



RELEASED ITEMS

ENGLISH LANGUAGE ARTS
GRADE 6

FALL 2005

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"Joy Ride" Reprinted with permission of Pleasant Company Publications from *American Girl*, LLC.

"Lessons in Baseball" by Chick Moorman. From *Where The Heart Is: Stories of Home and Family* by Chick Moorman. Personal Power Press.

"Sarah Bagley, Fighter for Rights," from COBBLESTONE's March 2001 issue: *The Mill Girls: From Farm to Factory*, © 2001, Cobblestone Publishing Company, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Reprinted by permission of Carus Publishing Company and the University of Massachusetts Lowell.

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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 "Joy Ride." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Joy Ride"

Questions 1–8

- 1 The author writes, "But just three years ago, living out that dream seemed *impossible*." From studying the word *impossible*, readers can tell that the prefix *im-* means
- A again.
 - B before.
 - C not.
 - D very.
- 2 The author *probably* wrote this selection for which audience?
- A people starting a Ride to Pride program in their state
 - B doctors who need to understand the troubles of their patients
 - C young people who may share some of Anna's worries or problems
 - D young people who want to learn how to train for the rodeo
- 3 What is the *best* summary of this selection?
- A The Ride to Pride program helps young people with problems by pairing them with horses. Riding the horses and caring for them helps teach these young people about patience and respect. Young people learn a lot from Ride to Pride.
 - B Anna was a young girl struggling with the loss of her foot from an accident when she learned about Ride to Pride. Through Ride to Pride, Anna learned to ride horses and become a rodeo rider. This helped her gain strength, self-confidence, pride, and a better understanding of herself.
 - C Having a problem can make a young person feel different from his or her peers, and less confident as a result. For these young people, finding an activity that they are good at helps build self-confidence.
 - D Riding horses is an activity enjoyed by many people throughout the world. Riding horses takes physical skills, such as strength, and emotional skills, such as patience. Anna had both these skills. For a horseback rider, building these skills can result in an increased sense of self-confidence.

- 4 Which words *best* describe Anna *after* her experiences with Ride to Pride?
- A quiet, fearful, and studious
 - B strong, patient, and proud
 - C difficult, troubled, and bullying
 - D friendly, social, and funny
- 5 When Anna first started at Ride to Pride, she felt
- A nervous, because she was afraid of horses.
 - B confident, because she already knew how to ride.
 - C angry, because she thought riding was cruel to horses.
 - D excited, because she knew she would be good at riding.
- 6 According to the selection, Anna
- A made friends with a group of young people who misbehaved.
 - B felt different from other young people because of her artificial foot.
 - C did not have any brothers or sisters at home whom she could talk to.
 - D did not spend enough time with her family because they were busy.
- 7 This selection is *mostly* about how
- A riding horses helped one girl change her life for the better.
 - B Ride to Pride works to pair troubled children with horses.
 - C a physical disability can be emotionally challenging, too.
 - D riding horses takes strength, patience, and practice.

- 8 The author included quotes from Anna in this selection *probably* to
- A show how Anna felt about riding and herself.
 - B tell readers how to contact Ride to Pride.
 - C make the author's writing process go faster.
 - D explain where readers can see Anna compete.

DIRECTIONS: Read the selection "Lessons in Baseball." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Lessons in Baseball"
Questions 9–16

- 9 The author writes, "That scenario violated my 11-year-old sense of justice, so I did what any *indignant* shortstop would do." In this sentence, the word *indignant* (paragraph 9) means
- A angry.
 - B funny.
 - C lucky.
 - D guilty.
- 10 What is an *important* lesson of this selection?
- A Hard work always pays off.
 - B It is better to win than to play fair.
 - C Anyone can play baseball well.
 - D All people deserve respect.
- 11 The other players did **NOT** want Gordon on their team because he
- A was mean and unpleasant.
 - B was a terrible player.
 - C did not have a sense of humor.
 - D did not work hard at the game.

- 12 How does the author of this selection feel about his father?
- A confused
 - B angry
 - C proud
 - D embarrassed
- 13 This selection is *mostly* about
- A two friends who are very different.
 - B a boy who learns about fairness.
 - C how to play the game of baseball.
 - D tips for becoming a better baseball player.
- 14 Which of these *best* describes the author of this selection?
- A a storyteller creating a fictional world and a story
 - B a baseball player explaining the game to others
 - C a poet trying to capture a beautiful scene in words
 - D a grown man reflecting on an important life lesson
- 15 Why does the author want Gordon to return to his original team?
- A The coach tells the author that it is the right thing to do.
 - B Gordon is the author's friend and should be treated well.
 - C The author thinks that Gordon just needs good coaching to improve.
 - D The author's team will do better with Gordon on his original team.

16 Who was the author's baseball coach?

- A** Gordon
- B** his father
- C** his teacher
- D** Chick Moorman

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** Anna and the author of "Lessons in Baseball" are *both*
- A** respectful of their teammates.
 - B** unlucky in the skills they try.
 - C** discouraged by problems they face.
 - D** wiser after their experiences.
- 18** What is something that the author of "Lessons in Baseball" and Anna have in common?
- A** They found great enjoyment in sports.
 - B** They lost their friends because of their selfishness.
 - C** They were able to overcome their fears.
 - D** They were troubled before getting involved in sports.
- 19** *Both* selections have adult characters who
- A** are not interested in justice.
 - B** choose the easy path.
 - C** teach children about life.
 - D** eventually regret their actions.

- 20 One theme *both* selections share is that
- A happiness is difficult to find.
 - B a person's character is more important than winning.
 - C honesty is necessary in good relationships.
 - D people need to discover what they enjoy doing.
- 21 In *both* of these selections, the characters
- A discover the value of trusting others.
 - B learn about life through their activities.
 - C teach others to be more responsible.
 - D find that winning is not always important in life.

