



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 6**

Fall 2007

**MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW**

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

Copyright for the reading selection used on the Fall MEAP assessments for Grade 6 is listed below. Internet permission was not granted. Printed copies of the copyrighted reading selection will be sent to schools and districts. To receive paper copies of the reading selection, please send an e-mail request to meap@michigan.gov.

Reference List:

"How Bats 'See' at Night": Copyright © 2004 by Highlights for Children, Inc., Columbus, Ohio.

Copyright © 2007 by the Michigan Department of Education, State of Michigan. All rights reserved. Printed in the U.S.A. **Permission is granted to schools, parents, government agencies and non-profit organizations in Michigan to reproduce and distribute this document for non-commercial use in helping Michigan educators and other citizens in interpreting and using the MEAP assessment results.**

For all instances other than identified in the previous paragraph, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior written permission from the Office of Educational Assessment and Accountability.

PART 1

1A: 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 (dictionaries, grammar books, spelling books, etc.) for any part of this test. Use only a No. 2 pencil.

Silently read the prompt on the next page.

Use the checklist for Part 1A 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 1A of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

WRITING FROM KNOWLEDGE AND EXPERIENCE

1 WRITE ABOUT THE THEME: MAKING CHANGES

Sometimes we need to make changes in our lives. At times, we choose to make changes. Other times, the changes are made for us. Changes can have good or bad results.

Do **ONLY ONE** of the following:

describe an important change you or someone you know has made, and its result

OR

tell about a time a change in your life was not your choice, but it turned out okay

OR

write a response in which you persuade someone to make a change

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 on the lines in Part 1A of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

**PART 1A: 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 1A 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

1B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples and answer some questions. You may look back at the student writing samples as often as needed. You will be reading everything in Part 1B silently.

You may underline, highlight, or write notes in this booklet, but you must mark all of your answers in Part 1B of your **Answer Document**. Use only a No. 2 pencil.

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 SAMPLES

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.

Student Writing Sample #1

Item not released.

Questions 2 – 7 not released. Descriptors provided for stem and foils.

- 2 W.PR.05.01
Identify writer's purpose
- A Incorrect purpose
 - B Incorrect purpose
 - C Incorrect purpose
 - D Correct answer
- 3 W.PS.05.01
Revise word choice
- A Incorrect meaning
 - B Correct answer
 - C Incorrect meaning
 - D Incorrect meaning
- 4 W.GR.05.01
Edit punctuation; quotation marks in dialogue
- A Incorrect use of quotation marks
 - B Correct answer
 - C Correct use of quotation marks; omission of comma before quote
 - D Correct use of quotation marks; incorrect punctuation before quote

- 5 W.PS.05.01
Identify strong verb
- A Noun
 - B Adjective
 - C Correct answer
 - D Adjective
- 6 W.SP.05.01
Edit spelling of frequently encountered words
- A Correct answer
 - B Target word misspelled; another word misspelled
 - C Target word misspelled; compound word written as two words
 - D Target word spelled correctly; incorrect ending punctuation
- 7 W.GR.05.01
Edit punctuation; to clarify meaning within sentence
- A Correct answer
 - B Add characters
 - C Lengthen sentence
 - D Change end punctuation

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.

Student Writing Sample #2

I'm choosing summer because its my favorite season. I always go swimming with my friends. I bring out my boat and we go all over the pool with it. It's really fun.

Sometimes we go to cookouts or we have cookouts. When we have cookouts we have hambargers, fries, chip, and hotdogs. Then we take a swim and play.

My friends and me always go skating. We go around the block and down the biggest hill in the street. I'd never fallen in my life.

Then we go bike riding around the block again. Sometimes we got to the mall. We get a bunch of candy. After that we go in a tree house in my back yard. We go in sit on the chairs, and eat all the candy.

Sometimes we play capture the flag with water ballons. We have a red flag and a blue flag. We also hide the flags.

We play vido games. We like to play each other and keep score. And that's what I do over the summer.

Questions 8–11

- 8 What can be done to improve the student’s writing sample?
- A Use a wide variety of words.
 - B Remove the transition words.
 - C Create shorter sentences.
 - D Include some exclamation marks to add excitement.
- 9 Why did the writer write this selection?
- A to show the reader that skating is enjoyable
 - B to describe to the reader a typical day
 - C to persuade the reader to try skating
 - D to explain to the reader why the writer likes a certain season

- 10 Read the sentence below.

I’m choosing summer because its my favorite season.

Which sentence has been fixed or edited correctly?

