ACKNOWLEDGMENTS


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Grade 5 Answers

Passage Questions
1. B
2. SA
3. A
4. C
5. B
6. CP

Stand-Alone Items
7. C
8. A

MSP Reading Rubric Note: In the key box the letter symbols stand for the following:

CP = Completion
SA = Short-answer
A, B, C = Correct multiple-choice answer
Directions: Read the selection and answer the questions.

*Sap’s Running!*
by Stephen R. Swinburne

1. The Coleman brothers—Nelson, Ralph, and Harold—step out their front door in Vermont. They feel the wind. They feel the sun on their faces. “Sap could be running this morning,” says Nelson.

2. As they pass 75-year-old sugar-maple trees, they hear it. *Ping, ping, ping.* Sap drips from holes in the trees into metal buckets. They know for sure. Today will be a good day for sugaring.

3. Sap from sugar maples looks like water, but tastes sweet. That’s because it has sugar in it. It also contains minerals from the soil. A 50-foot-high sugar-maple has nearly two hundred thousand leaves. All these leaves drink in summer sunshine and make sugar. During winter, sugar is stored in the tree. Running sap in the spring contains the sugar that was made in the tree the summer before.

   Every spring, the Colemans tap holes into sugar-maple trees, then hang a bucket under each hole to catch the sap. To make syrup, the sap is heated in big open pans so that most of the water will boil away. The Colemans say it takes about thirty-five gallons of sap to make one gallon of maple syrup.

   More than a hundred years ago, scientist Charles Darwin wrote that sap flow was a “most mysterious subject.” Since then, many people have studied how sap flows. Much of the research has been done at the University of Vermont, where sap is still being studied.
Nelson Coleman and his brothers have made maple syrup all their lives. It is a family tradition. They don’t worry too much about why the sap is running in their trees this morning. They’re just glad it is.

**What Makes Sap Run?**

For years, people have thought that sap rises from the roots of the sugar-maple tree. It doesn’t. “During the time when sap flows from tap holes, the bulk flow of sap is downward,” says Dr. Tim Perkins. He is a scientist at the University of Vermont.

How does sap flow? During cold nights, maple trees freeze solid. That’s when water rises into the trunk and branches. The water forms frost inside tiny hollow spaces within the tree. In the morning, this frost melts and becomes sap, which flows down the tree.

Scientists say that anyone who cuts down a sugar-maple tree in freezing weather can see this is true. When the weather warms up, sap will flow from the cut end of the trunk—not from the stump.

---

**The Iroquois Legend of Woksis and Maple Syrup**

According to legend, an Iroquois chief named Woksis yanked his tomahawk out of a maple tree one spring day. A bowl sat by the trunk of that tree. As the day warmed, sap dripped from the gash into the bowl. When Woksis’s wife saw the sap in the bowl, she thought it was water. She used it to cook their meal. The sap boiled away, leaving maple syrup. When Woksis tasted the sweetened meat, he loved it. So, boiled sap to make maple syrup began.
1 What is the main idea of the selection?

- A. Tree sap freezes solid in winter.
- B. Syrup is made from maple tree sap.
- C. Collecting sap is a family tradition.
MSP Reading Rubric

<table>
<thead>
<tr>
<th>Grade:</th>
<th>5</th>
<th>Strand:</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passage Title:</td>
<td>Sap’s Running</td>
<td>Target:</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key:</td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extend information beyond text—make generalizations beyond the text to a broader idea or concept (Reading GLEs 2.4.1, 2.4.5)</td>
<td></td>
</tr>
</tbody>
</table>

2. Imagine that you work for the Colemans. Explain to a visitor how people make maple syrup. Use two details from the selection in your explanation.
Imagine that you work for the Colemans. Explain to a visitor how people make maple syrup. Use two details from the selection in your explanation.

| 2 | A 2-point response provides two text-based details to explain how people make maple syrup.  
Example: To make maple syrup, you collect sap from sugar-maple trees. Then you boil the sap until you have maple syrup. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail to explain how maple syrup is made.</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A. Maple syrup comes from the sap of sugar-maple trees.  
B. Sap runs/flows in the spring/warm weather  
C. Tap/drill/make/cut holes in trees  
D. Catch/collect sap (hang buckets)  
E. Sap buckets are emptied/transported  
F. Heat/boil/cook sap until you have maple syrup  
G. About 35 gallons of sap are needed to make 1 gallon of syrup
## 2012 GRADE 5 READING

<table>
<thead>
<tr>
<th>Paper</th>
<th>Score</th>
<th>Annotations</th>
</tr>
</thead>
</table>
| 1     | 2     | This response provides three text-based details, in order, to show how maple syrup is made.  
  
  B. *...find when the sap will flow...*  
  G. *...collect 35 gallons of sap...*  
  F. *...boil the sap so the water evaporates into syrup...*  
  
  This response is worth 2 points. |
| 2     | 1     | This response provides two text-based details, in order, to partially show how maple syrup is made.  
  