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 Can people's attitudes be changed by outside influences, or are attitudes only changed from within?

Explain your answer using specific details and examples from *both* "Lessons in Baseball" and "Joy Ride." 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. 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 the selection. 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 "Sarah Bagley, Fighter for Rights." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Sarah Bagley, Fighter for Rights"
Questions 23–30

23 Read this sentence from the *last* paragraph of the selection.

"She had lived long enough to see the ten-hour workday law enacted in Massachusetts as well as in several other states."

In this sentence, the word enacted means

- A** laughed at.
- B** struck down.
- C** played on stage.
- D** put into effect.

24 Sarah Bagley became interested in fighting for workers' rights because

- A** her father owned a small factory.
- B** she worked in a factory.
- C** she was good at making speeches.
- D** she wrote for *Voice of Industry*.

25 Which word *best* describes Sarah Bagley?

- A** committed
- B** reckless
- C** friendly
- D** nervous

- 26 What is the *best* way to find out more information about Sarah Bagley?
- A looking at a library list of novels written in the 1800s
 - B finding Lowell, Massachusetts, on a map
 - C searching the Internet for "women and the labor movement"
 - D reading a book called *Early American Textiles*
- 27 How did the author organize this selection?
- A by comparing and contrasting the present to the past
 - B by discussing the events mostly in the order they happened
 - C by describing the important people in alphabetical order
 - D by making a list of the important laws and their dates
- 28 The author wrote the *first* sentence after the introduction to
- A describe what life was like long ago.
 - B introduce the main character and setting.
 - C list several of Sarah Bagley's major achievements.
 - D describe the problems of factory workers in the 1800s.
- 29 At the end of the selection, the author quotes Bagley's doctor's fees to show
- A how much times have changed.
 - B how well the herbal medicine worked.
 - C how caring Bagley and her husband were.
 - D how poor the workers' health was.

- 30** The author writes about Bagley's work as a telegrapher to show
- A** why she gained interest in women's rights.
 - B** when she first thought about workers' rights.
 - C** how she met her husband, James Durno.
 - D** how she learned about problems in prisons.

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: KEEPING PROMISES

We often make promises to ourselves or to others. Sometimes promises are easy to keep. Other times keeping a promise can be a real challenge.

Do **ONLY ONE** of the following:

tell about a time you kept a promise to a friend or a friend kept a promise to you

OR

describe a time when you or someone you know did not keep a promise

OR

tell about a time it was difficult to keep a promise

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) Tom was on the way to school one day. He had a feeling that he was
(2) forgetting something. When he got to school, he saw his friends Matt and Lisa.
(3) Tom asked them, "What did you have for homework?"
(4) But before they could reply, Tom shouted, "That's it! I forgot to write
(5) my science paper!"
(6) During lunch Tom started working on the paper. The minutes passed by, and
(7) Tom wrote faster and faster. He had one paragraph to go when he heard rrrring!
(8) Lunch was over, and it was time to go to his science class.
(9) "I don't want to stay after school for detention," Tom told himself.
(10) Just then Matt and Lisa ran up to him and asked, "How's the paper
(11) going?"
(12) Tom replied, "I didn't finish it."
(13) Lisa said, "Maybe the teacher won't be too hard on you." That's what
(14) Tom was hoping for. As the end of science class got closer, Tom felt nervous.
(15) When only a few minutes were left, his teacher, Ms. Kelly, started to collect
(16) everyone's science paper. Tom's heart was pounding out of his chest. He was
(17) sweating a monsoon as the teacher came closer to him. Then she was one person
(18) away. Tom was frozen to his chair like it was four hundred degrees below zero.
(19) Then she was right beside him.
(20) Tom said, "I . . . I . . . um . . . forgot my . . ."
(21) Before he could finish, Ms. Kelly said, "Tom, you handed your paper in
(22) yesterday."
(23) Tom left the room. He started laughing and didn't stop until he got to his
(24) next class.

Questions 32–36

- 32 What is the *most* effective way to combine the first two sentences?
- A Tom on the way to school had a feeling he was forgetting something.
 - B One day Tom had a feeling, on the way to school, he was forgetting something.
 - C Tom had a feeling that he was forgetting something, and he was on the way to school one day.
 - D On the way to school one day, Tom had a feeling that he was forgetting something.
- 33 What is the mistake in the sentence beginning on line 16?
- A The comma after the word left should be removed.
 - B The word everyones' should be changed to everyone's
 - C The comma after Kelly should be removed.
 - D It is correct.
- 34 Which **Checklist for Revision** question is *most likely* reflected in the two sentences on lines 16 and 17?
- A Do I have a clear central idea that connects to the topic?
 - B Do I stay focused on the theme?
 - C Do I support my central idea with important details/examples?
 - D Do I use a variety of interesting words, phrases, and/or sentences?

35 Why did the author *probably* **NOT** complete the sentence on line 20?

- A to show the author's writing style
- B to make readers understand how Tom was feeling
- C to show readers that the teacher did not understand
- D to demonstrate Tom's sense of humor

36 On a story map for this piece, under which heading would the following go?

Tom is already at school when he thinks he has forgotten to write a science paper that is due that day.

- A Main Characters
- B Setting
- C Problem
- D Solution

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 How does the writer let readers know how Tom is feeling?

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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**Grade 6 English Language Arts
Released Items Scoring Key****Part 1: Paired Reading Selections**

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

Part 2: Independent Reading Selections

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

Part 3B: Student Writing Sample: Revising and Editing

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