

# Functional Independence



## Accessing Print

*Item Descriptor  
Samples*

**Grades 4-5**

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## Accessing Print

This booklet contains sample Functional Independence Accessing Print items from previous test administrations. The information contained in this booklet may be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. This document is not secure and may be copied and distributed as needed.

Each sample item contained in this booklet is preceded by the Extended Grade Level Content Expectation (EGLCE) code and a brief description of what the item measures. This EGLCE code and abbreviated descriptor is provided as a reference for educators, and does not appear in the student test booklet. The complete set of Michigan’s Extended Grade Level Content Expectations and Extended Benchmarks is located at [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access).

Since the grades 3-8 assessments are administered during the fall of the school year, only content from the previous grade level is measured on the assessment. For example, items eligible for the Grade 4 assessment will measure Grade 3 EGLCEs.

The table below lists the number of core items administered on the Functional Independence Accessing Print Assessments.

### Functional Independence – Accessing Print Grades 3-8, and 11

Assessment Component	Number of Core Items
Part 1 Accessing Print - Word Recognition	20
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each

The Word Recognition portion of the assessment assesses high-frequency sight words and high-utility functional vocabulary that are relevant to the Functional Independence student population. Assessed words are (1) highly familiar to students, (2) appear frequently in print in students’ daily environments, and (3) measure important vocabulary.

At grades 4-8 and 11, students are asked to select a word that correctly completes a sentence. This task assesses a student’s understanding of the role that word meaning (semantics) and word order (syntax) play in sentence construction. All students – regardless of grade – have three words, or answer choices, from which to choose. Students may have the stem (question) read aloud for them, but not the answer choices.

In the Text Comprehension portion of the assessment, students read or listen to three types of passages: narrative, informational, and functional. Narrative passages are fictional stories, Informational passages present factual information, and Functional passages present information in real-life context or format. Each passage is followed by 7 multiple choice questions.

All passages consist of content and vocabulary that are appropriate for the students being assessed. Students may have any or all of the passages and/or items read aloud to them.



## PART 1

### ACCESSING PRINT – WORD RECOGNITION

**DIRECTIONS:** Read each sentence. Then, choose the word that belongs in the sentence.

<b>R.WS.03.FI.EG05</b>	Recognize frequently encountered words
<b>R.WS.04.FI.EG03</b>	

**1** Emily saw a bird in the tree. It was sitting in a \_\_\_\_\_.

**A** noise

**B** nose

**C** nest 

<b>R.WS.03.FI.EG05</b>	Recognize frequently encountered words
<b>R.WS.04.FI.EG03</b>	

**2** It is cold outdoors today. Tom will wear a coat and a \_\_\_\_\_.

**A** hen

**B** house

**C** hat 

<b>R.WS.03.FI.EG05</b>	Recognize frequently encountered words
<b>R.WS.04.FI.EG03</b>	

**3** Steven has chores to do today. He has to cut the \_\_\_\_\_.

**A** grass 

**B** grocery

**C** ground

<b>R.WS.03.FI.EG05</b>	Recognize frequently encountered words
<b>R.WS.04.FI.EG03</b>	

4 Maria is not feeling well in school today. She wants to go \_\_\_\_\_.

- A here
- B help
- C home 

<b>R.WS.03.FI.EG05</b>	Recognize frequently encountered words
<b>R.WS.04.FI.EG03</b>	

5 Randy couldn't wait to go to his family party. His favorite \_\_\_\_\_ would be there.

- A under
- B until
- C uncle 

<b>R.WS.03.FI.EG05</b>	Recognize frequently encountered words
<b>R.WS.04.FI.EG03</b>	

6 Suzie had fun in art class today. The kids \_\_\_\_\_ pictures of flowers.

- A painted 
- B played
- C pitched

<b>R.WS.03.FI.EG05</b>	Recognize frequently encountered words
<b>R.WS.04.FI.EG03</b>	

**7** Jake plays on a baseball \_\_\_\_\_. Today they won their first game.

- A** time
- B** tame
- C** team 

<b>R.WS.03.FI.EG05</b>	Recognize frequently encountered words
<b>R.WS.04.FI.EG03</b>	

**8** Lucy was having a sleepover. All the girls would be \_\_\_\_\_ over at 7:00 p.m.

- A** cooking
- B** coming 
- C** catching

## PART 2

### ACCESSING PRINT – TEXT COMPREHENSION

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

**Informational Passage****Music of Detroit**

Motown Record Company is a famous recording label that was started in Detroit, Michigan. The job of a recording label is to find musicians and singers. Then, they work with these artists to record and sell their music. By doing this, recording labels help bring music to millions of people just like you and me.

Berry Gordy, Jr. created the Motown Record Company in 1959. In fact, Gordy was the first African American to own a recording label. Gordy was a great businessman. He found artists with great musical talent and turned them into big stars. He worked with music legends, such as Smokey Robinson, Stevie Wonder, and Diana Ross.

