I Know | = | Inference |
|--|---|--|---|---|
| <p>“They discovered that McMahon’s plans were for a building that was _____.</p> <p>By then, McMahon had _____.</p> <p>_____.</p> <p>_____.”</p> | | <p>It is cheaper to build a small building than a large building.</p> <p>If McMahon had made an honest mistake, he would’ve noticed when the building was being built.</p> | | <p>McMahon likely planned a 4-story building instead of a skyscraper in order to _____.</p> |

Choose the best answer to each question. Use the organizer to help you.

- 7** Which sentence from the selection suggests that McMahon was not honest about his plans for the building?
- A** *In 1919, an oilman named J. D. McMahon needed more office space for his business because oil was booming.*
 - B** *By then, McMahon had left town with the rest of the money.*
 - C** *It has been declared a Texas Historic Landmark.*

STAAR Tip
The author of the selection doesn’t directly state that McMahon was dishonest. Apply your own knowledge to what the author states.

- 8** Today, people in Wichita Falls most likely —
- F** believe they are owed money for the building
 - G** are proud of a unique landmark in their town
 - H** want to replace the building with a real skyscraper

STAAR Tip
Re-read the part of the selection that deals with the present, not the past.

STAAR Think! Eli chose answer **G** for question 8. Explain in one or two sentences why he is correct or not.

Reflect Circle the best answer to each question.

9. Which question asks you to make an inference? 7 | 8
10. Which question asks for evidence that supports an inference? 7 | 8

Practice C

Read the selection.

- 1 Dear Principal Zaharis,
- 2 Everyone agrees: the west corner of our school grounds is an ugly mess. It's overgrown with weeds, and litter collects there. To improve the area, the fifth-grade class would like to start a school garden there.
- 3 School gardens are an amazing teaching tool. Nearly all school subjects can be taught in a garden. We can measure garden beds, record the weather, and write about what we see and do. We can research which plants are best for our region. Gardening as a class also teaches teamwork and leadership.
- 4 In addition, the garden would be a welcome green space. Colorful native plants will attract hummingbirds and butterflies. If we plant sunflowers, other birds will visit. And it can be a relaxing oasis for students, as well. What better place could there be after STAAR testing?
- 5 Finally, if the space is being used, it is less likely to be misused. Kids will not litter or deface the walls. Students will take pride in the area.
- 6 Let's work together to improve our school.
- 7 Yours truly,
- 8 The fifth-grade class

Fill in the organizers by adding details and inferences.

| What the Text Says | + | What I Know | = | Inference |
|---|---|--|---|--|
| Paragraph 3: "Nearly all school subjects can be _____." _____." | | To persuade a principal to do something, students must convince him or her that it will be good for education. | | Students think the principal will be convinced by _____ _____ _____ _____ |

| What the Text Says | + | What I Know | = | Inference |
|---|---|---|---|--|
| <p>Paragraph 4: "And it can be _____</p> <p>for students, as well."</p> | | <p>An oasis is an area with plants and water surrounded by harsh, dry desert.</p> | | <p>Students want a garden because _____ _____.</p> |

Choose the best answer to each question. Use the organizer to help you.

- 11** From the information presented in paragraph 3, the reader can conclude that the students of the fifth-grade class —
- A** believe the principal will be persuaded by new academic opportunities
 - B** are unhappy with traditional classwork and assignments
 - C** are embarrassed by the appearance of their school
 - D** want to study more about natural science than other subjects

STAAR Tip
The correct inference will be supported by many pieces of evidence in paragraph 3.

- 12** Which sentence from the selection suggests that school can be stressful for students?
- F** *Everyone agrees: the west corner of our school grounds is an ugly mess.*
 - G** *Nearly all school subjects can be taught in a garden.*
 - H** *And it can be a relaxing oasis for students, as well.*
 - J** *Students will take pride in the area.*

STAAR Tip
Look for words that describe how the students feel.

STAAR Think! Ava chose answer **B** for question 11. Explain in one or two sentences why she is correct or not.

Reflect Circle the best answer to each question.

- 13.** Which question asks you to make an inference? 11 | 12
- 14.** Which question asks for evidence that supports an inference? 11 | 12

STAAR TIPS!



Read the questions first.



Take notes in the selection.



Look up words you don't know.

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

Magnetic Hill Mystifies Drivers

- 1 Magnetic Hill in New Brunswick, Canada, is a special place. Many visitors claim that the area around Magnetic Hill does not obey the laws of gravity!
- 2 When visitors park at the bottom of the hill, they put their car in neutral. This means the car should not move forward on its own. Then, as if by magic, their car will seem to roll **uphill**. The experience and the mystery bring visitors to the site each year.
- 3 Magnetic Hill has been attracting visitors since the 1930s. Many of these visitors have tried to solve the mystery. Some believe that a strong magnetic force must pull the cars uphill. They think there are natural magnets in the hill. The magnets attract the cars, which are made from metal or have metal parts.
- 4 In 2010, a Japanese scientist won an award for solving the mystery of Magnetic Hill. He created a video that shows how objects can appear to roll uphill. The video proves that what is happening at Magnetic Field is an optical illusion caused by the surrounding scenery. There are no magnets inside Magnetic Hill.
- 5 The idea about magnets pulling cars also doesn't make sense for another reason. Nearby rivers appear to flow uphill, too. However, water is not affected by magnets. So, the slope of the land and the surrounding background must cause the illusion.
- 6 Magnetic Hill in New Brunswick is not the only place like this. There are other places called Magnetic Hill, including one in India and one in Oklahoma. Just like Magnetic Hill in Canada, these areas also make it seem like you are moving uphill instead of downhill. They are popular with visitors, too.
- 7 While the video may explain the science behind the mystery of Magnetic Hill, it won't lessen the interest. Who wouldn't want to sit in their car and feel like it's rolling uphill on its own?