  B. *... then you have to wait until spring when it drips out.*  
  F. *Next boil it...*  
  
  This response is worth 1 point. |
| 3     | 1     | This response provides three text-based details, out of order, to partially show how syrup is made.  
  
  F. *the sap... is boiled so the water goes away.*  
  G. *it also takes about 35 gallons of sap to make one gallon of maple syrup.*  
  E. *the sap buckets are then poured into a horse drawn container.*  
  
  This response is worth 1 point. |
| 4     | 0     | This response provides no text-based details, in order, to show how maple syrup is made.  
  
  This response is worth 0 points. |
| 5     | 0     | This response provides one text-based detail so does not show order.  
  
  F. *...the sap is heated...*  
  
  This response is worth 0 points. |
| 6     | 2     | This response provides three text-based details, in order, to show how maple syrup is made.  
  
  C. *...tap holes into the trees...*  
  D. *...hang a metal bucket under the hole...*  
  F. *...heat the sap in a big open pan so most of the water will boil away.*  
  
  This response is worth 2 points. |
2 Imagine that you work for the Colemans. Explain to a visitor how people make maple syrup. Use two details from the selection in your explanation.

1 find when the sap will flow
2 collect 35 gallons of sap.
3 boil the sap so the water evaporates into syrup.

Annotated Example of a 2-point response for question number 2.

Annotations:
This response provides three text-based details, in order, to show how maple syrup is made.

B. ...find when the sap will flow...
G. ...collect 35 gallons of sap...
F. ...boil the sap so the water evaporates into syrup...

This response is worth 2 points.
Imagine that you work for the Colemans. Explain to a visitor how people make maple syrup. Use two details from the selection in your explanation.

you have to wait until winter so it freezes, then you have wait until spring when it drips out. Next boil it and you’ve got syrup.

Annotated Example of a 1-point response for question number 2.

Annotations:

This response provides two text-based details, in order, to partially show how maple syrup is made.

B. … then you have to wait until spring when it drips out.
F. Next boil it...

This response is worth 1 point.
Imagine that you work for the Colemans. Explain to a visitor how people make maple syrup. Use two details from the selection in your explanation.

- The sap that falls from the trees is boiled so the water goes away.
- It also takes about 35 gallons of sap to make one gallon of maple syrup.
- The sap buckets are then poured into a horse drawn container.

Annotated Example of a 1-point response for question number 2.

Annotations:

This response provides three text-based details, out of order, to partially show how syrup is made.

F. the sap... is boiled so the water goes away.
G. it also takes about 35 gallons of sap to make one gallon of maple syrup.
E. the sap buckets are then poured into a horse drawn container.

This response is worth 1 point.
Imagine that you work for the Colemans. Explain to a visitor how people make maple syrup. Use two details from the selection in your explanation.

the cut it down. the cut it up. and take the maple from it.

Annotated Example of a 0-point response for question number 2.

Annotations:

This response provides no text-based details, in order, to show how maple syrup is made.

This response is worth 0 points.
Imagine that you work for the Colemans. Explain to a visitor how people make maple syrup. Use two details from the selection in your explanation.

The three steps are in order for making syrup from a sugar-maple tree is first the sap is heated. Second put the heated sap in a big pan. third why it is in the big pan it is boiling.

Annotated Example of a 0-point response for question number 2.

Annotations:

This response provides one text-based detail so does not show order.

F. ...the sap is heated...

This response is worth 0 points.
Imagine that you work for the Colemans. Explain to a visitor how people make maple syrup. Use **two** details from the selection in your explanation.

1. You have to tap holes into tree bark of sugar-maple trees.
2. Then you have to hang a metal bucket under the hole for the sap to drip in.
3. You have to heat the sap in a big open pan so most of the water will boil away.

**Annotated Example of a 0-point response for question number 2.**

Annotations:

This response provides three text-based details, in order, to show how maple syrup is made.

C. *tap holes into the trees...*
D. *hang a metal bucket under the hole...*
F. *heat the sap in a big open pan so most of the water will boil away.*

This response is worth 2 points.
3 Which idea is included in the text box The Iroquois Legend of Woksis and Maple Syrup?

- A. Syrup sweetens meat.
- B. Sap contains minerals.
- C. Maple leaves make sugar.
4. According to the selection, which sentence explains why the Colemans boil sap?

- **A.** Boiling sap makes the syrup runny.
- **B.** Boiling sap produces minerals.
- **C.** Boiling sap removes water.
5. What is the meaning of the word *running* in paragraph 6?

- A. To race
- B. To flow
- C. To work
MSP Reading Rubric

<table>
<thead>
<tr>
<th>Grade:</th>
<th>5</th>
<th>Strand:</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passage Title:</td>
<td>Sap’s Running</td>
<td>Target:</td>
<td>2</td>
</tr>
<tr>
<td>Key:</td>
<td>CP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Use information from the selection to fill in the empty box with **one** detail to complete the order of how sap is formed.

Maple trees freeze solid.

Water forms frost inside tiny hollow spaces within the tree.

