



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 5**

FALL 2005

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Reference List:

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"Pioneer Doctor of the Prairie" by Karen Blumhagen. Illustrations by Kit Wray. Copyright © 1999 by Highlights for Children, Inc., Columbus, Ohio.

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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 this booklet to help you, but you must mark all of your answers in Part 1A of your **Answer Folder**.

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 the selection "Ancient People of the Rock." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Ancient People of the Rock"
Questions 1–8

- 1 The central purpose of this selection is to provide
- A enjoyment.
 - B information.
 - C instruction.
 - D an opinion.
- 2 This selection shows that it is important for people to
- A live on land that is flat.
 - B make pottery instead of baskets.
 - C face challenges by learning new skills.
 - D set up rules for getting along with each other.
- 3 The selection begins with the two cowhands in order to show
- A how the cliff cities were found.
 - B that the cowhands were related to the Anasazi.
 - C how the Pueblo people raised animals for food.
 - D that the cowhands were looking for the Anasazi.

- 4 The author uses an exclamation point (!) for the last sentence of the second paragraph of the selection in order to
- A express the cowhands' fear.
 - B show that the cowhands were surprised.
 - C show that the Anasazi were well known.
 - D emphasize that the buildings were important.
- 5 According to the chart, the Basket Makers knew how to
- A build cities.
 - B weave cloth.
 - C raise animals.
 - D use picture writing.
- 6 The Pueblo people built their homes
- A underground.
 - B out of straw.
 - C level by level.
 - D on land that was flat.

- 7 The purpose of the chart is to
- A explain why the Anasazi people disappeared.
 - B show the changes in the Anasazi way of life over time.
 - C explain why the items found at Mesa Verde were important.
 - D show how the Anasazi people learned to defend themselves.
- 8 The drawing of the pueblo home in the section **THE PUEBLOS** helps the reader see
- A the different levels.
 - B what a cliff city looked like.
 - C that the homes were crowded.
 - D where the pueblo homes were built.

DIRECTIONS: Read the selection "Pioneer Doctor of the Prairie." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Pioneer Doctor of the Prairie"
Questions 9–16

- 9 This selection is *mostly* about
- A sicknesses doctors can cure.
 - B a skilled and helpful doctor.
 - C life in the Dakota Territory.
 - D the first female doctors.
- 10 The story of Dr. Wink's life shows that she was a person who
- A liked adventure.
 - B depended on others to help her.
 - C was often discouraged by setbacks.
 - D put the needs of others before her own.
- 11 The author begins with the story of the big snowstorm to show
- A that many people were sick in the Dakota Territory.
 - B that Dr. Wink really worked hard to become a doctor.
 - C the importance of strong horses in the Dakota Territory.
 - D Dr. Wink's determination to help people when they needed her.

- 12** Helena Knauf Wink grew up in a family which valued
- A** service to others.
 - B** a life of adventure.
 - C** many different experiences.
 - D** careers that made people wealthy.
- 13** What did farmers and doctors in the Dakota Territory have in common?
- A** wealth
 - B** hard work
 - C** good health
 - D** little education
- 14** Why was it a challenge for Helena Knauf Wink to become a doctor?
- A** She was poor.
 - B** She never went to school.
 - C** Her brothers and sisters moved west.
 - D** Women were not accepted as doctors.
- 15** One reason the people of the Dakota Territory often became sick was
- A** hard work.
 - B** few schools.
 - C** few doctors.
 - D** unclean water.

16 What was one reason Dr. Wink was very important to her patients?

- A** She would not accept any payment.
- B** There were very few doctors or hospitals.
- C** There were no medicines to treat illnesses.
- D** She encouraged the children to go to school.

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 Which was a challenge faced by people in *both* selections?

- A getting an education
- B repelling enemy attacks
- C surviving in a harsh climate
- D gaining the respect of others

18 *Both* selections try to

- A entertain.
- B persuade.
- C present examples.
- D share information.

19 The Anasazi people were different from the people of the plains because the Anasazi

- A disappeared.
- B did not farm.
- C had an easy life.
- D did not have homes.

20 Which characteristic describes the people in *both* selections?

- A determined
- B honest
- C kind
- D patient

21 *Both* selections tell about people trying to

- A hold on to old customs.
- B overcome many hardships.
- C find enough food to survive.
- D overcome negative opinions.