- 1 Which sentence best states the main idea of the article? (5.9D)
- A *Then, as if by magic, their car will seem to roll **uphill**.*
 - B *Many of these visitors have tried to solve the mystery.*
 - C *In 2010, a Japanese scientist won an award for solving the mystery of Magnetic Hill.*
 - D *Who wouldn't want to sit in their car and feel like it's rolling uphill on its own?*
-

- 2 Read this sentence from paragraph 5. (5.9D)

However, water is not affected by magnets.

What does the author help the reader understand about Magnetic Hill?

- F The water by Magnetic Hill must have a lot of metal such as iron in it.
 - G Magnetic Hill has many mysteries surrounding it.
 - H There is nothing magnetic about Magnetic Hill.
 - J Wildlife has difficulty surviving near Magnetic Hill.
-
- 3 Based on information in paragraphs 6 and 7, readers can conclude — (5.6F)
- A people who visit Magnetic Hill do not care about science
 - B something does not have to be scientifically real to be enjoyed
 - C most tourist destinations are trying to trick visitors
 - D optical illusions only affect people in cars
-
- 4 Based on information in this selection, what can the reader infer about places like Magnetic Hill that seem to be special or strange? (5.6F)
- F These places are far from where most people in the world live.
 - G These places will become less popular over time because the mystery has been solved.
 - H People will visit them until the mystery is solved.
 - J People will both enjoy and try to figure out the reason behind the experience.

STAAR Tip

Choose the answer that is best supported by information in this selection.

STAAR TIPS!



Read the questions first.



Take notes in the selection.



Look up words you don't know.

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

Living with Wildlife

- 1 *Knock! Knock! Knock!* Where's that sound coming from? You check the front door, but no one is there. *Knock! Knock! Knock!* You hear it louder this time. You look to the trees across the street, where you spy the source, high among the branches — a woodpecker! He knocks one more time before two squirrels chase him away. Who knew the city was such a hotspot for wildlife?
- 2 The world can be divided into two types of areas. Rural areas are the countryside, where you find farms and forests. This is where you expect to find wildlife. *Urban* areas are cities and towns, which you don't usually think of as wild places. However, many wild animals make their homes there. Any place that has food, water, and shelter can be habitat for animals—and most towns and cities have plenty of all three!
- 3 Many animals feel right at home in towns and cities. Some find habitat in parks and other green spaces, while others, like spiders and mice, may even live in people's homes. Pet food, left on a deck, attracts skunks and raccoons; rabbits and deer cannot resist a tasty vegetable garden. Most animals live side-by-side with humans without creating major problems.
- 4 From time to time, however, animals normally found only in the wild wander into urban areas by mistake. For example, mountain lions are increasingly common visitors to southwestern cities like Las Vegas. Animals get lost, and when they do, they can become frightened and may be dangerous to people and pets. In these situations, wildlife specialists are called in to return them to the wild.
- 5 Here are some things you can do to enjoy urban wildlife safely:
 - Hang bird houses and feeders, and keep track of the species that visit. Don't feed other wildlife.
 - Use binoculars to observe wildlife from a safe distance.
 - Plant native plants as food and shelter for wildlife. If you don't live in a house, you can plant a patio garden or window box.
 - Start a nature club, a garden, or an outdoor classroom at school.

- 5** Which sentence suggests that some wildlife is found in urban areas due to people's carelessness? (5.6F)
- A** *Many animals feel right at home in towns and cities.*
 - B** *Pet food, left on a deck, attracts skunks and raccoons; rabbits and deer cannot resist a tasty vegetable garden.*
 - C** *From time to time, however, animals normally found only in the wild wander into urban areas by mistake.*
 - D** *Plant native plants as food and shelter for wildlife.*
-

- 6** The article says not to feed wildlife other than birds most likely because — (5.6F)
- F** birds are more interesting to view than other wildlife
 - G** birds cannot find their own food without human help
 - H** other wildlife can be a danger to people
 - J** other wildlife does not like to eat native plants
-

STAAR Tip
Scan the selection for information mentioned in the question.

- 7** What is the central idea of the selection? (5.9D)
- A** Although people normally think of wild animals living in rural areas, some wildlife is common in urban areas, too.
 - B** Some wild animals wind up in urban areas by mistake.
 - C** While wildlife can be found in urban areas, people should discourage this behavior and work to return animals to rural areas where they belong.
 - D** Different animals live in rural areas than in urban areas.
-

- 8** What three things are found in urban areas that make them good animal habitats? (5.9D)
- F** prey to hunt, water to drink, and places to live
 - G** sunlight, water, and carbon dioxide
 - H** education, health care, and internet
 - J** food, water, and shelter

SAMPLER

GRADE 5 READING ZINGERS CONTENTS

- Zinger 1** Plot and Character
Zinger 2 Inferences in Literary Texts
Mixed Practice 1–2
- Zinger 3** Imagery and Figurative Language
Zinger 4 Elements of Poetry
Mixed Practice 3–4
- Zinger 5** Author’s Purpose and Craft
Zinger 6 Organization and Print/Graphic Features
Mixed Practice 5–6
- Zinger 7** Central Idea and Supporting Details
Zinger 8 Inferences in Informational Texts
Mixed Practice 7–8
- Zinger 9** Vocabulary in Context
Zinger 10 Connections Across Texts
Mixed Practice 9–10

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