Frost melts and becomes sap.

Note: This item was created as a representation of a completion item for the field. There are no student responses to include at this time. Use the rubric to score your student responses.

Use information from the selection to fill in the empty box with one detail to complete the order of how sap is formed.

<table>
<thead>
<tr>
<th>1</th>
<th>A 1-point response will provide the following correct answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example: Water rises into the trunk and branches</td>
</tr>
</tbody>
</table>

Text-based information may include, but is not limited to:

A. Water rises into the trunk and branches
Questions 7 and 8 are not connected to a passage.

<table>
<thead>
<tr>
<th>Grade:</th>
<th>5</th>
<th>Strand:</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passage Title:</td>
<td>N/A</td>
<td>Target:</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Informational/Functional Specific: Demonstrate understanding of authors' use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key:</td>
<td>C</td>
</tr>
</tbody>
</table>

7. Read the graph below.

![Graph of Pizzas Eaten by the Fifth-Grade Students]

What information does this graph give a student?

- A. When the students participated in eating pizza
- B. Why students chose certain pizza toppings
- C. What kinds of pizzas were eaten
**Grade:** 5  
**Strand:** Comprehension

<table>
<thead>
<tr>
<th><strong>Passage Title:</strong></th>
<th>N/A</th>
<th><strong>Target:</strong></th>
<th>10</th>
<th>Analyze author’s purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences (Reading GLEs 2.4.2, 2.4.3, 2.4.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key:</strong></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 Which statement is a fact?

- **A.** Athletes participate in sports.
- **B.** Athletes win every game.
- **C.** Athletes are always tall.
ACKNOWLEDGMENTS


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Quick Reference Answer Key for Grade 5 2011

1. C
2. B
3. SA
4. A
5. CP
6. B
7. C
8. B

MSP Reading Rubric Note: In the key box the letter symbols stand for the following:

- CP = Completion
- SA = Short-answer
- A, B, C = Correct multiple-choice answer
Directions: Read the selection and answer the questions.

Climbing Techniques
by Bill Lund

1. Rock climbing can be very enjoyable. But it can also be dangerous. Climbers must know what they are doing.

Finding Holds
2. Rock climbers must find spots where they can fit a hand or a foot. These spots for hands and feet are called holds. Holds allow climbers to pull or push themselves up.

3. A hold must be two things. It must be big enough for the climber’s foot or hand to fit into it. It must also be secure enough to hold the climber’s weight.

4. Rock climbers look for any kind of knob, outcropping, or ledge. A large hold is called a bucket. A very small hold is called a finger because a finger is all that will fit there.

5. Sometimes climbers cannot find any holds. Then they look for a long vertical crack. If they find one, they force part of their body into the opening. This is called jamming. Climbers can work their way up the cliff by jamming their bodies higher and higher in the crack.

6. Balance is important in rock climbing. Climbers try to position their body weight directly above their feet. Climbers can see and reach footholds and handholds best when they are in a balanced position.
Smart Climbing

Smart climbers look ahead. They study the rock above them. They plan what their next moves will be.

Smart climbers move only one leg or one arm at a time. This helps them stay balanced. If they are balanced, they are less likely to fall.

Smart climbers test holds before they use them. They wiggle each new hold with their hand or foot. They put their weight on a hold slowly. They test holds to make sure they are secure.

Even experienced climbers can fall and injure themselves. Rock climbers should be well trained before they take on their first cliffs. Part of the challenge of rock climbing is being prepared.
Passage Title: Climbing Techniques

1. Which sentence shows the main idea of the selection?
   - A. Rock climbers use holds to move themselves up a cliff.
   - B. Rock climbers look for spots where they can fit their hands.
   - C. Rock climbers need to know what they are doing to stay safe.

2. Which sentence from the selection is an opinion?
   - A. “A large hold is called a bucket.”
   - B. “Rock climbing can be very enjoyable.”
   - C. “Holds allow climbers to pull or push themselves up.”
**MSP Reading Rubric**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Strand</th>
<th>Target</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Analysis</td>
<td>6</td>
<td>SA</td>
</tr>
</tbody>
</table>

**Passage Title:** Climbing Techniques

**Target:** 6

| Informational/Functional Specific: Demonstrate understanding of authors' use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.) |
| (Reading GLE 2.2.2) |

3. According to the section **Finding Holds**, what are two ways that climbers find holds in rocks?

   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________
According to the section **Finding Holds**, what are **two** ways that climbers find holds in rocks?

| 2 | A 2-point response provides information from the section **Finding Holds** to identify two ways that climbers find holds in rocks.  
| Example: Climbers must look for holds big enough for their foot or hand. They can reach footholds best when they are balanced. |

| 1 | A 1-point response provides information from the section **Finding Holds** to identify one way climbers find holds in rocks. |

Text-based information may include, but is not limited to:

A. It must be big enough for the climber’s foot or hand to fit into it.  
B. Be secure enough to hold the climber’s weight  
C. Rock climbers look for any kind of knob, outcropping, ledge / buckets and fingers.  
D. Climbers can see and reach footholds and handholds best when balanced.
# 2011 Grade 5 Reading