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 When you face challenges, you might have to try new things or do things in a different way than people did before. Do you agree or disagree?

Explain your answer using specific examples and details from *both* "Ancient People of the Rock" and "Pioneer Doctor of the Prairie."

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**. Only the writing in your **Answer Folder** 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 starting on page 2 of your **Answer Folder**.

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?

NOTES/PLANNING

NOTES/PLANNING

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, but you must mark all of your answers in Part 2 of your **Answer Folder**.

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 the selection "Picture Puzzle Piece." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Picture Puzzle Piece"
Questions 23–30

- 23** What makes this selection a poem?
- A** It combines adventures with superhuman powers.
 - B** It contains animals with human characteristics.
 - C** It creates images through words and rhythm.
 - D** It combines fictional ideas with factual information.
- 24** How does the author show that the phrase "One picture puzzle piece" is *important*?
- A** It's written larger than the other words.
 - B** It's used in each line of the poem.
 - C** It's written in bold letters.
 - D** It's repeated at the beginning and end of the poem.
- 25** The author wrote, "On the big bouncy belly/Of Bobo the Bear."
In these lines, how did the author appeal to readers' sense of hearing?
- A** by rhyming the last words of each line
 - B** by starting many of the words with the same letter
 - C** by using made-up words that copy sounds in nature
 - D** by repeating the same word several times

- 26 At the beginning of the poem, why did the author *most likely* replace the 'g' at the end of the words "Lyin'" and "Soakin'" with an apostrophe?
- A to make the lines of the poem all the same length
 - B to make the words appear to rhyme
 - C to make the words sound the way people talk
 - D to make the poem grammatically correct
- 27 From the beginning of the poem, readers can guess that the puzzle piece was
- A thrown away because it's sitting in a trash can.
 - B used too many times because its colors are faded.
 - C accidentally dropped because it's lying on the sidewalk.
 - D put into the dirty laundry because it's in the clothes washer.
- 28 The author imagines the puzzle piece might be "a small tuft of hair" on the belly of a bear. What does the word tuft mean?
- A belt
 - B clump
 - C button
 - D coat

29 The author wrote:

“Nothing has more possibilities
Than one old wet picture puzzle piece.”

What does this mean?

- A If you try hard enough, you can force the puzzle piece into any puzzle.
- B If you collect enough single puzzle pieces, you can put them all together to create a brand new puzzle.
- C If you look long enough, you can find the puzzle from which the piece is missing.
- D If you use your imagination, you can create many pictures in your mind with just one puzzle piece.

30 What was the author’s purpose in writing this poem?

- A to encourage readers to use their imaginations
- B to persuade readers to complete a picture puzzle
- C to entertain readers with a funny story about a bear
- D to describe what a certain puzzle piece looks like

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: FRIENDSHIP**

There are different ways to form a friendship. One way is to spend time together. Another is to show kindness to each other. Yet another way is being loyal to someone.

Do **ONLY ONE** of the following:

write about a time you were kind to someone
and it helped you to become friends

OR

describe why loyalty is important in a friendship

OR

tell about when you and someone else became friends

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. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**. Only the writing in your **Answer Folder** 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 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 starting on page 8 of your **Answer Folder**.

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?

NOTES/PLANNING

NOTES/PLANNING

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, but you must mark all of your answers in Part 3B of your **Answer Folder**.

