



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 5**

Fall 2008

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Reference List:

“The Flying V”: Copyright © 2004 by Highlights for Children, Inc., Columbus, Ohio.

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PART 2

2A: INDEPENDENT READING SELECTION

DIRECTIONS:

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed while working on Part 2A.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2A of your **Answer Document** by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely.

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

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

“The Flying V”

Questions 1 - 8

- 1 After reading “The Flying V,” which of the following do you think *best* describes this selection?
- A fantasy
 - B realistic fiction
 - C mystery
 - D a how-to article
- 2 The *main* concern the Falcons had was that they
- A did not know if the coach was upset.
 - B did not know how to do the Flying V.
 - C had gone all season without a goal.
 - D thought the field was too slippery.
- 3 What happened *right after* the ball bounced off Liam’s head?
- A Shaquille faked out a defender.
 - B Jeremy pulled his leg back.
 - C Miranda got in front of the net.
 - D Coach Jenkins did a victory dance.

- 4 Which of the following sentences *best* summarizes this selection?
- A A soccer team tries very hard, but loses every game in the season.
 - B A boy helps his team win a game with a new play he designed.
 - C A coach encourages his team by being positive at every soccer game.
 - D A girl uses her head to help her soccer team win the game.

- 5 Read the sentence below.

“Oh, so my goal is Shaquille because he’s in front of me,” said Chloe.

What meaning of the word goal did Chloe use when she said that her goal was Shaquille?

- A metal
 - B purpose
 - C ideal
 - D target
- 6 When Miranda said that Conor really used his head, she meant she thought that Conor had
- A made a good soccer plan.
 - B hurt his head during the game.
 - C played a good game of soccer.
 - D bonked the ball into the goal.

- 7 How are Miranda and Conor *alike*?
- A They show team spirit.
 - B Each wants to be the team captain.
 - C Each thinks the other is the best player.
 - D They enjoy eating orange slices.
- 8 Which of the following statements *best* describes the theme of the selection?
- A Practicing a new plan before a game can bring success.
 - B Doing the same plays is not always a good idea.
 - C Working together as a team can bring success.
 - D Having a team captain is the best way to win a game.

2B: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some multiple-choice and written-response questions. You may look back at the selections as often as needed while working on Part 2B.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2B of your **Answer Document**. For each multiple-choice question, completely fill in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely.

Written-response questions require you to write your answer on the lines provided in your **Answer Document**. Answer the questions as completely as you can using one to three sentences.

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

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

Questions 9 – 30 not released. Descriptors provided for stem and foils.

R.CM.04.01

- 9** Connect personal knowledge to perspective in text
- A** Correct answer
 - B** Incorrect perspective
 - C** Incorrect perspective
 - D** Incorrect perspective

R.IT.04.01

- 10** Identify genre
- A** Correct answer
 - B** Incorrect genre
 - C** Incorrect genre
 - D** Incorrect genre

R.WS.04.02

- 11** Use structural cues and context to determine word meaning
- A** Incorrect meaning
 - B** Incorrect meaning
 - C** Incorrect meaning
 - D** Correct answer

R.CM.04.01

- 12** Connect personal knowledge to theme
- A** Incorrect theme
 - B** Correct answer
 - C** Incorrect theme
 - D** Incorrect theme

R.WS.04.07

- 13** Use context to determine word meaning
- A** Incorrect meaning
 - B** Incorrect meaning
 - C** Correct answer
 - D** Incorrect meaning

R.IT.04.01

- 14** Analyze author's purpose
- A** Correct answer
 - B** Incorrect purpose
 - C** Incorrect purpose
 - D** Incorrect purpose

R.CM.04.02

- 15** Identify relevant detail
- A** Correct answer
 - B** Incorrect detail
 - C** Incorrect detail
 - D** Incorrect detail

R.NT.04.04

- 16** Explain author's use of figurative language
- A** Incorrect use
 - B** Incorrect use
 - C** Correct answer
 - D** Incorrect use