<table>
<thead>
<tr>
<th>Paper</th>
<th>Score</th>
<th>Annotations</th>
</tr>
</thead>
</table>
| 1     | 2     | This response provides information from the **Finding Holds** section to show two ways climbers find holds in rocks.  
A. *look where they can put their hands and feet*  
B. *see if it can support their weight.*  
The final detail is not specific enough to earn credit.  
*they look ahead and see if they can see any holds in the rocks.*  
This response is a 2. |
| 2     | 1     | This response provides information from the **Finding Holds** section to show one way climbers find holds in rocks.  
C. *climbers Look For outcropping or a ledge.*  
This response is a 1. |
| 3     | 1     | This response provides information from the **Finding Holds** section to show one way climbers find holds in rocks.  
C. *look for any kind of knob, ledge, or outcropping*  
The first detail does not earn credit because it supports the wrong section.  
*They can wiggle it slightly to make sure that it's safe.*  
This response is a 1. |
| 4     | 2     | This response provides information from the **Finding Holds** section to show two ways climbers find holds in rocks.  
A. *should be big enough to fit a hand or foot.*  
B. *should be secure*  
This response is a 2. |
| 5     | 0     | This response is too vague to earn credit.  
This response is a 0. |
| 6     | 0     | This response is too vague to earn credit.  
This response is a 0. |

---

*This text is an excerpt from an educational document and does not necessarily reflect the full context of the reading passage.*
According to the section **Finding Holds**, what are two ways that climbers find holds in rocks?

They look where they can put their hands and feet and then they test it to see if it can support their weight. Another one is they look ahead and see if they can see any holds in rocks.

---

**Annotated Example of a 2-point response for question number 3.**

Annotations:

This response provides two ways climbers find holds in rocks.

A. ...look where they can put their hands and feet
B. ...see if it can support their weight.

The final detail is not specific enough to earn credit.

...they look ahead and see if they can see any holds in the rocks.

This response is worth 2 points.
3 According to the section Finding Holds, what are two ways that climbers find holds in rocks?

**Rock climbers Look For outcropping or a ledge.**

Annotated Example of a 1-point response for question number 3.

Annotations:

This response provides one way climbers find holds in rocks.

C. ... climbers Look For outcropping or a ledge.

This response is worth 1 point.
3  According to the section **Finding Holds**, what are two ways that climbers find holds in rocks?

They can wiggle it slightly to make sure that it’s safe.

Or they can look for any kind of knob, ledge, or outcropping

Annotated Example of a 1-point response for question number 3.

Annotations:

This response provides one way climbers find holds in rocks.

C.  ... **look for any kind of knob, ledge, or outcropping**

The first detail does not earn credit because it supports the wrong section.

*They can wiggle it slightly to make sure that it’s safe.*

This response is worth 1 point.
According to the section Finding Holds, what are two ways that climbers find holds in rocks?

The should be big enough to fit a hand or foot. And should be secure

Annotated Example of a 2-point response for question number 3.

Annotations:

This response provides two ways climbers find holds in rocks.

A. ... should be big enough to fit a hand or foot.
B. ... should be secure

This response is worth 2 points.
3  According to the section *Finding Holds*, what are *two* ways that climbers find holds in rocks?

*One way that climbers find holds in rocks is* the climber looks for a hold. *Another way they find holds is by reaching and feeling for holds.*

---

Annotated Example of a 0-point response for question number 3.

Annotations:

This response is too vague to earn credit.

This response is worth 0 points.
3 According to the section Finding Holds, what are two ways that climbers find holds in rocks?

You need allot of practice and good grip so you do not fall and die.

Annotated Example of a 0-point response for question number 3.

Annotations:

This response is too vague to earn credit.

This response is worth 0 points.
4 Which of these resources would probably give the *best* information about safety equipment for rock climbing?

- **A.** A brochure describing what gear to pack for rock climbing
- **B.** A flier announcing a sale for rock climbing tools
- **C.** A poster advertising an upcoming rock climb
MSP Reading Rubric

<table>
<thead>
<tr>
<th>Grade: 5</th>
<th>Strand: Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passage Title: Climbing Techniques</td>
<td>Target: 8</td>
</tr>
<tr>
<td>Make connections (cause and effect) within a text(s)</td>
<td></td>
</tr>
<tr>
<td>(Reading GLE 2.3.1)</td>
<td>Key: CP</td>
</tr>
</tbody>
</table>

5 Use information from the selection to write the effect for the given cause.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smart climbers only move one leg or arm at a time.</td>
<td></td>
</tr>
</tbody>
</table>

1 A 1-point response provides the following correct answer: This helps them stay balanced
6 Which sentence best summarizes the selection?

- A. Rock climbers pull themselves up using holds.
- B. Rock climbers carefully plan every move.
- C. Rock climbers can injure themselves.
Questions 7 and 8 are not connected to a passage.

