3rd
4th
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Grade 3

meap™
Michigan Educational Assessment Program

Item Descriptors

Revised 3/22/12

READING
FALL 2011

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 X

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 X.

You may underline, circle, 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.

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

Once you have finished reading both selections and have answered all the questions, **STOP**.

Selection: Paired Reading #1

Description: Narrative (realistic fiction)

1 **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

2 **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

3 **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

4 **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

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

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

6 **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.

7 **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

8 **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)

9 **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

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

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

11 **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

12 **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

13 **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

14 **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

15 **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

16 **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 correct

C incorrect meaning

Students saw the instructions in the box below before they began this section.

CROSS-TEXT QUESTIONS

DIRECTIONS: The following questions ask about **both** of the selections you read in this part of the test. You may look back at both selections as often as needed to answer the questions.

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

Description: Narratives (both realistic fiction)

17 **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

18 **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

19 **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

20 **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

21 **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

22 **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

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

PART X

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 X.

You may underline, circle, or write notes in this 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.

Once you have finished reading the entire selection and have answered all the questions, **STOP**.

Selection: Independent Reading

Description: Informational (science article)

23 **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

24 **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

25 **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 important detail.

A correct, directly stated in text

B misunderstanding of text

C no support for this detail in text

26 **R.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

27 **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

28 **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

29 **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

30 **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

The instructions in the box below preceded this section.

> **DIRECTIONS:** Use the lines below to write your answer. You may look back at the selection as often as needed.

31 **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.

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