In the beginning, Motown Record Company was a very small business. Gordy bought a house in Detroit, which he named "Hitsville, U.S.A." This house became his family's home. It also became the home of Motown Record Company. At first, all of the company's music was made in the basement of Hitsville, U.S.A. This was where Gordy had built a recording studio. Musicians were welcome to play and record there any time, day or night.

However, Motown Record Company didn't stay small for long. The music the company made was unique. It had a new and different sound, which people loved. It was unlike anything they had ever heard before. By the 1960s, Motown had recorded 110 songs that made it to the Top 10 on the radio. Motown Record Company sold millions of records. By the 1970s, Motown Record Company was one of the largest recording companies in the world.

Today, people everywhere still listen to Motown music. The sound created at Hitsville, U.S.A. changed popular music forever.

<b>R.CM.03.FI.EG02</b>	Identify main ideas and details
<b>R.CM.04.FI.EG02</b>	

**9** What is this passage **mostly** about?

- A** a successful businessman
- B** a music legend
- C** a famous record company 

<b>R.CM.03.FI.EG02</b>	Identify main ideas and details
<b>R.CM.04.FI.EG02</b>	

**10** According to this passage, what do recording labels do?

- A** They build musical houses in Detroit.
- B** They work with musicians and sell music. 
- C** They make musical instruments.

<b>R.CM.03.FI.EG02</b>	Identify main ideas and details
<b>R.CM.04.FI.EG02</b>	

**11** Who started the Motown Record Company?

- A** Berry Gordy, Jr. 
- B** Stevie Wonder
- C** Diana Ross

<b>R.CM.03.FI.EG02</b>	Identify main ideas and details
<b>R.CM.04.FI.EG02</b>	

**12** What would be another good title for this passage?

- A** *Number One Song*
- B** *A Music Store*
- C** *The Motown Sound* 

<b>R.CM.03.FI.EG01</b>	Make inferences, predictions, and conclusions
<b>R.CM.04.FI.EG01</b>	

**13** What was special about Hitsville, U.S.A.?

- A** It was the place where Smoky Robinson lived with his family.
- B** It was the first home Berry Gordy built in Detroit.
- C** It was where Motown artists recorded their music. 

<b>R.WS.03.FI.EG08</b>	Use context clues
<b>R.WS.04.FI.EG07</b>	

**14** Which words in the passage help you understand what unique means?

- A** ever heard before
- B** stay small for
- C** new and different 

<b>R.CM.03.FI.EG02</b>	Identify main ideas and details
<b>R.CM.04.FI.EG02</b>	

**15** According to this passage, why did people love Motown music?

- A** because it was from Detroit, Michigan
- B** because it had a new and different sound 🖱️
- C** because it was like other music on the radio

**Narrative Passage****Working Together**

Lee woke up when his puppy jumped up on his bed.

“I guess it’s time for your walk,” said Lee. The puppy wagged its tail. Lee laughed.

“Okay, let’s go. I’ve got lots of other chores I need to do around the house today,” said Lee.

Lee got dressed. Then, he hooked the leash on the puppy’s collar. Lee and the puppy walked into the kitchen.

“Where are you going?” asked Lee’s brother.

“We’re going for a walk,” Lee replied.

Lee’s brother said Lee did not have time to walk the dog. The two boys had too much work to do.

Lee’s sister, Kim, walked into the kitchen. She had heard the boys talking, and she knew the dog needed to go out.

“I can walk the dog,” she said. Lee smiled and thanked her as he handed her the leash.

Lee and his brother went outside to the garden. First, they pulled weeds. Second, Lee turned on the hose. He watered all of the plants in the garden. Then, he and his brother threw away the weeds they had pulled.

After finishing their chores, the boys went inside. Lee saw that Kim had filled the puppy’s water dish. She had also fed the puppy. Lee went into the living room. His sister was curled up on the sofa sleeping. The puppy was curled up beside her. Everyone had worked together, and now it was time to rest. Lee sat down on his favorite chair to read a book.



<b>R.NT.03.FI.EG02</b>	Identify story elements
<b>R.NT.04.FI.EG03</b>	

**16** What is Lee’s problem in this story?

- A** He needs to walk the dog, but he doesn’t have time. 
- B** He has a lot of homework to do, and he is tired.
- C** He has to take his sister to the store, but he is busy.

<b>R.NT.03.FI.EG04</b>	Identify author’s purpose - narrative
<b>R.NT.04.FI.EG04</b>	

**17** The author **probably** wrote this story to

- A** teach about how to care for a puppy.
- B** make readers laugh about a funny story.
- C** tell readers about a family working together. 

