



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 6**

Fall 2006

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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 "The Snake in the Bottle." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"The Snake in the Bottle"
Questions 1–8

- 1 The *main* theme in this story is that "stealing is wrong." What is another *important* theme?
 - A Actions have consequences.
 - B Actions speak louder than words.
 - C Wisdom is more valued than force.
 - D Wisdom does not always come with age.

- 2 The leader of the horsemen says to the guard, "His Majesty bids you return to his palace. . . ." In this sentence, the word bids means
 - A allows.
 - B offers.
 - C greets.
 - D requests.

- 3 What is the *best* summary of this story?
 - A When a dishonest guard tried to escape with the king's treasure, the king sent horsemen to find him. The horsemen ordered the guard back to the castle. Once there, the king told the guard a story.
 - B A very rich and powerful king found out that his guard was dishonest. He decided to catch the guard in his lies. To do so, the king told a story of a snake that got stuck in a bottle of milk.
 - C Once upon a time, there was a guard who stole a king's treasure instead of guarding it. The king realized this, and he decided to teach the guard a lesson. He taught the guard that he was like a snake hiding in the grass.
 - D Long ago, a wealthy king hired a guard to watch over his treasure. Over many years, the guard stole the king's treasure. The king discovered the theft and told the guard a story to let him know he was aware of the guard's deceit.

- 4 After the story ends, what *most likely* happens to the guard?
- A He continues on his journey.
 - B He returns the king's treasure.
 - C He tells the king a story of his own.
 - D He is rewarded for his service.
- 5 The authors *most likely* wrote this story to
- A share facts about a great kingdom from the past.
 - B instruct readers how to complete an important task.
 - C teach a lesson about stealing in an entertaining way.
 - D interest readers in the odd behaviors of snakes.
- 6 Which words *best* describe the king in this story?
- A lazy and forgetful
 - B generous and kind
 - C greedy and sneaky
 - D powerful and clever
- 7 "The Snake in the Bottle" could *most likely* be found in a collection of
- A folktales.
 - B mysteries.
 - C biographies.
 - D science fiction.
- 8 Which *best* describes the authors of this story?
- A storytellers sharing a lesson for all generations
 - B historians telling about people and events from history
 - C poets using descriptive and rhythmic words and sounds
 - D people sharing their own experiences to teach others a lesson

DIRECTIONS: Read the selection "The Wise King." Choose the *best* answer for each question. You may look back at the selection as often as necessary.

"The Wise King"
Questions 9–16

- 9 In the last paragraph of "The Wise King," the older brother learns that he
- A will reach his dream of ruling the entire kingdom by himself.
 - B will have to ask his brother if he can continue to live in the kingdom.
 - C has been outsmarted into giving his brother a better piece of the kingdom.
 - D should be less selfish and greedy, so he gives his brother the kingdom.
- 10 What is the *best* summary of this story?
- A Long ago, there was a large kingdom that covered much land. When the king of this kingdom grew old, he decided to let his two sons share the land. So, the king had his older son go through the land and divide it into two pieces.
 - B Long ago, there was a wise old king. He decided to split his kingdom between his older son and his younger son. He told the older son to split the kingdom. When the older son divided it unfairly, the king let the younger son choose which piece he would have.
 - C Once upon a time, there was a king who was very wise but old and tired. He wanted to turn over his kingdom to one of his sons. His oldest son wanted it, but he was very selfish. His younger son was nice and honest, so the king thought he would be the better ruler.
 - D Once there was a king who had two sons. The king himself was very wise. His older son, however, was selfish. But his younger son was kind and honest. The king played a trick on the older son, so that the younger son could become the next king.
- 11 "The Wise King" is *different* from many folktales because it does **NOT** have
- A magical characters.
 - B a lesson at the end.
 - C good and evil characters.
 - D a surprise ending.

- 12 "The Wise King" is told from the point of view of
- A the king.
 - B the older son.
 - C the younger son.
 - D an unknown narrator.
- 13 In the first paragraph of "The Wise King," the author does all these **EXCEPT**
- A describe the setting in detail.
 - B set up the conflict of the story.
 - C introduce the main characters.
 - D begin the action of the plot.
- 14 This story is *mostly* about a
- A gentle and kind prince.
 - B selfish and greedy warrior.
 - C king who is aging.
 - D king's plan to divide his land.

- 15 When the king asks his older son if he has divided the land fairly, his son replies, "Yes, my father, I have divided it well." This suggests that the son
- A knows that he split the land to his own benefit.
 - B truly believes that he has been fair.
 - C is eager to do what he can to please his brother.
 - D already knows what his father's plan is.
- 16 The king in this story is wise. He could *also* be described as
- A selfish because he wants to keep all his land to himself.
 - B greedy because he does not stop acquiring more and more land.
 - C clever because he outsmarts his older son in order to teach him a lesson.
 - D kind because he wants others to have what he does not have.