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

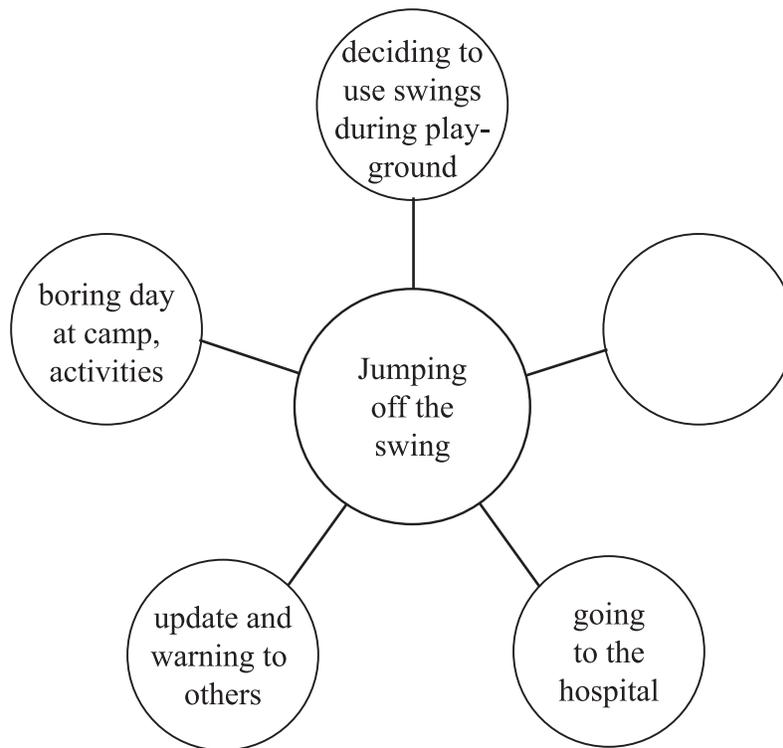
DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the best answer for each question. You may look back at the student writing sample as often as needed.

- (1) Another boring day at camp, I thought as I arrived at Mill's Creek. I
(2) walked over to the sign-up sheet. I began to fill out what I would do that day:
(3) Gym, Art, and Playground. Today, however, would not be boring like I thought!
(4) After Art, it was time for the playground. I drew a picture of kids playing
(5) on the playground in Art class. I finally decided to swing! I got at the swing
(6) next to my friend Dale! We decided to see who could jump off the swings the
(7) farthest. Dale jumped first and landed about 5 feet from the swings. I was scared
(8) to try and jump farther than 5 feet, but I knew I had to do it!
(9) As I got ready to push off, I thought about how dumb it was to do this, and
(10) how grown-ups were always telling me I'd break my neck, but I heard kids telling me
(11) to jump. The urge was just too strong! I pushed off and flew farther than Dale!
(12) About 6 feet from the swings I hit the ground. I felt extreme pain because my ankle
(13) had cracked when I landed all my weight on it. My sister had broken her wrist a
(14) year before! I screamed in pain as the teacher ran to get me!
(15) I remember Dale helping me get inside, my mom taking me to the
(16) hospital, the x-rays, and getting home with a cast around my foot. I had broken
(17) my ankle in three places. I also had a hairpin fracture. The nurse at the hospital
(18) was nice. The nurse at my doctor's office is nice too.
(19) Over 1 year later my ankle has healed great! I learned a lesson that day
(20) and it was a scary one. DON'T JUMP OFF SWINGS!! I hoped that you learned
(21) a lesson from my story too!

Questions 32–36

- 32** One technique the writer used successfully in paragraph 1 was to
- A** use dialogue that sounds like real people.
 - B** use rhyming words.
 - C** share a lesson with the reader.
 - D** give the reader an idea of what was to come.
- 33** The author probably wrote “DON’T JUMP OFF SWINGS!!” in all capital letters in line 20
- A** because rules may be more effective when they are written in capital letters.
 - B** to make sure everyone saw his creatively placed title for this piece.
 - C** because he wanted to engage the reader until the very end of his story.
 - D** to emphasize the lesson that he learned and wanted others to learn.
- 34** Which of the following *best* lets the reader know that the writer considered the audience while writing this piece?
- A** the author’s description of activities for the day
 - B** the author’s final sentence of the piece
 - C** the author’s use of exclamation points
 - D** the author’s update of his ankle one year later

- 35 Which of the following phrases *probably* fits in the empty circle of the writer's story web?



- A describe friend Dale
- B dare and jumping off the swing
- C ankle cracking and hurting
- D teacher helping me
- 36 How should "to" be written in the phrase, "urge was just to strong" in line 11?
- A two
- B too
- C toe
- D It is correct as is.

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 would be a good title for this piece?

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

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 10 of your **Answer Folder**. Only the writing in your **Answer Folder** 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 starting on page 10 of your **Answer Folder**.

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?

NOTES/PLANNING

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Scoring Key

Part 1A: Paired Reading Selections

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

Part 2: Reading: Independent Reading Selections

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

Part 3B: Student Writing Sample

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