



# **RELEASED ITEMS**

**ENGLISH LANGUAGE  
ARTS  
GRADE 5**

**Fall 2006**

**MICHIGAN STATE BOARD OF EDUCATION  
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Reference List:

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# PART 1—READING

## 1A: PAIRED READING SELECTIONS

### **DIRECTIONS:**

In Part 1A, you will read two selections and answer some questions. 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 Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**DIRECTIONS:** Read the selection “Rosa Parks.” Choose the *best* answer for each question. You may look back at the selection as often as needed.

**“Rosa Parks”  
Questions 1–8**

- 1 The author organized this selection by
- A comparing the way two people handled a problem.
  - B using headings and subheadings.
  - C telling the events in the order they happened.
  - D giving several different opinions about an issue.
- 2 Which *best* shows that the bus boycott had the result Rosa Parks and others wanted?
- A The Supreme Court ruled segregation on public buses was against the law.
  - B The bus boycott in Montgomery lasted more than a year.
  - C The Supreme Court agreed to hear Rosa Parks’ appeal.
  - D Dr. Martin Luther King, Jr., spoke in favor of the boycott.
- 3 In the first paragraph, the author uses the phrase “the city was segregated.” What does the word segregated mean?
- A separated by race
  - B overcrowded
  - C famous
  - D ruled by a minority

- 4 In this selection, Rosa Parks did all of the following **EXCEPT**
- A pay the fare to get on the bus.
  - B refuse to give up her seat.
  - C sit in the middle section of the bus.
  - D give a speech to a large crowd.
- 5 Which is the *best* summary of the selection?
- A Rosa Parks lived in Montgomery, Alabama. She paid to ride the bus, but the bus driver asked her to get off and get back on the bus through the back door. Rosa Parks refused, and she was arrested.
  - B Rosa Parks was arrested because she refused to give up her seat on the bus. African Americans in Montgomery refused to ride the buses in protest. The Supreme Court later decided that segregation of public buses was illegal.
  - C Rosa Parks organized the citizens of Montgomery to complain about the buses. Many people refused to ride the buses for over a year. This meant they walked a long way to work or school.
  - D Rosa Parks worked as a tailor’s assistant in Montgomery, Alabama. She paid the same fare to ride the bus as other people. The bus driver asked her to give up her seat when more people got on the bus.
- 6 From this selection, the reader can tell that Rosa Parks
- A was frequently in trouble with the police.
  - B was willing to fight for what she believed.
  - C had studied law at a large university.
  - D belonged to the Dexter Avenue Baptist Church.

- 7 What is an *important* lesson from this selection?
- A It is important to obey the rules.
  - B If you accept failure, you will continue to fail.
  - C Big changes start with small steps.
  - D Challenging the law always results in change.
- 8 What is another possible title for this selection?
- A "Another Bus Boycott"
  - B "Rosa Parks Meets Martin Luther King, Jr."
  - C "Life in Alabama in the 1950s"
  - D "Rosa Parks Makes a Difference"

**DIRECTIONS:** Read the selection "A Day to Teach Their Town About the Planet." Choose the *best* answer for each question. You may look back at the selection as often as needed.

**"A Day to Teach Their Town About the Planet"  
Questions 9–16**

- 9 From this selection, the reader can tell that
- A there are a lot of children living in Parma.
  - B the schools in Michigan teach a lot about science.
  - C the town of Parma is planning to start a recycling program.
  - D the students got excited about helping the environment.
- 10 In the second paragraph, the author writes that the first Earth Day celebration was a "major turning point in environmentalism." Environmentalism is an effort to
- A create newspapers in schools.
  - B encourage kids to teach adults.
  - C promote conservation and recycling.
  - D persuade people to volunteer at schools.
- 11 According to the selection, how did many people find out about the first Earth Day?
- A They saw it on TV and in newspapers.
  - B They talked to their neighbors.
  - C Their children told them about it.
  - D Their relatives sent them letters about it.

