



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 3**

FALL 2005

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Reference List:

"Eric's Lizard," by Dave Griswold, illus. By Yoshiko Z. Jaeggi, July 2003 LADYBUG magazine. Carus Publishing Group.

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PART 1—READING

1A: PAIRED READING SELECTIONS

DIRECTIONS:

In Part 1A, you will read two selections and answer the multiple-choice questions that follow each selection. You will then answer some questions that will ask you to think about *both* of the selections. You may look back at these two selections as often as needed during Part 1.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 1A, STOP.

DIRECTIONS: Read Selection 1, “Eric’s Lizard.” Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the selection as often as needed.

**“Eric’s Lizard”
Questions 1–8**

- 1** The author says that Eric sprinkled the plant (paragraph 16). The word sprinkled means
- A** filled with water.
 - B** watered lightly.
 - C** watered every day.
- 2** Where did *most* of this story take place?
- A** at the pet store
 - B** outside Eric’s house
 - C** in the woods
- 3** According to Eric, how do lizards talk to each other?
- A** They change colors.
 - B** They move their tongues in and out.
 - C** They stick out their red throats.



- 4 How did Eric change from the beginning of the story to the end?
- A At the beginning, Eric liked to go outside. At the end, he liked staying in his room.
 - B At the beginning, Eric liked watching lizards. At the end, he did not like lizards anymore.
 - C At the beginning, Eric wanted a pet lizard. At the end, he knew that lizards should stay outside.
- 5 What is the *best* summary of the selection?
- A Eric likes to watch the lizards outside his house. He decides to have a lizard as a pet. He sees that the lizard is not happy as a pet. He decides to let the lizard go.
 - B Eric talks to the lizards outside his house. He asks them many questions. He asks his father to let him have a lizard as a pet. His father says yes, and they build the lizard a house.
 - C Eric watches the lizards turn different colors. He watches them stick their red throats out. He watches them drink water. He catches a lizard and makes it a pet.
- 6 Why didn't Eric keep the lizard as a pet?
- A He was tired of taking care of it.
 - B He knew it would be happier outside.
 - C His father asked him to let it go.

- 7 Eric can *best* be described as
- A** determined, because he decided to keep the lizard even though caring for it takes a lot of work.
 - B** caring, because he knew that he had to let the lizard live in its natural environment.
 - C** disappointed, because he realized that he could not gather enough food to keep the lizard alive.
- 8 What is the *most important* lesson of this story?
- A** All creatures need food, water, and a home.
 - B** Pets make wonderful friends for human beings.
 - C** Sometimes it is best to let animals go free.



DIRECTIONS: Read Selection 2, “Porcupine.” Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the selection as often as needed.

“Porcupine”

Questions 9–16

9 In this poem, which words *best* help readers understand what quills are?

- A** “they won’t feel good”
- B** “long thin spikes”
- C** “no one but the porc’-pine likes”

10 In this poem, how is a porcupine *like* a person?

- A** It has bad moods.
- B** It has sharp quills.
- C** It makes loud noises.

11 How does this poem say you should act around a porcupine?

- A** noisy
- B** brave
- C** kind



12 What is the *main* idea of this poem?

- A** A porcupine has no pork or pine.
- B** A porcupine is dangerous because of its quills.
- C** A porcupine is a very funny looking animal.

13 What makes "Porcupine" a poem?

- A** It gives facts about a real animal.
- B** It tells a story about an animal that talks.
- C** It is made up of lines that rhyme.

14 The author might have written this poem to

- A** explain where porcupines live.
- B** tell about porcupines in a funny way.
- C** show how to be friends with a porcupine.



15 Which word does the picture *best* help readers understand?

- A** mood
- B** quills
- C** pleasant

16 The poem says porcupine quills go in quickly. This *might* be because they are

- A** very thick.
- B** very long.
- C** very sharp.