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** Near the end of *both* stories, the kings ask questions that
- A** help them find out who has lied to them.
 - B** reveal the dishonesty of the guard and older son.
 - C** allow readers to learn more about the guard and the older son.
 - D** keep readers in suspense without learning the answer.
- 18** How are the endings of *both* stories *alike*?
- A** All the characters live happily ever after.
 - B** The kings do not realize that they've been lied to.
 - C** The ending is left to the reader's imagination.
 - D** Readers cannot figure out how the kings feel.
- 19** The guard in "The Snake in the Bottle" is *like* the older son in "The Wise King" because they *both* will
- A** continue on their journeys without having learned a lesson.
 - B** be forced to give up what they attempted to steal.
 - C** use storytelling as a way to conceal their trickery in the future.
 - D** believe that they can deceive kings in other kingdoms.

- 20 What is one way that the guard in "The Snake in the Bottle" is *different* than the older son in "The Wise King"?
- A The guard thinks that he will get away with his dishonesty, while the older son does not.
 - B The guard earned the treasure because he worked so hard, while the older son has not earned the better land.
 - C The guard confessed to his trickery before being discovered by the king, while the older son denied his trickery.
 - D The guard was not known to be selfish until the treasure was discovered to be missing, while the older son was known to be selfish.
- 21 Which of the following in "The Wise King" is *like* the milk in "The Snake in the Bottle"?
- A the king himself
 - B the kingdom's land
 - C the older son
 - D the younger son

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 There is only one way to solve a problem. Do you agree or disagree?

Explain your answer using specific details and examples from *both* "The Snake in the Bottle" and "The Wise King." 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?

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 "Wild Ponies." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Wild Ponies"
Questions 23–30

- 23** The author included the sentence in bold underneath the title *probably* to
- A** give information that is not in the selection.
 - B** explain why he decided to write the selection.
 - C** get readers interested in the topic of the selection.
 - D** summarize the selection for those who will not read it.
- 24** The author writes, "It's a July morning on Assateague (A suh teeg). . . ." The part in parentheses shows
- A** the Native American roots of the island's name.
 - B** the meaning of the island's name.
 - C** how to pronounce the name of the island.
 - D** the prefixes and suffixes of the island's name.
- 25** How did the author help readers understand unfamiliar vocabulary in this selection?
- A** by explaining words within the text of the selection
 - B** by providing a glossary of words at the end of the selection
 - C** by giving word definitions in the margin of the selection
 - D** by listing words at the beginning of the selection

- 26 In this selection, the words "History and Mystery" and "Harsh Habitat" are
- A captions.
 - B indexes.
 - C headings.
 - D glossaries.
- 27 When an author uses words in a humorous way, it's called "word play." Which of these is an example of "word play"?
- A "Ponies are the 'mane' attraction on Assateague Island."
 - B "The crowd cheers again as the animals reach shore."
 - C "No one knows exactly how the ponies got to the island."
 - D "There they will be free to roam again for another year."
- 28 The author wrote the *last* paragraph of this selection to
- A make readers feel sorry for the wild ponies.
 - B summarize the main ideas of the selection.
 - C show that the wild ponies have difficult lives.
 - D emphasize that many ponies remain wild.

- 29 The author wrote this selection *mainly* to
- A persuade readers to go to the annual pony auction.
 - B entertain readers with stories about wild ponies.
 - C inform readers about the wild ponies on Assateague Island.
 - D praise the pony auction as the best solution to a problem.
- 30 What does the author *probably* think about the pony auction?
- A It would be better to manage the herd by a vaccine instead.
 - B It is bad for the wild ponies and should be discontinued.
 - C It is unwise to sell some of the ponies and leave the rest wild.
 - D It solves a problem and allows people to enjoy the wild ponies.

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.

WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: SETTING A GOOD EXAMPLE

Someone who sets a good example for others is a role model. Anyone can set a good example at home, at school, or in the community.

Do **ONLY ONE** of the following:

tell about a time someone set a good example for you

OR

describe a time when you did not set a good example and wish you had

OR

explain how someone set a good example and it changed the lives of others

OR

explain why you should be a role model for a younger person

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?

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.

Most people care about humans. I care about humans and animals. Animals need to be taken care of just as much as humans. Sometimes animals need someone to look out for them.

One day I was playing basketball in the driveway, I was making a lot of them, so I took a few steps back and, tried a long shot. I missed, and the ball went across the road.