<table>
<thead>
<tr>
<th>Grade:</th>
<th>5</th>
<th>Strand:</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passage Title:</td>
<td>N/A</td>
<td>Target:</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze usefulness of resources (Reading GLEs 2.3.2)</td>
<td></td>
</tr>
<tr>
<td>Key:</td>
<td>C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 Carmen is writing a report about the rules of baseball. Which of these would be the least helpful source of information?

- A. A book about how to play baseball
- B. An encyclopedia entry for baseball
- C. A map to the Baseball Hall of Fame
8. Read the sentence below.

We were amazed at the vast number of birds flying overhead.

Which word from a thesaurus entry could replace vast in the sentence?

- A. Important
- B. Immense
- C. Innocent
ACKNOWLEDGMENTS

“Nature Photo Contest!” Used by permission of the Office of Superintendent of Public Instruction.

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Quick Reference Answer Key for Grade 5 2010

1. B
2. B
3. CP
4. SA
5. B
6. A
7. B
8. A
9. SA
10. B
11. B
12. A
13. B
14. C

MSP Reading Rubric Note: In the key box the letter symbols stand for the following:

CP = Completion
SA = Short answer
A, B, C = Correct multiple-choice answer
Directions: Read the selection and answer the questions.

Nature Photo Contest!

*For beginning or experienced photographers*

Send us your best photo of nature for a chance to win a new camera from Cam’s Camera Supply!

- Grand Prize is a QuickPix 451 camera.
- Three runners-up each win a $15 gift card to Cam’s Camera Supply.

Photo Contest Rules

1. Each entry must contain only one printed photo, no larger than 8 x 10 inches.
2. Photos must be the original work of the person who is entering the contest.
3. An individual may enter up to three photos in the contest, but an entry form must be completed and taped to the back of each photo. Please do not staple or clip the photo to the entry form.
4. An individual may win only one prize.
5. Submit entries in one of two ways:
   - Drop off at the front desk of Cam’s Camera Supply
   - Mail to Cam’s Camera Supply at 319 Southwest First Street, Tacoma, WA 98499
6. Entries must be received by Saturday, June 20.
7. Photos submitted for the contest will be kept by Cam’s Camera Supply.
8. Contest winners will have their photos posted in the window of Cam’s Camera Supply for one month following the contest.

Additional Information:

If you are interested in participating, please pick up a Nature Photo Contest entry form at any local grocery store or Cam’s Camera Supply. Please complete the form and be sure a title is included with your photo. Participants will be notified by July 15 if their entry has been selected to hang in the window of Cam’s Camera Supply.
1. Which idea is best supported by the information in the section Additional Information?
   - A. Photos will be displayed for one month.
   - B. Pick up an entry form at a grocery store.
   - C. The entry form must be taped to the photo.

2. Based on information in the selection, which sentence explains why a person entering the contest might want to make an extra copy of his or her photo?
   - A. Up to three photos per person may be submitted.
   - B. Photos submitted for the contest are kept.
   - C. Each entry form will include a photo.
MSP Reading Rubric

<table>
<thead>
<tr>
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<th>5</th>
<th>Pilot Year:</th>
<th>2010</th>
<th>Released Year:</th>
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<td>Nature Photo</td>
<td>Strand and Target:</td>
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<td>02</td>
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</tbody>
</table>

3. Read the chart below. Write a summary statement to support the main ideas.

Summary Statement:

Main Idea:
Each entry must contain one original photo

Main Idea:
Enter the contest by June 20

Main Idea:
An individual may win only one prize

1. A 1-point response provides a reasonable summary to support the main ideas.

Example: The Contest Rules

Text-based information may include, but is not limited to:

A. Photo Contest Rules / the rules for the contest
## 2010 Grade 5 Reading

<table>
<thead>
<tr>
<th>Paper</th>
<th>Score</th>
<th>Annotations</th>
</tr>
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</table>
| 1     | 1     | This response provides a reasonable summary statement to support the main ideas.  
A. ...*Nature Photo Contest Rules*  
This response is a 1. |
| 2     | 1     | This response provides a reasonable summary statement to support the main ideas.  
A. ...*To enter the Nature Photo Contest you must follow these rules*  
This response is a 1. |
| 3     | 0     | This response does not provide a reasonable summary statement to support the main ideas.  
This response is a 0. |
3 Read the chart below. Write a summary statement to support the main ideas.

Summary Statement:
Nature Photo Contest Rules

Main Idea: Each entry must contain one original photo
Main Idea: Enter the contest by June 20
Main Idea: An individual may win only one prize

Annotated Example of a 1-point response for question number 3.

Annotations:
This response provides a reasonable summary statement to support the main ideas.

A. ...Nature Photo Contest Rules

This response is a 1.
3. Read the chart below. Write a summary statement to support the main ideas.

**Summary Statement:**
To enter the Nature Photo Contest you must follow these rules

- **Main Idea:** Each entry must contain one original photo
- **Main Idea:** Enter the contest by June 20
- **Main Idea:** An individual may win only one prize

**Annotated Example of a 1-point response for question number 3.**

Annotations:

This response provides a reasonable summary statement to support the main ideas.