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 17 through 21 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

17 What is *different* about the ways the porcupine and Eric’s lizard stay safe?

- A** The porcupine bites, and the lizard runs away from others.
- B** The porcupine has sharp quills, and the lizard changes colors.
- C** The porcupine plays dead, and the lizard pretends to be asleep.

18 How are a porcupine’s quills and a lizard’s tongue *alike*?

- A** They both are black and thin.
- B** They both are thin and sharp.
- C** They both are long and thin.

19 How are the bodies of the porcupine and the lizard *different*?

- A** The porcupine is prickly to touch, but the lizard is soft.
- B** The porcupine has long hair, but the lizard has short hair.
- C** The porcupine has four legs, but the lizard has six legs.



- 20** What can readers learn from *both* the poem *and* the story?
- A** Some animals do not make good pets.
 - B** Some people cannot care for animals.
 - C** Some animals do not like people.
- 21** What is the *most likely* place you would find more information about *both* lizards and porcupines?
- A** an encyclopedia
 - B** a storybook
 - C** a fairy tale



1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about both of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

22 Do you think Eric would want a porcupine as a pet?

Explain your answer using specific details and examples from *both* “Eric’s Lizard” and “Porcupine.” Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on pages 12 and 13. Only the writing on the two lined pages will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**PART 1B: CHECKLIST FOR THE
RESPONSE TO THE PAIRED READING SELECTIONS**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on pages 12 and 13.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?



**IF YOU FINISH EARLY, YOU MAY CHECK
YOUR WORK FOR THIS PART ONLY.**

**DO NOT GO ON TO THE NEXT PART OF THIS
TEST UNTIL TOLD TO DO SO.**

PART 2—READING

INDEPENDENT READING SELECTION

DIRECTIONS:

In Part 2, you will read a selection and answer the multiple-choice questions that follow. You may look back at the selection as often as needed in Part 2.

You may underline, highlight, or write notes in this booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 2, STOP.

DIRECTIONS: Read Selection 3, "Whales." Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Whales"

Questions 23–30

23 What would happen if a whale's blowhole opened under water?

- A** The whale would not be able to hear.
- B** The whale would not be able to breathe.
- C** The whale would not be able to see.

24 Whales are a type of

- A** fish.
- B** dolphin.
- C** mammal.

25 A whale with only one blowhole also

- A** has teeth.
- B** has only one eye.
- C** breathes through its gills.

26 How many people could stand on a whale's tongue?

- A** 2
- B** 25
- C** 50

27 The author might have written this text to

- A** show readers that whales are smart.
- B** share with readers some facts about whales.
- C** tell readers to go whale watching.

28 What makes this story nonfiction?

- A** It was written by a living author.
- B** It shares facts about a real subject.
- C** It has a whale as a main character.

29 The pictures show that a whale’s blowhole is found

- A** below its teeth.
- B** on top of its head.
- C** between its eyes.

30 Whales *without* teeth have how many blowholes?

- A** 1
- B** 2
- C** 3





**IF YOU FINISH EARLY, YOU MAY CHECK
YOUR WORK FOR THIS PART ONLY.**

**DO NOT GO ON TO THE NEXT PART OF THIS
TEST UNTIL TOLD TO DO SO.**

PART 3—WRITING

3A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

In Part 3A, you will be given a theme and a number of ways to write about it. You must choose **ONLY ONE** way.

We will begin Part 3A together by reading the information on the next page. As I read aloud, please follow along in your booklet.

WRITING FROM KNOWLEDGE AND EXPERIENCE**31 WRITE ABOUT THE THEME: USING YOUR IMAGINATION**

People can have fun when they use their imagination. A good imagination can make playing or working more fun. Sometimes, a good imagination can be used in a serious way to solve problems.

Do **ONLY ONE** of the following:

tell about a time you used your imagination to solve a problem

OR

explain how you can use your imagination to make something more interesting

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on pages 23 and 24. Only the writing on the two lined pages will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3A, STOP.