- 12** In the selection, the phrase “An Earth Day of Their Own” is an example of a
- A** caption.
  - B** footnote.
  - C** heading.
  - D** figure.
- 13** In the second paragraph, the author writes “successful crusaders for the planet know that they must persuade people to care if they want them to change their ways.” A crusader is someone who
- A** fights for a cause.
  - B** investigates a problem.
  - C** struggles against lawbreakers.
  - D** asks for information about an event.
- 14** Which *best* shows that Environmental Awareness Day was a success?
- A** Some of the students’ relatives came from out of state to attend the event.
  - B** Nearly all the students did research on pollution and recycling.
  - C** Local newspapers included articles about the event.
  - D** Hundreds of people attended the event.

- 15** The author *probably* included the illustration of the two girls to show
- A** what the children used in the scavenger hunt.
  - B** the students having fun at the event.
  - C** how many bags of garbage the students collected.
  - D** how many people attended Environmental Awareness Day.
- 16** What makes this selection nonfiction?
- A** It combines information about real and made-up events.
  - B** It gives information about real people and real events.
  - C** It includes quotation marks around people’s words.
  - D** It takes place in the United States.

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## 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** The authors of *both* selections *probably* want readers to
- A** get to know about the lives of famous people.
  - B** learn about people who have made a difference.
  - C** feel inspired by stories of young people doing good.
  - D** learn how important it is to help the Earth.
- 18** In the second paragraph of "A Day to Teach. . .," the author writes about "successful crusaders for the planet." Rosa Parks could be called a crusader for which of the following?
- A** affordable housing
  - B** workers' rights
  - C** free transportation
  - D** human equality
- 19** In these selections, how are the students from Parma, Michigan, *like* Rosa Parks?
- A** They are interested in helping the environment.
  - B** They work for a cause in which they believe.
  - C** They help to make life equal for all people.
  - D** They are about the same age.

**20** What is an *important* idea in *both* selections?

- A** People should treat others as they want to be treated themselves.
- B** To make change, people need to make others aware of the problem.
- C** Adults can learn something from what children say and do.
- D** Sometimes it is necessary to fight against unfair rules.

**21** Which *best* describes where the two selections *most likely* came from?

- A** "Rosa Parks" is from a history book. "A Day to Teach. . ." is from a children's news magazine.
- B** "Rosa Parks" is from a science book. "A Day to Teach. . ." is from an encyclopedia article.
- C** "Rosa Parks" is from an autobiography. "A Day to Teach. . ." is from a biography.
- D** "Rosa Parks" is from a newspaper. "A Day to Teach. . ." is from a neighborhood newsletter.

## 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** When people stand up for what they believe, they can also help others. Do you agree or disagree?

Explain your answer using specific details and examples from *both* "A Day to Teach Their Town About the Planet" and "Rosa Parks." 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 3 of your **Answer Document**. Only the writing in your **Answer Document** 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 3 of your **Answer Document**.

### 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?

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## NOTES/PLANNING

## NOTES/PLANNING

## PART 2—READING

### INDEPENDENT READING SELECTIONS

**DIRECTIONS:**

In Part 2, you will read two selections and answer the questions that follow each selection. You may look back at the selections 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 Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**DIRECTIONS:** Read the selection "Under the Shade of a Tree." Choose the *best* answer for each question. You may look back at the selection as often as needed.

**"Under the Shade of a Tree"  
Questions 23–30**

- 23** Why was the merchant angry at the fisherman?
- A** He did not get to eat any of the fish that the fisherman caught.
  - B** The fisherman did not want to sell him the fish that he had.
  - C** He thought the fisherman should be working harder.
  - D** The fisherman was lying on the merchant's property.
- 24** The merchant thought that he had finally convinced the fisherman to see things his way when the fisherman asked about
- A** ways to catch more fish.
  - B** ways to make more money.
  - C** getting a bigger boat.
  - D** building a great house.