I went to the road and was about to cross, when I saw a car. "Safety first," I said in my head. Then as I started toward my ball, I saw a robin. I looked at the car and then I looked at the bird. I ran, then I snatched the bird, pivoted and ran back holding the bird in one hand. I almost dropped the bird when it flapped its tiny wings, so I tossed it up. I caught it on its way down.

I went home and asked my mom "can I take care of this bird until it can fly" "What bird," she asked. I said, "I found one in the road." She said it was okay.

I fed it bread dipped in milk. I also helped it grow strong so it could try to fly. It took about a week for it to become strong enough to fly up.

The bird flew up on the roof a couple of times, but me and Mom talked it into flying back down to us. Mom took photos of me holding it. Mom told me it was time to put it back in the neighbors' tree, where its Mother could find it.

Questions 32–36

32 Which graphic organizer did the writer *most likely* use before writing the sample?

- A a chart to show the sequence of events
- B a Venn diagram to compare special occasions
- C a diagram to name the problem and solution
- D an outline to show cooking methods

33 The writer’s purpose for writing this passage was most likely to

- A teach readers how to take care of birds.
- B encourage readers to practice shooting baskets.
- C inform readers about the importance of safety.
- D describe ways that the narrator has cared for animals.

34 Which of the following shows the *best* way to rewrite the sentence below?

One day I was playing basketball in the driveway, I was making a lot of them, so I took a few steps back and, tried a long shot.

- A One day, I was playing basketball in the driveway, and I was making a lot of them, and so I took a few steps back and tried a long shot.
- B One day, as I was playing basketball in the driveway, I was making a lot of them. So I took a few steps back and tried a long shot.
- C One day, playing basketball in the driveway and making a lot of them, I took a few steps back and tried a long shot.
- D One day I was playing basketball in the driveway. Since I was making a lot of them, I took a few steps back and tried a long shot.

35 In which paragraph would the sentence below *best* fit as the *first* sentence?

I like to play basketball and I'm fairly good.

- A Paragraph 2
- B Paragraph 3
- C Paragraph 5
- D Paragraph 6

36 Which sentence *best* tells the main idea of the student writing sample?

- A Most people care about humans.
- B Sometimes animals need someone to look out for them.
- C I also helped it grow strong so it could try to fly.
- D Then as I started toward my ball, I saw a robin.

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 **Does the writer do a good job of telling this story? Tell why or why NOT.**
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 3B: 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?

NOTES/PLANNING

Scoring Key: Part 1: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
1	A	R.CM.05.01	Connect understanding to world themes/perspectives
2	D	R.WS.05.07	Determine the meaning of words/phrases in context
3	D	R.CM.05.02	Retell/summarize narrative/informational text
4	B	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
5	C	R.NT.05.03	Analyze character traits and setting
6	D	R.NT.05.03	Analyze character traits and setting
7	A	R.NT.05.02	Analyze elements and style of narrative genres
8	A	R.NT.05.02	Analyze elements and style of narrative genres
9	C	R.NT.05.03	Analyze character traits and setting
10	B	R.CM.05.02	Retell/summarize narrative/informational text
11	A	R.NT.05.02	Analyze elements and style of narrative genres
12	D	R.NT.05.04	Explain how authors use literary devices
13	A	R.NT.05.04	Explain how authors use literary devices
14	D	R.NT.05.03	Analyze character traits and setting
15	A	R.NT.05.03	Analyze character traits and setting
16	C	R.NT.05.03	Analyze character traits and setting
17	B	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
18	C	R.NT.05.04	Explain how authors use literary devices
19	B	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
20	D	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
21	B	R.CM.05.03	Analyze themes/truths/principles w/in/across texts

Scoring Key: Part 2: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
23	C	R.IT.05.03	Explain how authors use text features
24	C	R.IT.05.03	Explain how authors use text features
25	A	R.IT.05.03	Explain how authors use text features
26	C	R.IT.05.03	Explain how authors use text features
27	A	R.IT.05.03	Explain how authors use text features
28	D	R.IT.05.01	Analyze elements/style of informational genres
29	C	R.IT.05.01	Analyze elements/style of informational genres
30	D	R.CM.05.03	Analyze themes/truths/principles w/in/across texts

Scoring Key: Part 3: Student Writing Selection

Item Number	Correct Answer	GLCE	Description
32	A	W.PR.05.02	Use or ID a variety of drafting strategies
33	D	W.PR.05.01	Consider audience and purpose for writing
34	D	W.GR.05.01	Write with or ID correct grammar and usage
35	A	W.PR.05.04	Identify peer's text needing improved organization
36	B	W.PR.05.01	Consider audience and purpose for writing