R.CM.04.03

- 17** Compare how ideas are different within text.
- A** Incorrect idea
 - B** Incorrect idea
 - C** Correct answer
 - D** Incorrect idea

R.CM.04.02

- 18** Identify main idea
- A** Correct answer
 - B** Incorrect main idea
 - C** Incorrect main idea
 - D** Incorrect main idea

R.IT.04.03

- 19** Explain use of boldface type
- A** Incorrect use
 - B** Incorrect use
 - C** Correct answer
 - D** Incorrect use

R.CM.04.02

- 20** Identify relevant detail
- A** Correct answer
 - B** Incorrect detail
 - C** Incorrect detail
 - D** Incorrect detail

- R.CM.04.03
- 21** Identify relationship among themes
- A** Incorrect theme
 - B** Incorrect theme
 - C** Incorrect theme
 - D** Correct answer
-
- R.IT.04.01
- 22** Identify genre
- A** Incorrect genre
 - B** Incorrect genre
 - C** Correct answer
 - D** Incorrect genre
-
- R.NT.04.04
- 23** Describe how author uses literary devices to convey character trait
- A** Incorrect trait
 - B** Incorrect trait
 - C** Incorrect trait
 - D** Correct answer
-
- R.IT.04.01
- 24** Analyze author's purpose
- A** Incorrect purpose
 - B** Correct answer
 - C** Incorrect purpose
 - D** Incorrect purpose

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 25 – 30 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.

R.CM.04.03

25 Compare how details are alike across texts

- A** Incorrect detail
- B** Correct answer
- C** Incorrect detail
- D** Incorrect detail

R.CM.04.03

26 Compare author's purpose across texts

- A** Incorrect purpose
- B** Incorrect purpose
- C** Correct answer
- D** Incorrect purpose

R.CM.04.03

27 Compare how ideas are different across texts

- A** Correct answer
- B** Incorrect idea
- C** Incorrect idea
- D** Incorrect idea

R.CM.04.03

28 Compare how ideas are alike across texts

- A** Incorrect idea
- B** Incorrect idea
- C** Correct answer
- D** Incorrect idea

R.CM.04.03

29 Compare how ideas are alike across texts

- A** Correct answer
- B** Incorrect idea
- C** Incorrect idea
- D** Incorrect idea

R.CM.04.03

30 Compare genres across texts

- A** Incorrect genre
- B** Correct answer
- C** Incorrect genre
- D** Incorrect genre

PART 3

WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

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 (such as dictionaries, grammar books, or spelling books) for this test. Use only a No. 2 pencil.

Use the checklist for Part 3 to help with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

Turn the page and follow along as I read the prompt to you.

WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: REACHING YOUR GOALS

It is important to set goals in life. Goals are things that we want to achieve.

Goals can be big or small. A big goal would be to compete in the Olympics. A small goal would be to swim the length of a pool. Write about reaching your goals.

Do **ONLY ONE** of the following:

write about a goal that you set for yourself and how you achieved it

OR

write about a goal you would like to achieve and
how you can reach it

OR

tell about someone you know who reached a goal and
explain how that person did it

OR

describe someone famous who has reached a goal

OR

write about reaching your goals in your own way.

PART 3: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 3 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

PART 4

4B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples silently and answer some questions. You may look back at the student writing samples as often as needed.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 4B of your **Answer Document** by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. You may not use any other paper.

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

REVISING AND EDITING THE STUDENT WRITING SAMPLES

Student Writing Sample #2

Sample not released.

Questions 32 – 39 not released. Descriptors provided for stem and foils.

