



# **RELEASED ITEMS**

**ENGLISH LANGUAGE ARTS  
GRADE 6**

**Fall 2008**

**MICHIGAN STATE BOARD OF EDUCATION  
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**Reference List:**

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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.

**“Little Cats with Big Attitudes”**  
**Questions 1 - 8**

- 1 Read the sentence below.

**If the enclosures mimic the natural light of the cats’ wild habitat, they will breed.**

In this context, the meaning of mimic is

- A make comfortable.
  - B make visible.
  - C look like.
  - D clear up.
- 2 Bill Swanson thinks a group of Pallas’s cats should be named a hiss of Pallas’s cats because
- A other animal groups have words to describe them.
  - B the cats continually make an angry noise.
  - C the name first appeared in scientific literature.
  - D the cats are able to live in extremely cold weather.
- 3 All of the following help make the Pallas’s cat an invisible hunter **EXCEPT** for the
- A ears.
  - B legs.
  - C head.
  - D tail.

- 4 What type of organizational pattern does this selection use?
- A description and explanation — details with further explanations
  - B order of importance — details from most important to least important
  - C chronological order — details in the order in which they happened
  - D order of location — details in the order in which they are located
- 5 What was the author’s *main* purpose in including the diagram at the end of the selection?
- A to summarize the main ideas of the writing selection
  - B to illustrate how Pallas’s cats learn to hunt for food
  - C to highlight the key features for hunting and keeping warm
  - D to indicate the hunting position of the Pallas’s cat
- 6 Why were zookeepers initially concerned about the Pallas’s kittens?
- A The kittens were fighting each other.
  - B The kittens were always hissing.
  - C The kittens were having trouble feeding.
  - D The kittens were unable to open their eyes.

7 Read the sentence below.

**But when food is abundant, Pallas’s cats can have up to eight kittens at a time.**

In this sentence, the word abundant means

- A less than what is expected.
  - B existing in large quantities.
  - C pleasing to the taste.
  - D ready to be eaten.
- 8 How do the ears of the Pallas’s cat help it to be an effective hunter?
- A The ears are colored to blend in with the surroundings.
  - B The ears magnify sounds made by prey.
  - C The ears are set low on the head to help it hide.
  - D The ears help it stay warm in cold weather.

## 2B: PAIRED READING SELECTIONS

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### 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.NT.05.03

- 9** Identify character's motivation
- A** Incorrect motivation
  - B** Incorrect motivation
  - C** Incorrect motivation
  - D** Correct answer

R.NT.05.04

- 10** Identify use of quotation marks
- A** Incorrect use
  - B** Incorrect use
  - C** Correct answer
  - D** Incorrect use

R.CM.05.02

- 11** Identify important detail related to cause/effect
- A** Incorrect cause
  - B** Correct answer
  - C** Incorrect cause
  - D** Incorrect cause

R.WS.05.07

- 12** Use context to determine meaning of phrase
- A** Incorrect meaning
  - B** Correct answer
  - C** Incorrect meaning
  - D** Incorrect meaning

- R.NT.05.02
- 13** Identify author’s purpose
- A** Incorrect purpose
  - B** Correct answer
  - C** Incorrect purpose
  - D** Incorrect purpose
- 
- R.WS.05.07
- 14** Use context to determine meaning of phrase
- A** Correct answer
  - B** Incorrect meaning
  - C** Incorrect meaning
  - D** Incorrect meaning
- 
- R.NT.05.03
- 15** Analyze character’s actions using cause/effect relationship
- A** Incorrect action
  - B** Incorrect action
  - C** Correct answer
  - D** Incorrect action
- 
- R.CM.05.02
- 16** Summarize story
- A** Incorrect summary
  - B** Incorrect summary
  - C** Correct answer
  - D** Incorrect summary

- R.IT.05.01
- 17** Analyze author’s purpose
- A** Correct answer
  - B** Incorrect purpose
  - C** Incorrect purpose
  - D** Incorrect purpose

- R.CM.05.03
- 18** Analyze theme
- A** Correct answer
  - B** Incorrect theme
  - C** Incorrect theme
  - D** Incorrect theme

- R.CM.05.03
- 19** Draw conclusion
- A** Incorrect conclusion
  - B** Correct answer
  - C** Incorrect conclusion
  - D** Incorrect conclusion

- R.CM.05.02
- 20** Summarize story
- A** Correct answer
  - B** Incorrect summary
  - C** Incorrect summary
  - D** Incorrect summary

