4th

5th

6th

7th

8th

Grade 5

meap™

Michigan Educational Assessment Program

Item Descriptors

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:

In this part, you will read two selections and answer multiple-choice questions. You may look back at the selections as often as needed.

You must mark all of your answers in Day X, Part X of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

For the multiple-choice questions:

> Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

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

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

Selection: Paired Reading #1

Description: Narrative (legend)

1 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify statement minor character would most likely make to major character.

A statement major character would most likely make

B actual statement made by another minor character

C actual statement made by another minor character

D correct, answer supported by minor character's words and actions

2 **R.NT.04.03:** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Identify how major character most likely feels about minor character at end of text.

A stated feeling is accurate early in text but does not apply at end of text

B correct, strongly implied by major character's actions at end of text

C stated feeling is minimally implied midway through text

D stated feeling shows misunderstanding of text

3 **R.CM.04.02:** Retell through concise summarization grade-level narrative and informational text.

Identify main idea.

A stated idea relates to text but not main idea

B correct, identifies main idea emphasized in text

C stated idea relates to text but not main idea

D no support for this idea in text

4 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify effect of minor character's actions on major character.

A stated effect applies to minor character, not major character

B misunderstanding of text

C correct, directly states cause and effect

D stated effect applies to minor character, not major character

5 **R.NT.04.03:** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Identify lesson.

A correct, answer is important lesson throughout text

B no support for this idea in text

C stated idea is mentioned in text but is not the lesson

D stated idea is mentioned in text but is not the lesson

6 **R.NT.04.03:** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Identify reason for one of main character's thoughts.

A stated reason relates to another character

B stated reason relates to another character

C stated reason relates to another character

D correct, implied at beginning of text

7 **R.NT.04.04:** Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

Identify literary device.

A simile

B personification

C correct, metaphor

D flashback

8 **R.NT.04.03:** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Identify main character.

A identifies minor character

B identifies minor character

C identifies another main character

D correct, identifies another name for main character

Selection: Paired Reading #2

Description: Narrative (realistic fiction)

9 **R.NT.04.03:** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Identify major conflict.

A stated quote from text identifies character's thoughts, not conflict

B stated quote from text identifies character's thoughts, not conflict

C correct, quote from text identifies conflict

D stated quote from text not related in any way to conflict

10 **R.CM.04.02:** Retell through concise summarization grade-level narrative and informational text.

Identify advice one character gives to another.

A stated advice vaguely implied

B no support for this idea in text

C no support for this idea in text

D correct, strongly implied in text

11 **R.NT.04.04:** Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

Identify meaning of metaphor.

A no support for this idea in text

B no support for this idea in text

C relates to text but not correct meaning of metaphor

D correct, identifies meaning of metaphor

12 **R.NT.04.04:** Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

Identify reason author used certain language.

A correct, to create mental image

B to include a flashback

C to include a prediction

D to provide a solution

13 **R.CM.04.02:** Retell through concise summarization grade-level narrative and informational text.

Identify important detail related to cause and effect.

A correct, identifies most relevant cause

B no support for detail in text

C minor reference to detail in text but unrelated to effect

D possible cause but not best choice

14 **R.CM.04.02:** Retell through concise summarization grade-level narrative and informational text.

Identify character's feelings at end of text.

A stated feeling is vaguely implied

B misunderstanding of text

C correct, directly stated in text

D stated feeling is possible but refuted at end of text

15 **R.NT.04.03:** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Identify best character traits for major and minor characters.

A no support for these traits in text

B correct, identifies traits for both characters

C support for one trait but not other

D no support for these traits in text

16 **R.NT.04.03:** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Identify major theme.

A no support for this theme

B stated theme not relevant

C correct, answer strongly implied

D stated theme not relevant

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 (legend and realistic fiction)

17 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify how main characters from both texts are alike.

A no support for this idea in either text

B no support for this idea in either text

C stated comparison is implied at beginning of Reading #1 only

D correct, answer is strongly supported in both texts

18 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify main idea common to both texts.

A stated idea minimally addressed in both texts

B stated idea only applies to Reading #1

C correct, answer is strongly implied in both texts

D no support for this idea in either text

19 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify how the authors' intended purposes are different.

A correct, clearly identifies how authors' purposes are different

B stated idea implied only in Reading #1

C stated idea not supported in Reading #1 and while idea is mentioned in Reading #2 it is not author's intended purpose

D no support for idea in either text

20 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify how minor characters in both texts are alike.

A stated trait implied in Reading #1 but no support for trait in Reading #2

B correct, answer is emphasized in both texts

C no support for trait in either text

D no support for trait in either text

21 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify belief common to both main characters.

A stated belief minimally implied in Reading #1 but no support in Reading #2

B correct, represents belief both characters share

C no support for belief in either text

D stated belief minimally implied in both texts

22 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify best summary for both texts.

A stated summary does not apply to either text

B stated summary applies only to Reading #2

C correct, best summary for both texts

D stated summary minimally applies to Reading #1 but not to Reading #2

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

PART X

INDEPENDENT READING SELECTION

DIRECTIONS:

In this part, you will read one selection and answer multiple-choice questions and one written-response question. You may look back at the selection as often as needed.

You must mark all of your answers and write your written response in Day X, Part X of your **Answer Document** with a No. 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. No additional paper may be used.

For the multiple-choice questions:

> Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

For the written-response question:

> Write your response on the lines in your **Answer Document**. If you erase, be sure to erase completely. Answer the question as completely as you can.

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

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part X of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

Selection: Independent Reading

Description: Informational (science article)

23 **R.WS.04.07:** In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.

Use context to determine word meaning.

A incorrect meaning

B incorrect meaning

C correct

D incorrect meaning

24 **R.IT.04.01:** Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.

Identify genre.

A fantasy

B correct, biography

C drama

D legend

25 **R.CM.04.02:** Retell through concise summarization grade-level narrative and informational text.

Identify important idea.

A stated idea appears in introduction but no support for this idea in individual biographies

B correct, answer directly stated in each biography

C no support for this idea

D stated idea mentioned in each biography, but not the most important idea implied throughout text

26 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify how people in biographies are alike.

A no support for this idea in text

B possible inference but little support in text

C stated comparison supports one person

D correct, answer clearly identifies how people are alike

27 **R.NT.04.03:** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Identify lesson one person learned from mistakes.

A stated lesson clearly refuted in text

B correct, answer clearly supported in text

C no support for this lesson in text

D stated lesson applies to another person

28 **R.NT.04.03:** Analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

Identify lesson learned by one person.

A no support for this lesson in text

B no support for this lesson in text

C correct, answer directly stated in text

D stated lesson clearly refuted in text

29 **R.WS.04.07:** In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.

Use context to determine word meaning.

A correct

B incorrect meaning

C incorrect meaning

D incorrect meaning

30 **R.CM.04.03:** Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

Identify belief most likely shared by people in biographies.

A correct, identifies belief

B no support for this belief in text

C irrelevant belief with no text support

D stated belief mentioned in text but unimportant

The instructions in the box below preceded this section.

> **DIRECTIONS:** Write a response to the question below on the lines in Day X, Part X of your **Answer Document**. You can write notes in this test booklet, but only the writing in your Answer Document will be scored. No extra sheets may be used. You may look back at the selection as often as needed.

31 **R.CM.04.02:** Retell through concise summarization grade-level narrative and informational text.

Write a response describing three challenges faced by the people in the text.

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