W.PR.04.04

- 32** Explain use of transition words
- A** Incorrect use
 - B** Incorrect use
 - C** Correct answer
 - D** Incorrect use

W.GR.04.01

- 33** Edit capitalization
- A** Incorrect capitalization
 - B** Incorrect capitalization
 - C** Correct answer
 - D** Incorrect capitalization

W.PS.04.01

- 34** Revise: use strong verb
- A** Incorrect verb
 - B** Correct answer
 - C** Incorrect verb
 - D** Incorrect verb

W.GR.04.01

- 35** Edit punctuation; apostrophe in possessives
- A** Incorrect spelling
 - B** Incorrect spelling
 - C** Incorrect use of apostrophe
 - D** Correct answer

W.SP.04.01

- 36** Edit spelling; add suffix
- A** Correct answer
 - B** Incorrect punctuation
 - C** Incorrect verb tense
 - D** Incorrect punctuation

W.GR.04.01

- 37** Revise; Combine ideas to remove sentence fragment
- A** Correct answer
 - B** Incorrect revision
 - C** Incorrect revision
 - D** Incorrect revision

W.PS.04.01

- 38** Revise; replace adjective
- A** Incorrect adjective
 - B** Incorrect adjective
 - C** Incorrect adjective
 - D** Correct answer

W.GR.04.01

- 39** Identify punctuation error; comma
- A** Incorrect punctuation error
 - B** Correct answer
 - C** Incorrect punctuation error
 - D** Incorrect punctuation error

REVISING AND EDITING THE STUDENT WRITING SAMPLES

STUDENT WRITING SAMPLE #3

"What!" I cried. I was so astonished! My best friend, Serena, had just told me she was going to move.

"I'm sorry Kasey. We can still be friends, right?" Serena asked

I smiled at her and said, "Sure we can." Though deep down inside, I was angry. The bell rang. Bring! Bring! I rushed out of school to the car and when my mom started driving I let my feelings out. "How could Serena do this to me?" "Do what?" Mom asked gently. "Move!" I shouted. Then I started to cry as loudly as a newborn baby.

When we arrived home I miserably ran up to my room, still crying, and flung myself on my bed. I kept saying between mournful sobs, "How could she do this to me?"

The next day at school, Mrs. Rodriguez, my 4th grade teacher, and I cooked up a wonderful plan to have a surprise party for Serena! When Serena came into the room we all shouted "Surprise!" And boy was she surprised.

Everyone had fun to the party. At 2:46 the bell rang. Everyone said goodbye to Serena before leaving. After the party, Serena, my mom, Serena's mom and I stayed to help Mrs. Rodriguez clean up the classroom.

Later on, we took Serena, her mom and her little brother home. We talked about lots of good times we had together. Before we dropped her off, we did our secret handshake (Snap, Clap, High Five) We both promised that whatever happened we would never forget each other and we would always be best friends-forever and ever.

Questions 40 – 44

40 Read the sentence below.

When we arrived home I miserably ran up to my room, still crying, and flinged myself on my bed.

Which sentence has been fixed or edited correctly?

- A** When we arived home I miserably ran up to my room, still crying, and flinged myself on my bed.
- B** When we arrived home I miserably ran up to my room, still crying, and flinged my self on my bed.
- C** When we arrived home I miserably ran up to my room, still crying, and flung myself on my bed.
- D** When we arrived, home I miserably ran up to my room, still crying, and flinged myself on my bed.
- 41 What is shown by the writer’s use of “mournful sobs” and “Bring! Bring!”?
- A** a variety of interesting words, phrases, and/or sentences
- B** details/examples that DO NOT support the central idea
- C** organized and complete writing
- D** a clear beginning, middle, and end
- 42 To show that Mom understood how her daughter was feeling, the writer
- A** had Mom help clean up the classroom.
- B** used the words, “Mom asked gently.”
- C** had Mom drive Serena home.
- D** used the words, “I let my feelings out.”

- 43 Which sentence expresses the *main* idea of this sample?
- A My best friend, Serena, had just told me she was going to move.
 - B Then I started to cry as loudly as a newborn baby.
 - C When Serena came into the room we all shouted “Surprise!”
 - D We talked about lots of good times we had together.
- 44 Why does the writer use parentheses around the words “Snap, Clap, High Five” in the last paragraph?
- A to define a difficult word
 - B to describe the secret handshake
 - C to show the girls were whispering
 - D to add an element of surprise

PEER RESPONSE TO STUDENT WRITING SAMPLE #3

DIRECTIONS:

Write a response to the question below. You may look back at Student Writing Sample #3 as often as needed.