- A I’m chosing summer because its my favorite season.
 - B I’m choosing summer because it’s my favorite season.
 - C I’m choosing summer because its my favorite seasen.
 - D I’m chosing summer because its’ my favorite season.
- 11 In this writing sample, the pronoun “we” represents
- A the writer and the writer’s family.
 - B a group of neighborhood friends.
 - C a group of friends and the writer’s parents.
 - D the writer and the writer’s friends.

PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

Write a response to the question in the box below. You may look back at Student Writing Sample #2 as often as needed.

12 Is this a good example of sixth-grade writing? Why or why not?

Use examples and details from Student Writing Sample #2 on page 9 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 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

**PART 1B: CHECKLIST FOR THE
PEER RESPONSE TO STUDENT WRITING SAMPLE #2**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 1B 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

PART 2

2A: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed during 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 2A of your **Answer Document**. Use only a No. 2 pencil.

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

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

Questions 13 – 20 not released. Descriptors provided for stem and foils.

- 13 R.CM.05.02
Identify main idea in narrative
- A Detail
 - B Correct answer
 - C Detail
 - D Incorrect main idea
- 14 R.NT.05.02
Describe purpose of paragraph
- A Tells setting
 - B Introduces main characters
 - C Explains meaning of words
 - D Correct answer
- 15 R.NT.05.04
Explain how author creates suspense
- A Provides interesting information
 - B Correct answer
 - C Provides warning
 - D Compares settings

- 16 R.CM.05.01
Identify theme
- A Incorrect theme
 - B Incorrect theme
 - C Correct answer
 - D Incorrect theme
- 17 R.NT.05.03
Identify problem using cause/effect relationships
- A Incorrect problem
 - B Correct answer
 - C Incorrect problem
 - D Incorrect information
- 18 R.WS.05.02
Use structural cues to determine word meaning
- A Incorrect meaning
 - B Incorrect meaning
 - C Correct answer
 - D Incorrect meaning

- 19 R.NT.05.04
Use simile to visualize setting
- A Correct answer
 - B Describes incorrect idea
 - C Describes sound
 - D Describes character
- 20 R.NT.05.04
Identify tone
- A Incorrect tone
 - B Correct answer
 - C Incorrect tone
 - D Incorrect tone

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

Questions 21 – 28 not released. Descriptors provided for stem and foils.

21 R.CM.05.02
Identify main idea in narrative

- A Correct answer
- B Incorrect information
- C Detail
- D Incorrect main idea

22 R.NT.05.02
Identify author's purpose

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

23 R.NT.05.04
Identify literary device

- A Metaphor
- B Correct answer
- C Alliteration
- D Personification

- 24 R.NT.05.02
Identify element of historical fiction
- A Correct answer
 - B Incorrect element
 - C Incorrect element
 - D Incorrect element
- 25 R.CM.05.02
Identify main idea using cause/effect relationship
- A Incorrect information
 - B Detail
 - C Incorrect main idea
 - D Correct answer
- 26 R.WS.05.07
Use context to determine word meaning
- A Antonym
 - B Incorrect meaning
 - C Incorrect meaning
 - D Correct answer

- 27 R.WS.05.07
Use context to determine meaning of phrase
- A Similar meaning; question requests EXCEPTION
 - B Similar meaning; question requests EXCEPTION
 - C Correct answer
 - D Similar meaning; question requests EXCEPTION
- 28 R.NT.05.03
Analyze character's action to identify how problem is resolved
- A Incorrect action
 - B Incorrect action
 - C Correct answer
 - D Incorrect action

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 29 through 33 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.

Questions 29 – 33 not released. Descriptors provided for stem and foils.

- 29 R.CM.05.03
Compare how illustrations enhance understanding across texts
- A Problem and solution
 - B Correct answer
 - C Purpose
 - D Sequence of events
- 30 R.CM.05.03
Compare character traits across texts
- A Incorrect trait
 - B Incorrect trait
 - C Correct answer
 - D Incorrect trait
- 31 R.CM.05.03
Compare character's feelings across texts
- A Incorrect information
 - B Correct answer
 - C Incorrect information
 - D Correct information from one text, not both

- 32 R.CM.05.03
Compare character's thoughts across texts
- A Correct answer
 - B Correct information from one text, not both
 - C Incorrect information
 - D Correct information from one text, not both
- 33 R.CM.05.03
Compare characters by predicting events across texts
- A Incorrect event
 - B Incorrect event
 - C Incorrect event
 - D Correct answer

**2B: RESPONSE TO THE
PAIRED READING SELECTIONS**

Item 34 was not scored for Fall 2007

PART 3

INDEPENDENT READING SELECTION

DIRECTIONS:

You will read a selection and answer the questions that follow. You may look back at the selection 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 3 of your **Answer Document**. Use only a No. 2 pencil.

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

DIRECTIONS: Read the selection "How Bats 'See' at Night." Choose the *best* answer for each question. You may look back at the selection as often as needed.

