

3rd

4th

5th

6th

7th

8th

Grade  
**3**

**meap**<sup>TM</sup>  
Michigan Educational Assessment Program

# *Item Descriptors*



**READING**  
**FALL 2010**

**MICHIGAN STATE BOARD OF EDUCATION  
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***NOTE: For each item listed throughout this booklet, the first statement is the Michigan Grade Level Content Expectation (GLCE) and the second statement is the descriptor for the item's stem or question.***

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Students were instructed to read the directions below silently as the test administrator read them aloud.

## PART 2

### INDEPENDENT READING SELECTION

**DIRECTIONS:**

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed while working on Part 2.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. There will be a question that asks you to write an answer on the lines provided. Answer the question as completely as you can.

You may not use any other paper. You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

**Selection:** Independent Reading**Description:** Informational (science article)

- 1 R.CM.02.02:** Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.

Identify what text is mainly about.

- A** unsupported generality
- B** minor detail irrelevant to main focus of text
- C** correct, identifies main idea of entire text

- 2 R.NT.02.04:** Identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.

Identify meaning of metaphor.

- A** incorrect meaning
- B** incorrect meaning
- C** correct, identifies meaning of metaphor

- 3 R.CM.02.04:** Apply significant knowledge from grade-level science, social studies and mathematics texts.

Identify important detail.

- A** correct, directly stated in text
- B** misunderstanding of text
- C** no support for this detail in text

- 4 IT.02.03:** Explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.

Identify main purpose of diagram.

- A** correct, directly stated above diagram
- B** refers to detail in diagram
- C** misinterpretation of diagram

- 5 R.WS.02.11:** In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

Use context to determine word meaning.

- A** incorrect meaning
- B** incorrect meaning
- C** correct

- 6 R.WS.02.11:** In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

Use context to determine word meaning.

- A** correct
- B** incorrect meaning
- C** incorrect meaning

- 7 R.CM.02.02:** Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.

Identify when event occurs.

- A** minor detail about event
- B** minor detail irrelevant to when event occurs
- C** correct, identifies when event occurs

- 8 R.IT.02.01:** Identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, personal correspondence, science and social studies magazines.

Identify author’s intended purpose.

- A** to entertain
- B** explain how to use
- C** correct, to inform

- 9 R.CM.02.02:** Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.

Write a response identifying three ways topic in text is useful.

Students were instructed to read the directions below silently as the test administrator read them aloud.

## **PART 1**

### **PAIRED READING SELECTIONS**

**DIRECTIONS:**

You will read two selections and answer some questions. You may look back at these two selections as often as needed while working on Part 1.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answers in this booklet by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the circles next to the letters A, B, or C, except for the one that goes with your answer. There will be some questions that ask you to write an answer on the lines provided. Answer the questions as completely as you can.

**Selection:** Paired Reading #1**Description:** Narrative (realistic fiction)

- 10 R.NT.02.04:** Identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.

Identify alternative title.

- A** correct, identifies alternative title that fits entire text
- B** stated title focuses on minor detail in text
- C** stated title focuses on minor detail in text

- 11 R.NT.02.03:** Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

Identify main character's motivation.

- A** identifies character's actions
- B** no support for given motivation
- C** correct, identifies main character's motivation throughout text

- 12 R.NT.02.03:** Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

Identify through inference how main character feels about problem.

- A** correct, can be inferred from main character's words and actions
- B** no support for this feeling in text
- C** no support for this feeling in text

- 13 R.CM.02.02:** Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.

Identify important detail.

- A** no support for this detail in text
- B** misunderstanding of text
- C** correct, literally stated in text

- 14 R.NT.02.03:** Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

Identify last event that is missing from a sequence of events.

- A** stated event occurs before listed events
- B** correct, completes sequence of events
- C** stated event occurs before listed events

- 15 R.NT.02.04:** Identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.

Identify why the author used this sentence at the end of the text.

- A** stated feeling shows misunderstanding of text
- B** stated feeling not supported by text
- C** correct, shows feeling resulting from events.

- 16 R.NT.02.03:** Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

Identify when problem in text is solved.

- A** correct, identifies action that solves the problem
- B** stated action occurs before problem arises
- C** stated action occurs before problem arises

- 17 R.NT.02.02:** Identify and describe the basic elements and purpose of a variety of narrative genre including, poetry, fantasy, legends, and drama.

Identify author's intended purpose.

- A** generalization about main idea, not purpose
- B** refers to detail in text, not purpose
- C** correct, identifies author's intended purpose



**Selection:** Paired Reading #2**Description:** Narrative (realistic fiction)

- 18 R.NT.02.03:** Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

Identify reason for character's actions.

- A** correct, identifies reason for character's actions
- B** possible reason but not best choice for this text
- C** no support for this reason in text

- 19 R.NT.02.03:** Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

Identify first event in sequence of events.

- A** stated event occurs later in text
- B** correct, identifies first event
- C** stated event occurs at end of text

- 20 R.NT.02.03:** Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

Identify motivation for main character's action.

- A** motivation irrelevant to action
- B** correct, identifies motivation for main character's action
- C** motivation not supported by text

- 21 R.NT.02.03:** Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

Identify which of the main character's actions supports given feeling.

- A** correct, character's action supports given feeling
- B** stated action does not support character's feeling
- C** stated action does not support character's feeling

- 22 R.WS.02.11:** In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

Use context to determine word meaning.

- A** correct
- B** incorrect meaning
- C** incorrect meaning

- 23 R.CM.02.02:** Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.

Identify important detail.

- A** minor detail irrelevant to major focus of text
- B** correct, requires inference but based on previous text detail
- C** no support for this idea in text

- 24 R.CM.02.02:** Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.

Identify important detail.

- A** no support for this idea in text
- B** correct, identifies detail directly stated in text
- C** no support for this idea in text

- 25 WS.02.11:** In context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

Use context to determine word meaning.

- A** incorrect meaning
- B** correct
- C** incorrect meaning

The instructions in the box below preceded this section.

### CROSS-TEXT QUESTIONS

**DIRECTIONS:** Questions xx through xx 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.

**Selection:** Paired Readings #1 and #2 (Cross-Text)

**Description:** Narratives (both realistic fiction)

**26 R.CM.02.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

Identify main idea common to both texts.

- A** identifies idea not supported by either text
- B** identifies idea related to, but not central to Reading #2
- C** correct, identifies main idea that is clearly important and emphasized in both texts

**27 R.CM.02.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

Identify setting common to both texts.

- A** stated setting only relevant to Reading #2
- B** correct, identifies setting for both texts
- C** stated setting only relevant to Reading #1

- 28 R.CM.02.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

Identify how texts are different.

- A** stated difference irrelevant to both texts
- B** correct, describes difference between texts
- C** stated difference only relevant to Reading #2

- 29 R.CM.02.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

Identify event common to both texts.

- A** stated event occurs only in Reading #1
- B** correct, identifies event that occurs in both texts
- C** stated event occurs only in Reading #1

- 30 R.CM.02.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

Identify how main characters feel at end of both texts.

- A** correct, identifies how characters feel at end of both texts and explains reason for feeling
- B** stated feeling not supported in either text
- C** stated feeling not supported in either text

- 31 R.CM.02.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.

Identify type of book where both texts could be found.

- A** correct, short stories
- B** folk tales
- C** legends









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