A. *...To enter the Nature Photo Contest you must follow these rules*

This response is a 1.
3 Read the chart below. Write a summary statement to support the main ideas.

**Summary Statement:**
You could win
The Nature Photo Contest

**Main Idea:**
Each entry must contain one original photo

**Main Idea:**
Enter the contest by June 20

**Main Idea:**
An individual may win only one prize

---

**Annotated Example of a 0-point response for question number 3.**

Annotations:
This response does not provide a reasonable summary statement to support the main ideas.
This response is a 0.
MSP Reading Rubric

<table>
<thead>
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<td>SA</td>
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</table>

4 After reading the selection, people may want to convince others that Cam’s Camera Supply makes entering the contest convenient. Support this statement with two details from the selection.

| 2 | A 2-point response provides two text-based details that show how Cam’s Camera Supply makes entering the contest convenient.  
Example: Cam’s Camera Supply makes entering the contest convenient because the store accepts entries at the front desk, and entry forms are available at local grocery stores. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail that shows how Cam’s Camera Supply makes entering the contest convenient.</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

- Submit entries in one of two ways:
- Drop off at the front desk of Cam’s Camera Supply
- Mail to Cam’s Camera Supply
- Pick up a Nature Photo Contest entry form at any local grocery store
- Pick up at Cam’s Camera Supply
- Complete the form
<table>
<thead>
<tr>
<th>Paper</th>
<th>Score</th>
<th>Annotations</th>
</tr>
</thead>
</table>
| 1     | 2     | This response provides two text-based details that show how Cam’s Camera Supply makes entering the contest convenient.  
D. *pick up a entry form at any local grocery store*  
F. *complete the form...*  
This response is a 2. |
| 2     | 2     | This response provides two text-based details that show how Cam’s Camera Supply makes entering the contest convenient.  
B. *drop it of at cam’s camera supply.*  
C. *mail it to cam’s camera s supply.*  
This response is a 2. |
| 3     | 1     | This response provides one text-based detail that shows how Cam’s Camera Supply makes entering the contest convenient.  
B. “*Drop it of at cam’s camera supply...*”  
This response is a 1. |
| 4     | 1     | This response provides one text-based detail that shows how Cam’s Camera Supply makes entering the contest convenient.  
B. *drop it off at...cam’s camera supply shop.*  
This response is a 1. |
| 5     | 0     | This response does not provide any text-based details that show how Cam’s Camera Supply makes entering the contest convenient.  
This response is a 0. |
| 6     | 0     | This response does not provide any text-based details that show how Cam’s Camera Supply makes entering the contest convenient.  
This response is a 0. |
4 After reading the selection, people may want to convince others that Cam’s Camera Supply makes entering the contest convenient. Support this statement with two details from the selection.

1. If you are participating please pick up a entry form at any local grocery store

2. Please complete the form and the title of your photo.

Annotated Example of a 2-point response for question number 4.

Annotations:
This response provides two text-based details that show how Cam’s Camera Supply makes entering the contest convenient.

D. ...pick up a entry form at any local grocery store
F. ...complete the form...

This response is a 2.
4 After reading the selection, people may want to convince others that Cam’s Camera Supply makes entering the contest convenient. Support this statement with two details from the selection.

1. You can easily drop it off at cam’s camera supply.
2. You can mail it to cam’s camera supply.

Annotated Example of a 2-point response for question number 4.

Annotations:
This response provides two text-based details that show how Cam’s Camera Supply makes entering the contest convenient.

B. ...drop it off at cam’s camera supply.
C. ...mail it to cam’s camera supply.

This response is a 2.
After reading the selection, people may want to convince others that Cam’s Camera Supply makes entering the contest convenient. Support this statement with **two** details from the selection.

1. “Drop it of at cam’s camera supply . . .”
2. “. . . grand Prize is a Quick pix 451 camera

Annotated Example of a 1-point response for question number 4.

Annotations:

This response provides one text-based detail that shows how Cam’s Camera Supply makes entering the contest convenient.

B. “Drop it of at cam’s camera supply…”

This response is a 1.
4 After reading the selection, people may want to convince others that Cam’s Camera Supply makes entering the contest convenient. Support this statement with **two** details from the selection.

1. **You can take 1 to 3 pictures** for the contest once you do that **you drop it off at the front desk** at cam’s camera supply shop.

2. **The photo can not be longer** than 8 x 10 inches long.

**Annotated Example of a 1-point response for question number 4.**

Annotations:

This response provides one text-based detail that shows how Cam’s Camera Supply makes entering the contest convenient.

B. *...drop it off at...cam’s camera supply shop.*

This response is a 1.
4 After reading the selection, people may want to convince others that Cam’s Camera Supply makes entering the contest convenient. Support this statement with two details from the selection.

1. You can win prizes.

   Annotated Example of a 0-point response for question number 4.