- 25** In paragraph 7, the author writes, “The fisherman’s generous offer seemed to enrage the merchant, who stomped his foot on the ground.” In this sentence, what does the word enrage mean?
- A** anger
  - B** excite
  - C** surprise
  - D** scare
- 26** What did the fisherman mean in paragraph 9 when he said, “The fish were almost jumping into my boat”?
- A** The fish were easy to catch.
  - B** The fish were playing a game.
  - C** The fish were confused.
  - D** The fish were trying to escape.
- 27** Readers can tell that the fisherman was trying to make sense of the merchant’s point of view when he
- A** did not respond to the merchant.
  - B** kept scratching his head.
  - C** shook his head and walked away.
  - D** repeated the merchant’s words.

- 28** How are the merchant and the fisherman *different*?
- A** The merchant must work hard to earn a living, but the fisherman is lazy and does not work at all.
  - B** The merchant thinks that money is the most important thing in life, but the fisherman thinks that enjoying life is the most important thing.
  - C** The merchant admires the fisherman for the job he does, but the fisherman thinks the merchant is silly to work indoors.
  - D** The merchant believes that people should not waste things, but the fisherman believes that people should take whatever they want even if they do not need it.
- 29** What is an *important* lesson of this story?
- A** Life is full of problems that one must work to overcome.
  - B** Working hard is a good way to forget one's troubles.
  - C** Being happy is more important than being wealthy.
  - D** Two people who disagree can still be good friends.
- 30** Readers can tell from the story that the fisherman likes
- A** living a simple life.
  - B** giving money to charity.
  - C** repairing his boat.
  - D** trading with the merchant.

## **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 may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

We will begin Part 3A together by reading the information on the next page. As I read aloud, please follow along in your booklet.

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## WRITING FROM KNOWLEDGE AND EXPERIENCE

### 31 WRITE ABOUT THE THEME: HERO

A hero is someone who is looked up to and admired. Heroes can come in many shapes and sizes. A hero could be a family member, a friend, someone famous, or someone from history.

Do **ONLY ONE** of the following:

tell about a hero and explain why that person is a hero to you

**OR**

describe how you or someone you know acted like a hero

**OR**

write about a time you dreamed of being a hero

**OR**

write about the theme in your own way.

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 9 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

## 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 9 of your **Answer Document**.

### 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?

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## NOTES/PLANNING

## NOTES/PLANNING

## 3B: STUDENT WRITING SAMPLE

### **DIRECTIONS:**

In Part 3B, you will read a student writing sample and answer some questions. You will be reading everything in Part 3B silently. You may look back at the student writing sample as often as needed.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 3B of your **Answer Document**.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

## 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.

One day my grandpa was not feeling good, so we went over to see him. My grandparents live close by so we go to there house whenever they need us. Mom said ask Grandpa if he want anything to eat. But I asked him, and he said yes. So I made him a turkey cheese, and tomato sandwich. Then we headed over to his house. When we had to go back to our house, I asked if I could spend the night. My mom told me that I could. I said I will stay. I will take excellent care of Grandpa. I was sick last week, too, and so was my brother.

Grandpa said Colin, you will have to stay up as late as you can. I said I will. We made potatoe soup and chicken for dinner and it was good. Me and Grandpa were talking. I said that nobody is perfect. He agreed with me. Then he finaly fell asleep on the couch. Then I fell asleep. I love taking care of my grandpa. I love my grandpa so much.

You might ask me what caring is, caring is when you do something nice for people even when they don't ask. Just like I did with Grandpa. Usually, a grandparent is the person who takes care of someone. This time I got to take care of Grandpa.

**Questions 32–36**

**32** Choose the correct way to spell the underlined word below.

Then he finaly fell asleep on the couch.

- A** finally
- B** finnally
- C** finnaly
- D** It is correct.

**33** Choose the *best* way to combine the sentences below.

I said I will stay. I will take excellent care of Grandpa.