"How Bats 'See' at Night"
Questions 35–42

- 35 The author *most likely* wrote this selection to
- A explain how to locate and capture bats.
 - B tell about an experiment with bats and dolphins.
 - C describe the ways scientists discovered how bats fly.
 - D compare the ways bats and dolphins communicate.

- 36 The first thing Griffin needed to know was if bats
- A could fly blindfolded.
 - B preferred living in the dark.
 - C made sounds while flying.
 - D could catch insects.

- 37 Read the sentence below.

By listening to the echoes of the clicks, bats could even detect flying insects as a way to find their food.

Which of the following *best* defines the meaning of the word detect in the article?

- A send
 - B consume
 - C charge
 - D discover
- 38 After reading this selection, a reader can conclude that bats
- A make clicking noises to scare predators.
 - B make echo sounds to attract their mate.
 - C have been studied by scientists for years.
 - D fly by using a special night vision.

39 Read the sentence below.

Then, the scientists built new equipment that would “translate” high squeaks into lower notes that humans could hear.

Which of the following *best* defines the meaning of the word translate in the article?

- A change
- B create
- C listen
- D learn

40 Sonar is like echolocation **EXCEPT** it is used

- A in caves.
- B underground.
- C in air.
- D underwater.

41 According to the article, the echoes help bats by

- A informing them that something is in the way.
- B creating sounds to put their prey to sleep.
- C bouncing back and forth to confuse the flying insects.
- D making noises to frighten other animals away.

42 According to the selection, the purpose of the new equipment was to

- A allow humans to hear the bats’ sounds.
- B help humans communicate with bats.
- C chart the bats’ flight pattern.
- D understand how bats find food.

**Scoring Key: Part 1A: Writing from Knowledge and Experience and
Part 1B: Student Writing Samples**

Item Number	Correct Answer	GLCE	Description
1	CR	W.PR.05.01	Consider audience and purpose for writing
2	D	W.PR.05.01	Consider audience and purpose for writing
3	B	W.PS.05.01	ID/exhibit style/voice to enhance written message
4	B	W.GR.05.01	Write with or ID correct grammar and usage
5	C	W.PS.05.01	ID/exhibit style/voice to enhance written message
6	A	W.SP.05.01	Spell correctly freq./less freq. encountered words
7	A	W.GR.05.01	Write with or ID correct grammar and usage
8	A	W.PR.05.04	Identify peer's text needing improved organization
9	D	W.PR.05.01	Consider audience and purpose for writing
10	B	W.GR.05.01	Write with or ID correct grammar and usage
11	D	W.GR.05.01	Write with or ID correct grammar and usage
12	CR	W.GN.05.03	Show understanding of central ideas/details

**Scoring Key: Part 2A: Paired Reading Selections
Part 2B: Response to Paired Reading Selections**

Item Number	Correct Answer	GLCE	Description
13	B	R.CM.05.02	Retell/summarize narrative/informational text
14	D	R.NT.05.02	Analyze elements and style of narrative genres
15	B	R.NT.05.04	Explain how authors use literary devices
16	C	R.CM.05.01	Connect understanding to world themes/perspectives
17	B	R.NT.05.03	Analyze character traits and setting
18	C	R.WS.05.02	Use cues to decide meaning
19	A	R.NT.05.04	Explain how authors use literary devices
20	B	R.NT.05.04	Explain how authors use literary devices
21	A	R.CM.05.02	Retell/summarize narrative/informational text
22	C	R.NT.05.02	Analyze elements and style of narrative genres
23	B	R.NT.05.04	Explain how authors use literary devices
24	A	R.NT.05.02	Analyze elements and style of narrative genres
25	D	R.CM.05.02	Retell/summarize narrative/informational text
26	D	R.WS.05.07	Determine the meaning of words/phrases in context
27	C	R.WS.05.07	Determine the meaning of words/phrases in context
28	C	R.NT.05.03	Analyze character traits and setting
29	B	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
30	C	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
31	B	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
32	A	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
33	D	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
34	CR		Not Scored for Fall 2007

Scoring Key: Part 3: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
35	C	R.IT.05.01	Analyze elements/style of informational genres
36	C	R.CM.05.02	Retell/summarize narrative/informational text
37	D	R.WS.05.07	Determine the meaning of words/phrases in context
38	C	R.CM.05.03	Analyze themes/truths/principles w/in/across texts
39	A	R.WS.05.04	Know meanings of words encountered frequently
40	D	R.WS.05.07	Determine the meaning of words/phrases in context
41	A	R.CM.05.02	Retell/summarize narrative/informational text
42	A	R.CM.05.02	Retell/summarize narrative/informational text