**PART 3A: CHECKLIST FOR
WRITING FROM KNOWLEDGE AND EXPERIENCE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on pages 23 and 24.

CHECKLIST:

_____ Do I have a clear central idea that connects to the theme?

_____ Do I stay focused on the theme?

_____ Do I support my central idea with important details/examples?

_____ Do I need to take out details/examples that DO NOT support my central idea?

_____ Do I use a variety of words, phrases, and/or sentences?

_____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

3B: STUDENT WRITING SAMPLE

DIRECTIONS:

In Part 3B, you will read a student writing sample, answer the multiple-choice questions that follow, and then write a short response. You may look back at the student writing sample as often as needed during Part 3B.

You may underline, highlight, or write notes in this booklet. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

REVISING AND EDITING THE STUDENT WRITING SAMPLE

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

Student Writing Sample

on his walk to school, Terrence had a feeling he was forgetting something. He talked to Antonio and Scott when he suddenly shouted, "That's it!"

Scott asked, "What's it."

Terrence said, "I forget to do my science paper."

At 1.45 science class began. Terrence really liked reading that day. Everything was fine until the end when the teacher was collecting homework. Terrence's heart was pounding out of his chest. Terrence started to say, "I...I...um...forgot...uh...my...uh... homework at home." The teacher said, "Terrence, you handed it in yesterday."

Questions 32–36

32 Which sentence has been fixed or edited correctly?

Terrence said, "I forget to do my science paper."

- A** Terrence say, "I forget. . .
- B** Terrence said, "I forgot. . .
- C** Terrence said, "I forget to do mine. . .

33 Which sentence has been fixed or edited correctly?

At 1.45 science class began.

- A** To 1.45 . . .
- B** At 1:45 . . .
- C** At 1.45 science class begin

34 What needs to be fixed or edited in the following sentence?

He talked to Antonio and Scott when he suddenly shouted, "That's it!"

- A He was talking . . .
- B He talked to Antonio and Scott when he suddenly showted . . .
- C Him talked to . . .

35 What needs to be fixed or edited in the following sentence?

Scott asked, "What's it."

- A scott asked . . .
- B Scott asked, "Whats it."
- C Scott asked, "What's it?"

36 What needs to be fixed or edited in the first line?

on his walk to school, Terrence had a feeling he was forgetting something.

- A On his walk . . .
- B on his walks . . .
- C on his walk to school, Terrence had a feeling he was forgeting . . .

PEER RESPONSE TO THE STUDENT WRITING SAMPLE

DIRECTIONS: Write a response to the question in the box below. You may look back at the student writing sample as often as needed during Part 3B.

37 What is a good title for this story? Explain why you think it is a good title.

Use details from the student writing sample to support your answer.

Use the checklist on the next page to help you with your response.

Your response must be written in the lined spaces on page 30. Only the writing on page 30 will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3B, STOP.

**PART 3B: CHECKLIST FOR THE
PEER RESPONSE TO THE STUDENT WRITING SAMPLE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces on page 30.

CHECKLIST:

_____ Do I clearly answer the question that was asked?

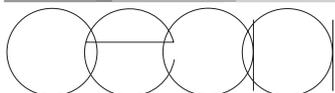
_____ Do I support my answer with details from the student writing sample?

_____ Is my response complete?

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Scoring Key**Part 1A: Paired Reading Selections**

Item #	Answer Key
1	B
2	B
3	C
4	C
5	A
6	B
7	B
8	C
9	B
10	A
11	C
12	B
13	C
14	B
15	B
16	C
17	B
18	C
19	A
20	A
21	A

Part 2: Reading: Independent Reading Selections

Item #	Answer Key
23	B
24	C
25	A
26	C
27	B
28	B
29	B
30	B

Part 3B: Student Writing Sample

Item #	Answer Key
32	B
33	B
34	A
35	C
36	A