- A** I said I will stay and take excellent care of Grandpa.
- B** I said I will stay but take excellent care of Grandpa.
- C** I said I will stay and I said I will take excellent care of Grandpa.
- D** I said I will stay so I will take excellent care of Grandpa.

**34** Which sentence does **NOT** belong in the first paragraph?

- A** One day my grandpa was not feeling good, so we went over to see him.
- B** My mom told me that I could.
- C** When we had to go back to our house, I asked if I could spend the night.
- D** I was sick last week, too, and so was my brother.

**35** Choose the word that should go in the place of the underlined word.

My grandparents live close by so we go to there house whenever they need us.

- A** they're
- B** their
- C** they
- D** It is correct.

**36** Which sentence is missing a comma?

- A** When we had to go back to our house, I asked if I could spend the night.
- B** One day my grandpa was not feeling good, so we went over to see him.
- C** So I made him a turkey cheese, and tomato sandwich.
- D** But I asked him, and he said yes.

**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.

**37 Did the writer make the main idea clear to the reader?  
Yes or no?**

**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 11 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

## **PART 4B: 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 11 of your **Answer Document**.

### **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?

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## **NOTES/PLANNING**

**Scoring Key: Part 1: Paired Reading Selections**

Item Number	Correct Answer	GLCE	Description
1	C	R.IT.04.02	ID/describe informational text patterns
2	A	R.CM.04.02	Retell/summarize narrative/informational text
3	A	R.WS.04.07	Determine the meaning of words/phrases in context
4	D	R.CM.04.02	Retell/summarize narrative/informational text
5	B	R.CM.04.02	Retell/summarize narrative/informational text
6	B	R.CM.04.01	Connect understanding to world themes/perspectives
7	C	R.CM.04.01	Connect understanding to world themes/perspectives
8	D	R.CM.04.02	Retell/summarize narrative/informational text
9	D	R.CM.04.02	Retell/summarize narrative/informational text
10	C	R.WS.04.07	Determine the meaning of words/phrases in context
11	A	R.CM.04.02	Retell/summarize narrative/informational text
12	C	R.IT.04.03	Explain how authors use text features
13	A	R.WS.04.07	Determine the meaning of words/phrases in context
14	D	R.CM.04.03	Compare/contrast relationships within/across texts
15	B	R.IT.04.03	Explain how authors use text features
16	B	R.IT.04.01	ID/explain characteristics of informational genre
17	B	R.CM.04.01	Connect understanding to world themes/perspectives
18	D	R.CM.04.03	Compare/contrast relationships within/across texts
19	B	R.CM.04.01	Connect understanding to world themes/perspectives
20	B	R.CM.04.03	Compare/contrast relationships within/across texts
21	A	R.IT.04.01	ID/explain characteristics of informational genre

**Scoring Key: Part 2: Independent Reading Selection**

Item Number	Correct Answer	GLCE	Description
23	C	R.NT.04.03	Analyze characters' thoughts/roles/conflict
24	D	R.CM.04.03	Compare/contrast relationships within/across texts
25	A	R.WS.04.07	Determine the meaning of words/phrases in context
26	A	R.NT.04.04	Explain how authors use literary devices
27	D	R.NT.04.03	Analyze characters' thoughts/roles/conflict
28	B	R.CM.04.03	Compare/contrast relationships within/across texts
29	C	R.CM.04.01	Connect understanding to world themes/perspectives
30	A	R.CM.04.03	Compare/contrast relationships within/across texts

**Scoring Key: Part 3: Student Writing Sample**

<b>Item Number</b>	<b>Correct Answer</b>	<b>GLCE</b>	<b>Description</b>
32	A	W.SP.04.01	Spell correctly freq./less freq. encountered words
33	A	W.GR.04.01	Write with or ID correct grammar and usage
34	D	W.PR.04.04	Identify peer's text needing improved organization
35	B	W.GR.04.01	Write with or ID correct grammar and usage
36	C	W.GR.04.01	Write with or ID correct grammar and usage