   Annotations:

   This response does not provide any text-based details that show how Cam’s Camera Supply makes entering the contest convenient.

   This response is a 0.
After reading the selection, people may want to convince others that Cam’s Camera Supply makes entering the contest convenient. Support this statement with two details from the selection.

1 “they hang the Photo in the windo for a mounth” 2 People get a new camera

Annotated Example of a 0-point response for question number 4.

Annotations:

This response does not provide any text-based details that show how Cam’s Camera Supply makes entering the contest convenient.

This response is a 0.
5. According to the selection, what will happen to the winning photos?
   - O A. The photos will be given titles.
   - O B. The photos will be posted in the window.
   - O C. The photos will be used in advertisements.

6. What is most likely the author’s purpose for writing the selection?
   - O A. To inform the reader how to enter the photo contest
   - O B. To demonstrate how to take quality pictures of nature
   - O C. To describe the cameras available at a local camera store
Directions: Read the selection and answer the questions.

Gerbils Morphing
by Dani Sneed

An odd squeak startled my son, Kyle, as he passed the gerbil cage. He lifted the screen lid and peered in at Rosey and Stinky.

To his surprise the squeaking came from beneath Rosey. She had a bunch of wiggling pink legs sticking out from under her.

“Mom, come quick!” yelled Kyle. “Rosey had babies!” Kyle pointed as I entered his room. “Look. They’re teeny. They don’t have fur.”

I joined Kyle staring through the glass at the tiny creatures.

Several months before, we had gone to the pet store to buy one gerbil. The store owner explained that wild Mongolian gerbils are community animals. Gerbils are happier living together. Two boys would be happy living together, and so would two girls. We had picked a boy and a girl, hoping to raise baby gerbils. As the weeks rolled into months, we had given up on the idea of babies.

Surprise!

As Rosey left the nest, we gasped at the first sight of the baby gerbils. They lay in the soft bedding. I counted five pups.

One newborn was lying on his back. With his pink skin, he looked like a piglet. His eyes were not open yet, and two big black eyes showed through his eyelids.

Two bumps showed where his ears would soon grow. A curious white oval on the side of his tummy was a stomach full of milk. A tiny scab was a future belly button. We wanted to pick up the babies, but we didn’t. That might have alarmed the new mother.

After a few minutes, the baby surprised us by curling and straightening his body until he rolled to his feet. On unsteady legs he crawled until he bumped into a warm body. Then he cuddled up next to his brothers and sisters.
“Let’s keep a log of the changes the babies go through,” I said.

Kyle found a notebook on his desk. “They will have to morph a lot to look like Rosey and Stinky.”

The next day Kyle brought me to the cage saying, “They are changing colors.”

Four of the babies had dark shadows on their backs. One was still pink. We guessed the shadow was fur growing underneath the skin. But why was one pink?

**On the Move**

Before they were a week old, their ears began to stick out. The pups also started wandering around the cage, sniffing, and feeling with their whiskers. Rosey put them back in the nest, where she and Stinky licked them clean. Straying from the nest can be dangerous for mammal babies because they need their mother’s milk and warmth.

Kyle enjoyed the responsibility of caring for the new family. He couldn’t wait for the pups to be old enough for him to play with them.

When they were eight days old, their sleek soft fur came in. Four had black fur, and the pink one now had white fur.

Every night Kyle gave the parents fresh gerbil food and celery. He picked up Stinky to stroke his back. He made sure all the babies were in the nest.

**Ready to Go**

At three weeks old, the pups scurried with new speed. They had their eyes open.

Rosey had given up trying to put the pups back in the nest. Finally, they were old enough to come out to play. Kyle gently put them all in the
dry bathtub with some boxes to explore. We laughed as they scampered around, dug holes through the cardboard, and tunneled through paper-towel rolls.

At thirty-five days old, the baby gerbils had made amazing changes. They now ran in the exercise wheel, ate seeds from the food bowl, and had even started gnawing on paper-towel rolls. These darling miniature gerbils were independent, playful, and ready for a new home.

Wow, what changes they had made in just a little more than a month! Gerbils morphing!

The gerbil pups went through many changes in just over a month.
7 Which idea does the author of the selection discuss first?

- **A.** Gerbils open their eyes.
- **B.** Gerbils change colors.
- **C.** Gerbils grow soft fur.

8 Which sentence states the most important idea in the selection?

- **A.** Baby gerbils go through many changes in their first month.
- **B.** Baby gerbils exercise in wheels by thirty-five days old.
- **C.** Baby gerbils grow fur when they are eight days old.
MSP Reading Rubric

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<td>SA</td>
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</tbody>
</table>

9  According to the section On the Move, what are two ways that Kyle cared for the gerbils? Include information from the selection in your answer.

2  A 2-point response provides information from the section, On the Move, to identify two ways Kyle takes care of the gerbils.
Example: Kyle feeds the adult gerbils, and he makes sure the babies are in their nests,

1  A 1-point response provides information from the section, On the Move, to identify one way Kyle takes care of the gerbils.

