4th
5th
6th
7th
8th

Grade 4

meap™
Michigan Educational Assessment Program

Item Descriptors

Revised 3/21/12

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.CM.03.02:** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Use title to identify main idea.

A identifies setting (where)

B identifies setting (when)

C identifies characters

D correct, identifies main idea

2 **R.NT.03.03:** Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Identify best word to describe how main character feels.

A correct, can be inferred from detail directly stated in text

B no support for this feeling in text

C misunderstanding of text

D stated feeling not best inference

3 **R.NT.03.03:** Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Identify through inference a minor character's motivation.

A motivation irrelevant

B correct, identifies minor character's motivation

C motivation irrelevant

D no support for stated motivation

4 **R.CM.03.02:** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail that best supports major event.

A stated detail does not support event

B stated detail does not support event

C correct, identifies detail that supports event

D stated detail does not support event

5 **R.WS.03.08:** In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Use context to determine word meaning.

A correct

B incorrect meaning

C incorrect meaning

D incorrect meaning

6 **R.CM.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify through inference reason for a character's thoughts.

A identifies event somewhat related to character's thoughts but not reason for thoughts

B no support for this idea in text

C correct, identifies reason for character's thoughts

D no support for this idea in text

7 **R.WS.03.08:** In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Use context to determine word meaning.

A incorrect meaning

B incorrect meaning

C correct

D incorrect meaning

8 **R.NT.03.03:** Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Identify where narrative mostly takes place.

A stated setting mentioned but does not identify where most of the action takes place

B no support for this idea in text

C stated setting mentioned but does not identify where most of the action takes place

D correct, directly stated in text and identifies where most of the action takes place

Selection: Paired Reading #2

Description: Narrative (realistic fiction)

9 **R.CM.03.02:** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify what text is mostly about.

A correct, identifies main idea of entire text

B stated detail supports main idea

C stated detail supports main idea

D no support for this idea in text

10 **R.NT.03.03:** Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Identify first event in sequence of events.

A stated event occurs later in text

B correct, identifies first event in sequence of events

C stated event occurs later in text

D stated event occurs later in text

11 **R.CM.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify what the reader learns about main characters.

A no support for this idea in text

B correct, identifies what reader learns about main character

C no support for this idea in text

D stated idea opposite of idea in text

12 **R.WS.03.08:** In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Use context to determine word meaning.

A correct

B incorrect meaning

C incorrect meaning

D incorrect meaning

13 **R.CM.03.02:** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify what happens first as result of an event.

A stated result addresses cause but does not happen first

B correct, addresses cause and is first result

C stated result addresses cause but does not happen first

D stated result eventually happens, but does not happen first

14 **R.NT.03.03:** Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Identify word that best describes main character's feelings.

A correct, supported by character's words and actions throughout text

B no support for this idea in text

C logical but not supported in text

D possible inference but little if any support in text

15 **R.NT.03.03:** Identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

Identify statement from main character that best supports stated feeling.

A correct, clearly supports stated feeling

B statement does not belong to main character

C statement does not belong to main character

D statement belongs to main character but does not support stated feeling

16 **R.NT.03.02:** Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.

Identify author's intended purpose.

A to teach how to do an activity

B to show importance of setting

C correct, to share an experience

D to explain why activity takes time

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.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Use a Venn diagram to identify how main characters in both texts are alike.

A correct, identifies how main characters are alike

B identifies idea not supported in either text

C identifies idea only in Reading #2

D identifies idea only in Reading #1

18 **R.CM.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify character trait that best describes both main characters.

A stated trait not supported in either text

B correct, identifies trait that describes both characters

C stated trait not supported in either text

D stated trait could apply to character only in Reading #1

19 **R.CM.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify minor characters that the main characters in both texts care about.

A characters in Reading #1 only

B characters in Reading #1 only

C correct, strongly supported throughout both texts

D characters in Reading #1 only

20 **R.CM.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify how minor characters from both texts are alike.

A no support for this idea in either text

B correct, answer is inferred from Reading #1 and strongly supported in Reading #2

C possible inference from Reading #2 but no support for this idea in Reading #1

D misunderstanding from Reading #1 and no support for this idea in Reading #2

21 **R.CM.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify lesson in both texts.

A stated lesson can only be inferred in Reading #1

B stated lesson not supported in either text

C stated lesson can only be inferred from Reading #2

D correct, can be inferred from both texts

22 **R.CM.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify purpose most likely shared by both authors.

A stated purpose only applies to Reading #2

B stated purpose only applies to Reading #1

C stated purpose not supported in either text

D correct, purpose is to entertain

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.IT.03.03:** Explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.

Identify why title is appropriate for text (which has several subheadings for examples).

A identifies one detail about several examples

B correct, identifies why title fits entire text

C identifies one detail specific to one example

D identifies one detail specific to one example

24 **R.CM.03.02:** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify detail specific to one of the examples.

A stated detail relates to different example

B stated detail relates to different example

C stated detail relates to different example

D correct, identifies detail specific to example

25 **R.CM.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify reason why example is given specified name.

A stated reason fits different example

B correct, requires an inference to identify reason

C stated reason shows misunderstanding

D stated reason fits different example

26 **R.CM.03.03:** Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

Identify how two examples in text are alike.

A correct, provides correct comparison

B no support for this idea in text

C support for this idea in only one example

D no support for this idea in text

27 **R.CM.03.02:** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Identify important detail.

A no support for this detail in text

B no support for this detail in text

C correct, identifies importance of detail

D minor detail relates to example but does not describe importance

28 **R.WS.03.08:** In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.

Use context to determine word meaning.

A correct

B incorrect meaning

C incorrect meaning

D incorrect meaning

29 **R.IT.03.01:** Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

Identify most likely source for additional information.

A newspaper article

B dictionary

C correct, science magazine

D travel guide

30 **R.IT.03.01:** Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.

Identify author's most likely purpose for writing this piece.

A to persuade

B to promote travel

C to explain names

D correct, to provide facts about examples

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.03.02:** Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

Write a response using three details from the text to describe example.

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