- 21 R.CM.05.02  
Identify relevant detail  
**A** Incorrect detail  
**B** Correct answer  
**C** Incorrect detail  
**D** Incorrect detail
- 22 R.CM.05.03  
Make inference about character  
**A** Correct answer  
**B** Incorrect inference  
**C** Incorrect inference  
**D** Incorrect inference
- 23 R.WS.05.04  
Know meaning of frequently encountered words  
**A** Incorrect meaning  
**B** Incorrect meaning  
**C** Incorrect meaning  
**D** Correct answer
- 24 R.CM.05.03  
Identify theme  
**A** Correct answer  
**B** Incorrect theme  
**C** Incorrect theme  
**D** Incorrect theme

**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.05.03
- 25** Compare how characters are alike across texts
- A** Incorrect comparison
  - B** Incorrect comparison
  - C** Incorrect comparison
  - D** Correct answer

- R.CM.05.03
- 26** Compare themes across texts
- A** Correct answer
  - B** Incorrect theme
  - C** Incorrect theme
  - D** Incorrect theme

- R.CM.05.03
- 27** Compare universal truth across texts
- A** Incorrect truth
  - B** Incorrect truth
  - C** Correct answer
  - D** Incorrect truth

- R.CM.05.03
- 28** Compare purpose across texts
- A** Incorrect purpose
  - B** Correct answer
  - C** Incorrect purpose
  - D** Incorrect purpose

R.CM.05.03

29 Compare how ideas are alike across texts

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

R.CM.05.03

30 Compare characters using inference

- A Incorrect comparison
- B Correct answer
- C Incorrect comparison
- D Incorrect comparison

## 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.

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## WRITING FROM KNOWLEDGE AND EXPERIENCE

**31 WRITE ABOUT THE THEME: HOPE**

Sometimes people’s hopes are big and sometimes they are small. People may hope for a better life or simply for a better day. They may have hopes for themselves or for others.

Do **ONLY ONE** of the following:

tell about a time you did or did not get what you hoped for

**OR**

explain how having hope for yourself or for others can help you

**OR**

tell about a time when people shared hope with others

**OR**

describe what you hope for in your future

**OR**

write about hope 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?

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### **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 – 38 not released. Descriptors provided for stem and foils.

- W.PR.05.01
- 32 Identify audience
- A Incorrect audience
  - B Incorrect audience
  - C Incorrect audience
  - D Correct answer
- 
- W.GR.05.01
- 33 Revise punctuation
- A Incorrect tense
  - B Correct answer
  - C Incorrect tense
  - D Incorrect punctuation
- 
- W.PR.05.02
- 34 Identify graphic organizer used to compare
- A Correct answer
  - B Incorrect graphic organizer
  - C Incorrect graphic organizer
  - D Incorrect graphic organizer
- 
- W.PR.05.03
- 35 Explain importance of sentence
- A Correct answer
  - B Incorrect explanation
  - C Incorrect explanation
  - D Incorrect explanation
- 
- W.PR.05.03
- 36 Analyze textual features
- A Incorrect analysis
  - B Incorrect analysis
  - C Incorrect analysis
  - D Correct answer

W.PR.05.03

- 37** Explain importance of sentence
- A** Incorrect explanation
  - B** Correct answer
  - C** Incorrect explanation
  - D** Incorrect explanation

W.PS.05.01

- 38** Explain importance of sentence
- A** Incorrect explanation
  - B** Correct answer
  - C** Incorrect explanation
  - D** Incorrect explanation

## REVISING AND EDITING THE STUDENT WRITING SAMPLES

### Student Writing Sample #3

Hi! Have you ever fractured your right arm. Well I have and I'm here to explain to you how it is difficult.

For starters it is difficult because if you're a righty (like me) you have to write with your left hand. Trust me when you write with your left and you're a wrighty, it will be as hard as lifting 800 pounds. At lest, it was to me. Also I would need help carrying my book bag or other things. One more thing is that it is as uncomfortable as stepping in gum. One reason that it is uncomfortable is because your arm turns into a statue.

To follow, it is really itchy. It is as itchy as being tickled by a feather. You get itchy when it itches because you have to stick your other hand in to scratch and it was not fun at all.

Finally, it is difficult because when you take a bath, you need a bag around it so the cast does not get wet or else your arm will not heal. Also, it is hard to scrub when you have a cast. I made at least eight mistakes. When I took a bath, it took me at least 45 minutes.

All in all, I had the most difficult time of my life. Now you know if you fracture your arm and it's the arm you write with, it is going to be difficult to use the other arm. Also, you know that it will get really itchy. One more thing you know is that when you take a bath it will take longer. This is why I don't like getting fractures. Also, I never in my hole life want to get another fracture. Have you ever had a swelling aching fracture?