Text-based information may include, but is not limited to:

- A. Kyle gives them food. / Kyle gave parents fresh gerbil food and celery. / He fed the gerbils.
- B. Kyle picked up Stinky to stroke his back. / He pet Stinky.
- C. Kyle made sure all the babies were in their nest.
- D. Kyle doesn’t play with the pups.
## 2010 GRADE 5 READING

<table>
<thead>
<tr>
<th>Paper</th>
<th>Score</th>
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</table>
| 1     | 2     | This response provides two text-based details from the section **On the Move** to show how Kyle cared for the gerbils.  
A. *He fed them.*  
D. *He didn’t play with them until they were old enough.*  
This response is a 2. |
| 2     | 2     | This response provides at least two text-based details from the section **On the Move** to show how Kyle cared for the gerbils.  
A. *Every night he gave the parents fresh new gerbil food...*  
C. *He also made sure all they were all in the nest.*  
B. *... would pick up Stinky to stroke his back.*  
This response is a 2. |
| 3     | 1     | This response provides one text-based detail from the section **On the Move** to show how Kyle cared for the gerbils.  
C. *Kyle made sure that all the baby gerbils were in their nest.*  
This response is a 1. |
| 4     | 1     | This response provides one text-based detail from the section **On the Move** to show how Kyle cared for the gerbils.  
A. *...Kyle cared for them is feeding them.*  
This response is a 1. |
| 5     | 0     | This response does not provide any text-based details from the section **On the Move** to show how Kyle cared for the gerbils.  
This response is a 0. |
9 According to the section **On the Move**, what are **two** ways that Kyle cared for the gerbils? Include information from the selection in your answer.

**He fed them. He didn’t play**

with them until they were old enough.

---

Annotated Example of a 2-point response for question number 9.

Annotations:

This response provides two text-based details from the section **On the Move** to show how Kyle cared for the gerbils.

A. *He fed them.*
D. *He didn’t play with them until they were old enough.*

This response is a 2.
9  According to the section **On the Move**, what are **two** ways that Kyle cared for the gerbils? Include information from the selection in your answer.

    Every night he gave the parents fresh new gerbal food and he was taking responsibility for the babys changing. He also made sure all they were all in the nest. He'd also would pick up stinky to stroke his back.

Annotated Example of a 2-point response for question number 9.

Annotations:

This response provides at least two text-based details from the section **On the Move** to show how Kyle cared for the gerbils.

    A. Every night he gave the parents fresh new gerbal food...
    C. He also made sure all they were all in the nest.
    B. ... would pick up stinky to stroke his back.

This response is a 2.
9 According to the section On the Move, what are two ways that Kyle cared for the gerbils? Include information from the selection in your answer.

Kyle made sure that all the baby gerbils were in their nest. Kyle also enjoyed his responsibility for caring for the gerbil family.

Annotated Example of a 1-point response for question number 9.

Annotations:

This response provides one text-based detail from the section On the Move to show how Kyle cared for the gerbils.

C. Kyle made sure that all the baby gerbils were in their nest.

This response is a 1.
According to the section **On the Move**, what are two ways that Kyle cared for the gerbils? Include information from the selection in your answer.

- The first way that Kyle cared for them is feeding them.
- The second way is by playing with them.

**Annotated Example of a 1-point response for question number 9.**

Annotations:

This response provides one text-based detail from the section **On the Move** to show how Kyle cared for the gerbils.

- **A.** ...Kyle cared for them is feeding them.

This response is a 1.
9 According to the section On the Move, what are two ways that Kyle cared for the gerbils? Include information from the selection in your answer.

Kyle would play with them and take care of them.
He would get a blanket and stuff and put the gerbils on it

Annotated Example of a 0-point response for question number 9.

Annotations:
This response does not provide any text-based details from the section On the Move to show how Kyle cared for the gerbils.

This response is a 0.
10 What is the meaning of the word *morph* in the sentence “They will have to morph a lot to look like Rosey and Stinky.”?

- A. Exercise
- B. Change
- C. Groom

11 What is the difference between baby gerbils at birth and baby gerbils at 35 days old?

- A. At birth they had soft fur; at 35 days their skin was dark pink.
- B. At birth their eyes were closed; at 35 days their eyes had opened.
- C. At birth they ate seeds and milk; at 35 days they ate celery and carrots.
12. Which sentence from the selection is an opinion?
   - A. He looked like a piglet.
   - B. He bumped into a warm body.
   - C. He cuddled up next to his brothers.

Questions 13 and 14 are not connected to a passage.

13. Natalya is writing a report about snakes. Which of these books would be the best source of information for her paper?
   - A. A poetry collection titled *Mammals From A to Z*
   - B. A science text titled *Reptiles All Around Us*
   - C. A novel titled *Amphibian Invasion*
14 Read the sentence below.

When I forgot to turn in my homework, my dad lectured me about being a responsible student.

What is the effect in this sentence?

○ A. I forgot to turn in my homework
○ B. Being a responsible student
○ C. My dad lectured me