45 How well does the writer show what the people in this story are thinking and feeling?

Use examples and details from Student Writing Sample #3 on page 20 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 on the lines in Part 4B 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 STUDENT WRITING SAMPLE #3

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 4B 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 2A: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
1	B	R.NT.04.02	ID/describe a variety of narrative genre
2	C	R.CM.04.02	Retell/summarize narrative/informational text
3	C	R.CM.04.02	Retell/summarize narrative/informational text
4	B	R.CM.04.02	Retell/summarize narrative/informational text
5	D	R.WS.04.07	Determine the meaning of words/phrases in context
6	A	R.NT.04.03	Analyze characters' thoughts/roles/conflict
7	A	R.CM.04.03	Compare/contrast relationships within/across texts
8	C	R.CM.04.03	Compare/contrast relationships within/across texts

Scoring Key: Part 2B: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
9	A	R.CM.04.01	Connect understanding to world themes/perspectives
10	A	R.IT.04.01	ID/explain characteristics of informational genre
11	D	R.WS.04.02	Use cues to decide meaning
12	B	R.CM.04.01	Connect understanding to world themes/perspectives
13	C	R.WS.04.07	Determine the meaning of words/phrases in context
14	A	R.IT.04.01	ID/explain characteristics of informational genre
15	A	R.CM.04.02	Retell/summarize narrative/informational text
16	C	R.NT.04.04	Explain how authors use literary devices
17	C	R.CM.04.03	Compare/contrast relationships within/across texts
18	A	R.CM.04.02	Retell/summarize narrative/informational text
19	C	R.IT.04.03	Explain how authors use text features
20	A	R.CM.04.02	Retell/summarize narrative/informational text
21	D	R.CM.04.03	Compare/contrast relationships within/across texts
22	C	R.IT.04.01	ID/explain characteristics of informational genre
23	D	R.NT.04.04	Explain how authors use literary devices
24	B	R.IT.04.01	ID/explain characteristics of informational genre
25	B	R.CM.04.03	Compare/contrast relationships within/across texts
26	C	R.CM.04.03	Compare/contrast relationships within/across texts
27	A	R.CM.04.03	Compare/contrast relationships within/across texts
28	C	R.CM.04.03	Compare/contrast relationships within/across texts
29	A	R.CM.04.03	Compare/contrast relationships within/across texts
30	B	R.CM.04.03	Compare/contrast relationships within/across texts

**Scoring Key: Part 3: Writing From Knowledge and Experience
Part 4B: Student Writing Samples**

Item Number	Correct Answer	GLCE	Description
31	E	W.PR.04.01	Consider audience and purpose for writing
32	C	W.PR.04.04	Identify peer's text needing improved organization
33	C	W.GR.04.01	Write with or ID correct grammar and usage
34	B	W.PS.04.01	ID/exhibit style/voice to enhance written message
35	D	W.GR.04.01	Write with or ID correct grammar and usage
36	A	W.SP.04.01	Spell correctly freq./less freq. encountered words
37	A	W.GR.04.01	Write with or ID correct grammar and usage
38	D	W.PS.04.01	ID/exhibit style/voice to enhance written message
39	B	W.GR.04.01	Write with or ID correct grammar and usage
40	C	W.GR.04.01	Write with or ID correct grammar and usage
41	A	W.PS.04.01	ID/exhibit style/voice to enhance written message
42	B	W.PR.04.01	Consider audience and purpose for writing
43	A	W.PR.04.03	Use or ID a variety of techniques for coherence
44	B	W.GR.04.01	Write with or ID correct grammar and usage
45	E	W.GN.04.03	Produce writing or ID info. characteristics