

Kentucky Summative Assessments



Grade 5 Reading Released Items 2022

Directions: Read the passage from *The Cookcamp*. Then answer the questions.

from The Cookcamp

by Gary Paulsen

- 1 He had never seen a chipmunk, and he sat on the steps to watch it while his grandmother went back in the trailer to begin cooking lunch.
- 2 The chipmunk ate every crumb that it could find, picking them up and rotating them to smell them on all sides and then nibbling them down with small chewing motions.
- 3 The boy put his hand on the step next to a piece of bread, kept very still, and tried to hold his breath as long as he could. And the chipmunk finally came right next to his finger and took the bread. It moved off four or five inches to eat and he thought he would tell his grandmother, but as soon as he moved the chipmunk disappeared. He did not see it leave, did not see it run; one second it was there and the next instant it was gone.
- 4 He rose and went into the cook trailer. His grandmother had apples on a table, and spices, and a large crockery bowl in which she was mixing pie-crust dough.
- 5 “The chipmunk came right up to my fingers, right next to them, and took a piece of bread.”
- 6 “I’ll bet that if you sat with a bit of dough in your fingers the chipmunk would take it,” she said to him, holding out a small lump of dough. “They like pie dough.” . . .
- 7 “I’ll get him to eat out of my hands,” the boy said, and ran for the door. Before he opened it he slowed and peeked through the screen, but the chipmunk was not there, and he turned back to his grandmother. “He’s gone.”
- 8 “He’ll come. You just wait and he’ll come.”
- 9 And so the boy went out quietly and sat on the steps with his hand to the side and the piece of pie-crust dough between his thumb and finger, and for a long time he did not see the chipmunk.
- 10 He heard birds singing and the constant roar of engines as the trucks moved somewhere out of sight and his grandmother singing some Norwegian song he could not understand, but he did not see the chipmunk for what seemed like hours. And then it came. Just as the boy began to give up and was about to go in and tell his grandmother it would not come, the chipmunk came.

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1

RE925935823_4

Which detail from paragraph 3 **best** supports the idea that the chipmunk moves quickly?

- A “And the chipmunk finally came. . . .”
- B “. . . right next to his finger and took the bread.”
- C “It moved off four or five inches to eat. . . .”
- D “. . . one second it was there and the next instant it was gone.”

2

RE925940098_3

Which detail from paragraph 2 **best** helps the reader understand the meaning of the word “rotating”?

- A picking them up
- B to smell them
- C on all sides
- D small chewing motions

3

RE925936698_5,3

Which details from the passage **best** show that the boy knows the chipmunk might be afraid of him? Select **two** correct answers.

- A “He had never seen a chipmunk, and he sat on the steps to watch it. . . .” (paragraph 1)
- B “The chipmunk ate every crumb. . . .” (paragraph 2)
- C “The boy put his hand on the step next to a piece of bread, kept very still. . . .” (paragraph 3)
- D “. . . he turned back to his grandmother.” (paragraph 7)
- E “And so the boy went out quietly and sat on the steps with his hand to the side. . . .” (paragraph 9)

4

RE925936467_4

Which detail **best** supports the idea that the boy almost missed seeing the chipmunk a second time?

- A “. . . the chipmunk was not there. . . .” (paragraph 7)
- B “. . . the piece of pie-crust dough between his thumb and finger. . . .” (paragraph 9)
- C “. . . for a long time he did not see the chipmunk.” (paragraph 9)
- D “. . . began to give up and was about to go in . . .” (paragraph 10)



5

RE925940377_1

In paragraph 10, what does the phrase “for what seemed like hours” suggest about the boy?

- A** He feels that time is passing more slowly than it really is.
- B** He is carefully marking the time it takes for the chipmunk to come.
- C** He has been waiting a long time for his grandmother to come and get him.
- D** He believes that he will need to spend more time learning about the chipmunk.

7

RE925938120_4

Which detail **best** supports the idea that the boy’s grandmother knows more about chipmunks than he does?

- A** “His grandmother had apples on a table. . . .” (paragraph 4)
- B** “. . . she was mixing pie-crust dough.” (paragraph 4)
- C** ““The chipmunk came right up to my fingers. . . .” (paragraph 5)
- D** ““They like pie dough.” (paragraph 6)

6

RE925940620_1

How does paragraph 10 reveal the boy’s perspective about seeing the chipmunk?

- A** The repeated line shows that seeing the chipmunk is special to him.
- B** The setting description suggests he is distracted by his environment.
- C** The reference to his grandmother shows he is thinking about her advice.
- D** The decision to go inside suggests that he is not very dedicated to his goal.

RE925938728

8

Directions: Move the answers to the correct boxes.

Move each description into the correct box to show whether it **best** describes the boy, his grandmother, or **both** characters.

Curious

Determined

Patient

Wise

The Boy

His
Grandmother

Both



9

RE925938329_2

How does the passage suggest that the boy and his grandmother are close?

- A** He takes breaks from trying to attract the chipmunk so he can help her cook.
- B** He gives her frequent updates about his progress in attracting the chipmunk.
- C** She watches him from the kitchen window as he tries to attract the chipmunk.
- D** She helps him attract the chipmunk even though she does not approve of his interest.

10

RE925936999_3

How do the boy's actions reflect a theme of the passage?

- A** By demonstrating that nature can be beautiful
- B** By showing careful listening can lead to discovery
- C** By showing that good things come to those who wait
- D** By demonstrating that animals and people can be friends



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