<b>R.NT.03.FI.EG02</b>	Identify story elements
<b>R.NT.04.FI.EG03</b>	

**18** Where does this story **probably** take place?

- A** at Lee’s house 
- B** at the pet store
- C** in Kim’s bedroom

R.WS.03.FI.EG08	Use context clues
R.WS.04.FI.EG07	

**19** What does the word chores mean in this story?

- A homework
- B jobs 
- C walks

R.NT.03.FI.EG02	Identify story elements
R.NT.04.FI.EG03	

**20** In this story, what did Lee do **after** he finished his chores?

- A He sat down and read a book. 
- B He cleaned the yard and watered the plants.
- C He fed and walked the dog again.

R.NT.03.FI.EG02	Identify story elements
R.NT.04.FI.EG03	

**21** What does Lee do **last** in this story?

- A He takes his dog for a walk.
- B He rests in the living room. 
- C He pulls weeds with his brother.

<b>R.NT.03.FI.EG02</b>	Identify story elements
<b>R.NT.04.FI.EG03</b>	

**22** What is the message in this story?

- A** Lee does not like to work.
- B** Lee must take care of his dog.
- C** Lee’s family works together. 

**Functional Passage****Cooking for Mom**

Today Tom is going to make breakfast for his mother. It is her birthday, and he wants to do something special for her. He decides to make her scrambled eggs, toast with jelly, orange juice, and bacon. Tom's dad has agreed to help him prepare the meal.

Tom enjoys cooking. Last week, Tom bought a cookbook for kids at the bookstore so he could learn to make more recipes. He decides to use his new cookbook to make Mom's special breakfast.

He opens the cookbook and finds a recipe for scrambled eggs on page 65. Then, he and his father read the recipe and make sure they have all the ingredients.

**SCRAMBLED EGGS****Ingredients**

2 large eggs	a pinch of salt
1/4 cup milk	a pinch of pepper
1 teaspoon butter	

**Tools**

frying pan  
bowl  
fork

**Directions**

Crack the eggs in a small bowl. Add the milk. Add the salt and pepper. Use a fork to mix all of the ingredients in the bowl. Mix until everything turns a nice yellow color.

Turn the stove on to medium heat. Put a small frying pan on the stove.

Melt the butter in the frying pan. Add the mixed ingredients to the pan. Use a fork to scramble the ingredients while they are cooking. Cook until the eggs are fluffy.

Turn the stove off.

**SERVING SIZE: 1 PERSON**

Tom's father prepares the bacon and helps prepare the scrambled eggs. Tom toasts some white bread and finds the grape jelly. Then he pours some orange juice in a glass.

Tom and his father put the meal on a serving tray with a red flower and a card that says "Happy Birthday." They quietly enter Mom's bedroom. She is just waking up. Mom rubs her eyes and sits up in bed. She looks at the tray that Tom is holding and says, "Wow! What's all this?"

"Happy Birthday!" shout Tom and his father.

"We made a special breakfast for your birthday. I used a recipe for scrambled eggs from my new cookbook," Tom said. "I hope you like it."

Tom sets the tray on his mother's lap. She takes a bite of the eggs and says, "These eggs are really terrific! You're a great cook, Tom."

"Thanks, Mom," replied Tom. "I hope you have a great birthday!"

<b>R.IT.03.FI.EG02</b>	Identify informational text patterns
<b>R.IT.04.FI.EG02</b>	

**23** Which part of the recipe lists the foods they'll need to make the eggs?

- A** Directions
- B** Ingredients 
- C** Tools

<b>R.IT.03.FI.EG02</b>	Identify informational text patterns
<b>R.IT.04.FI.EG02</b>	

**24** In this recipe, how many eggs are needed to make scrambled eggs?

- A** one
- B** two 
- C** three

<b>R.IT.03.FI.EG02</b>	Identify informational text patterns
<b>R.IT.04.FI.EG02</b>	

**25** Which part of this recipe tells Tom and his father how to cook the eggs?

- A** Directions 
- B** Tools
- C** Ingredients

<b>R.CM.03.FI.EG01</b>	Make inferences, predictions, and conclusions
<b>R.CM.04.FI.EG01</b>	

**26** According to this recipe, what should Tom and his father use to cook the eggs?

- A** a bowl
- B** a frying pan 
- C** a plate

<b>R.IT.03.FI.EG02</b>	Identify informational text patterns
<b>R.IT.04.FI.EG02</b>	

**27** How many people does this recipe serve?

- A** three
- B** one 
- C** two

<b>R.CM.03.FI.EG02</b>	Identify main ideas and details
<b>R.CM.04.FI.EG02</b>	

**28** What else do Tom and his father prepare for breakfast?

- A** toast and bacon 
- B** apple juice and cereal
- C** oatmeal and muffins

<b>R.CM.03.FI.EG02</b>	Identify main ideas and details
<b>R.CM.04.FI.EG02</b>	

**29** What is this passage **mostly** about?

- A** buying a birthday present
- B** making a special birthday meal 
- C** planning a birthday party





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