4th
5th
6th
7th
8th

Grade 6

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:

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 (realistic fiction)

1 **R.NT.05.03:** Analyze how character traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

Identify motivation for minor character's action.

A no support for this idea in text

B stated idea has opposite effect

C correct, directly stated in text

D stated idea occurs after action

2 **R.WS.05.07:** In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

Use context to determine word meaning.

A incorrect meaning

B correct

C incorrect meaning

D incorrect meaning

3 **R.NT.05.04:** Explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.

Identify narrator.

A correct, an active participant and role as narrator can be inferred from words and actions

B stated character is active participant but not narrator

C stated character subject of narrative but not narrator

D stated character mentioned but not narrator

4 **R.NT.05.03:** Analyze how character traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

Identify motivation for main character's action.

A stated motivation not related to main character's action

B correct, identifies motivation for main character's action

C stated motivation not related to main character's action

D no support for this motivation in text

5 **R.NT.05.03:** Analyze how character traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

Identify narrator's thoughts about the main idea.

A correct, strongly inferred in text

B stated thought refuted in text

C stated thought appears in text but not what narrator thinks

D stated thought appears in text but not what narrator thinks

6 **R.NT.05.04:** Explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.

Identify meaning of metaphor.

A no support for this idea in text

B no support for this idea in text

C correct, identifies meaning of metaphor

D no support for this idea in text

7 **R.NT.05.03:** Analyze how character traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

Identify major conflict.

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

B stated quote from text does not identify conflict

C correct, inferred from quote in text

D stated quote from text related to conflict but not major conflict

8 **R.CM.05.02:** Retell through concise summarization grade-level narrative and informational text.

Identify important detail.

A no support for this idea in text

B correct, strongly implied in text

C stated detail but not best choice

D stated detail but not relevant

Selection: Paired Reading #2

Description: Narrative (poetry)

9 **R.IT.05.03:** Explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.

Identify why title is appropriate for text.

A correct, main idea in text

B main character in text

C minor detail in text

D no support for this idea in text

10 **R.WS.05.07:** In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

Use context to determine word meaning.

A incorrect meaning

B incorrect meaning

C correct

D incorrect meaning

11 **R.CM.05.02:** Retell through concise summarization grade-level narrative and informational text.

Identify important detail.

A correct, inferred from text

B stated detail mentioned but not supported in text

C stated detail mentioned but not supported in text

D stated detail mentioned but not supported in text

12 **R.CM.05.02:** Retell through concise summarization grade-level narrative and informational text.

Identify which detail is exception.

A stated detail is identified in text

B stated detail is identified in text

C correct, not supported in text

D stated detail is identified in text

13 **R.CM.05.02:** Retell through concise summarization grade-level narrative and informational text.

Identify important detail.

A misunderstanding of text

B no support for this idea in text

C misunderstanding of text

D correct, directly stated in text

14 **R.NT.05.03:** Analyze how character traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

Identify next event in sequence of events.

A no support for this idea in text

B no support for this idea in text

C no support for this idea in text

D correct, directly stated several times in text

15 **R.WS.05.02:** Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

Identify meaning of multiple meaning word.

A incorrect meaning in this context

B correct

C incorrect meaning in this context

D incorrect meaning in this context

16 **R.NT.05.04:** Explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.

Identify reason for poet's use of personification.

A no support for this reason in text

B no support for this reason in text

C correct, use of personification is to show importance

D misunderstanding of text

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 (realistic fiction and poetry)

17 **R.CM.05.03:** Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify common reactions of characters to events.

A no support for this reaction in either text

B correct, identifies reactions of characters to events

C no support for this reaction in either text

D stated reaction applies somewhat to only Reading #1

18 **R.CM.05.03:** Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify which object from both texts has greatest impact on future generations.

A stated object of minor importance in Reading #2

B stated object of major importance in Reading #2 but has little impact on future generations

C stated object of minor importance in Reading #2

D correct, identifies object with greatest impact on future generations

19 **R.CM.05.03:** Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify which trait is valued in both texts.

A stated trait only applies to Reading #1

B stated trait applies to Reading #2 but minimally implied in Reading #1

C correct, identifies trait that is common to both texts

D Incorrect; no support for this trait in either text

20 **R.CM.05.03:** Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify how minor character in Reading #1 is like major character in Reading #2.

A correct, identifies how both characters are alike

B stated idea only applies to character in Reading #2

C stated idea only applies to character in Reading #1

D stated idea only implied in Reading #2

21 **R.CM.05.03:** Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify how object in Reading #1 is different from object in Reading #2.

A correct, identifies how objects are different

B no support for this idea in either text

C no support for this idea in either text

D stated idea only applies to Reading #2

22 **R.CM.05.03:** Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify how minor characters in both texts are alike.

A correct, identifies how characters are alike

B stated characteristic only applies to Reading #2

C stated characteristic only applies to Reading #2

D no support for this characteristic in either text

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 (biography)

23 **R.IT.05.01:** Analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.

Identify author's intended purpose.

A correct, clearly indicated throughout text

B stated purpose of minor importance

C extensive description in text but not intended purpose

D referred to in text but not intended purpose

24 **R.CM.05.03:** Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify which concept is best supported in text.

A correct, strongly supported throughout text

B stated concept related to text but does not provide best support

C stated concept related to text but does not provide best support

D no support for this concept in text

25 **R.CM.05.03:** Analyze global themes, universal thruths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Identify character's goal.

A stated goal refuted in text

B correct, strongly inferred from text

C minor reference to stated goal in text

D no support for this goal in text

26 **R.CM.05.02:** Retell through concise summarization grade-level narrative and informational text.

Identify best summary.

A correct, thoroughly summarizes text

B misunderstanding of text

C stated summary is relevant but not best choice

D misunderstanding of text

27 **R.CM.05.02:** Retell through concise summarization grade-level narrative and informational text.

Identify important detail related to cause and effect.

A misunderstanding of text

B correct, identifies most relevant cause

C stated detail not supported in text

D no support for this detail in text

28 **R.CM.05.02:** Retell through concise summarization grade-level narrative and informational text.

Identify main idea.

A correct, identifies main idea emphasized throughout text

B no support for this idea in text

C stated idea relevant but not main idea

D no support for this idea in text

29 **R.WS.05.07:** In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms, using strategies and resources including analogies, content glossaries, and electronic resources.

Use context to determine word meaning.

A incorrect meaning

B incorrect meaning

C incorrect meaning

D correct

30 **R.NT.05.03:** Analyze how character traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

Identify main theme.

A correct, strongly inferred throughout text

B stated theme related but not the main theme

C stated theme related but not the main theme

D stated theme related but not the main theme

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.NT.05.03:** Analyze how character traits and setting define plot, climax, the role of dialogue, and how problems are resolved.

Write a response identifying problem in text and provide two details to explain how problem is solved.

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