Questions 39 – 44

- 39 Which of the following sentences contains an exaggeration?
- A For starters it is difficult because if you're a righty (like me) you have to write with your left hand.
  - B One reason that it is uncomfortable is because your arm turns into a statue.
  - C It is as itchy as being tickled by a feather.
  - D When I took a bath, it took me at least 45 minutes.
- 40 What was the writer's purpose for writing this selection?
- A to share how easily a person can fracture an arm
  - B to explain how to prevent a fractured arm
  - C to describe the difficulties of having a fractured arm
  - D to show the process of healing a fractured arm
- 41 What is one way that the second paragraph could be improved?
- A Spell out "800" in words.
  - B Correct the spelling of "writy" to "righty."
  - C Use the word "too" rather than "to" in the first sentence.
  - D Correct the spelling of "reason" to "reson."

42 How should the sentence below be edited to make it correct?

**Have you ever fractured your right arm.**

- A End the sentence with a question mark.
- B Change "your" to "you're."
- C Change "fractured" to "fracturt."
- D End the sentence with an exclamation mark.

43 Read the sentence below.

**Also, I never in my hole life want to get another fracture.**

Which sentence has been fixed or edited correctly?

- A Also, I never in me hole life want to get another fracture.
- B Also, I never in my hole life want to get a nother fracture.
- C Also, I never in my hole life wanted to get another fracture.
- D Also, I never in my whole life want to get another fracture.

44 The writer wrote this sample in the

- A first-person point of view.
- B third-person point of view.
- C present tense.
- D future tense.

**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.

<b>45</b>	<b>What suggestions might a peer editor offer to improve this sample?</b>
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	<b>Use examples and details from Student Writing Sample #3 on page 20 to support your answer.</b>
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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?

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**NOTES/PLANNING**

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

Item Number	Correct Answer	GLCE	Description
1	C	R.WS.05.07	Determine the meaning of words/phrases in context
2	B	R.CM.05.02	Retell/summarize narrative/informational text
3	D	R.CM.05.02	Retell/summarize narrative/informational text
4	A	R.IT.05.02	ID/describe informational text patterns
5	C	R.IT.05.03	Explain how authors use text features
6	B	R.CM.05.02	Retell/summarize narrative/informational text
7	B	R.WS.05.07	Determine the meaning of words/phrases in context
8	C	R.CM.05.02	Retell/summarize narrative/informational text

**Scoring Key: Part 2B: Paired Reading Selections**

Item Number	Correct Answer	GLCE	Description
9	D	R.NT.05.03	Analyze character traits and setting
10	C	R.NT.05.04	Explain how authors use literary devices
11	B	R.CM.05.02	Retell/summarize narrative/informational text
12	B	R.WS.05.07	Determine the meaning of words/phrases in context
13	B	R.NT.05.02	Analyze elements and style of narrative genres
14	A	R.WS.05.07	Determine the meaning of words/phrases in context
15	C	R.NT.05.03	Analyze character traits and setting
16	C	R.CM.05.02	Retell/summarize narrative/informational text
17	A	R.IT.05.01	Analyze elements/style of informational genres
18	A	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
19	B	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
20	A	R.CM.05.02	Retell/summarize narrative/informational text
21	B	R.CM.05.02	Retell/summarize narrative/informational text
22	A	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
23	D	R.WS.05.04	Know meanings of words encountered frequently
24	A	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
25	D	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
26	A	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
27	C	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
28	B	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
29	A	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
30	B	R.CM.05.03	Analyze themes/truths/principles w/in/across texts

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

<b>Item Number</b>	<b>Correct Answer</b>	<b>GLCE</b>	<b>Description</b>
31	E	W.PR.05.01	Consider audience and purpose for writing
32	D	W.PR.05.01	Consider audience and purpose for writing
33	B	W.GR.05.01	Write with or ID correct grammar and usage
34	A	W.PR.05.02	Use or ID a variety of drafting strategies
35	A	W.PR.05.03	Use or ID linguistic structures/textual features
36	D	W.PR.05.03	Use or ID linguistic structures/textual features
37	B	W.PR.05.03	Use or ID linguistic structures/textual features
38	B	W.PS.05.01	ID/exhibit style/voice to enhance written message
39	B	W.PS.05.01	ID/exhibit style/voice to enhance written message
40	C	W.PR.05.01	Consider audience and purpose for writing
41	B	W.SP.05.01	Spell correctly freq./less freq. encountered words
42	A	W.GR.05.01	Write with or ID correct grammar and usage
43	D	W.SP.05.01	Spell correctly freq./less freq. encountered words
44	A	W.PR.05.03	Use or ID linguistic structures/textual features
45	E	W.GN.05.03	Show understanding of central ideas/details