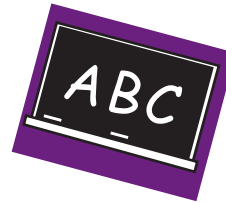


# Functional Independence



## Accessing Print

*Item Descriptor  
Samples*

**Grade 3**

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## Accessing Print

This booklet contains sample Functional Independence Accessing Print items from previous 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 3 assessment will measure Grade 2 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 grade 3, students are asked to examine a picture and select a printed word that matches the picture. This task measures a student’s ability to read words with support from illustrations and link words to the objects/actions they describe. The student is provided with three words, or answer choices from which to choose.

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:** Look at the picture. Then, choose the word that **BEST** tells about the picture.

**R.WS.02.FI.EG05:** Recognize frequently encountered words



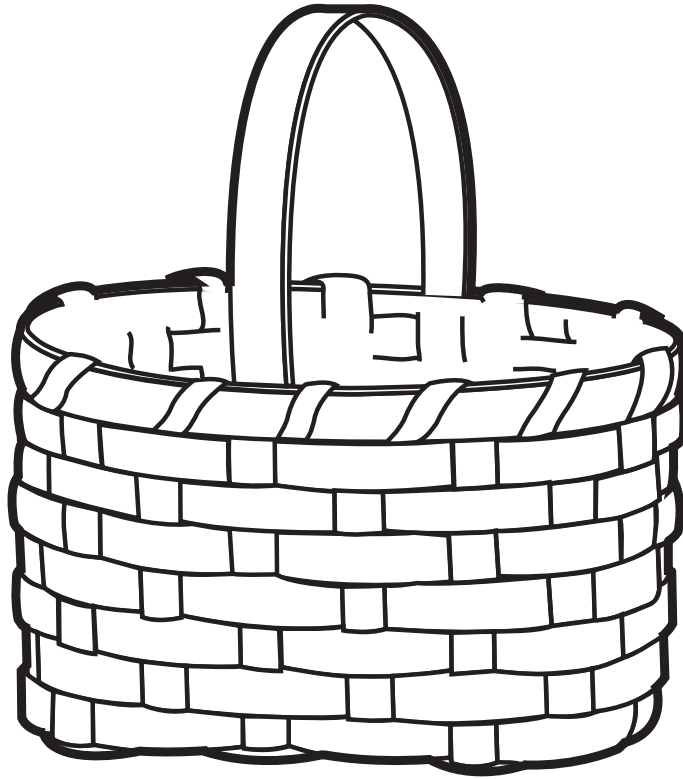
**1** This is a \_\_\_\_\_.

**A** cow **E**

**B** car

**C** clown

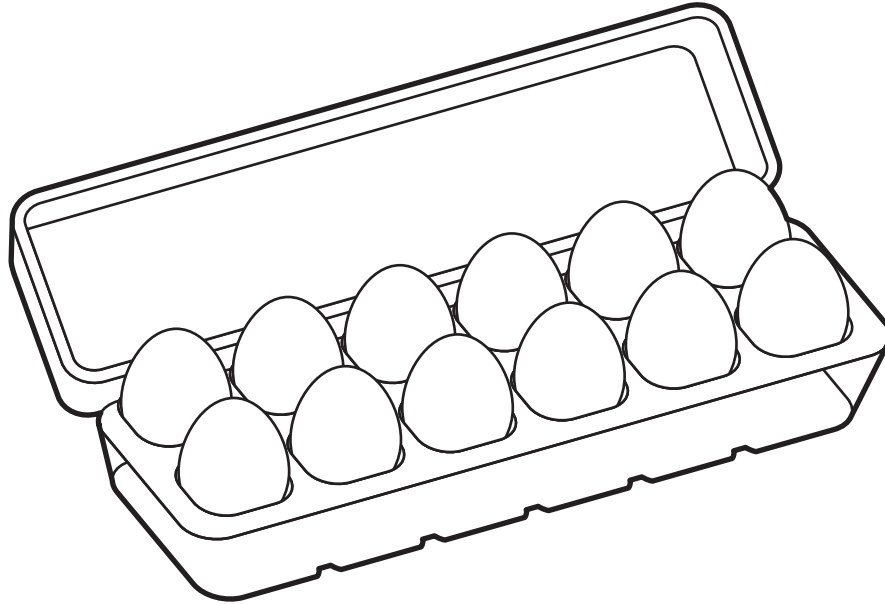
**R.WS.02.FI.EG05:** Recognize frequently encountered words



2 This is a \_\_\_\_\_.

- A balloon
- B barn
- C basket E

**R.WS.02.FI.EG05:** Recognize frequently encountered words



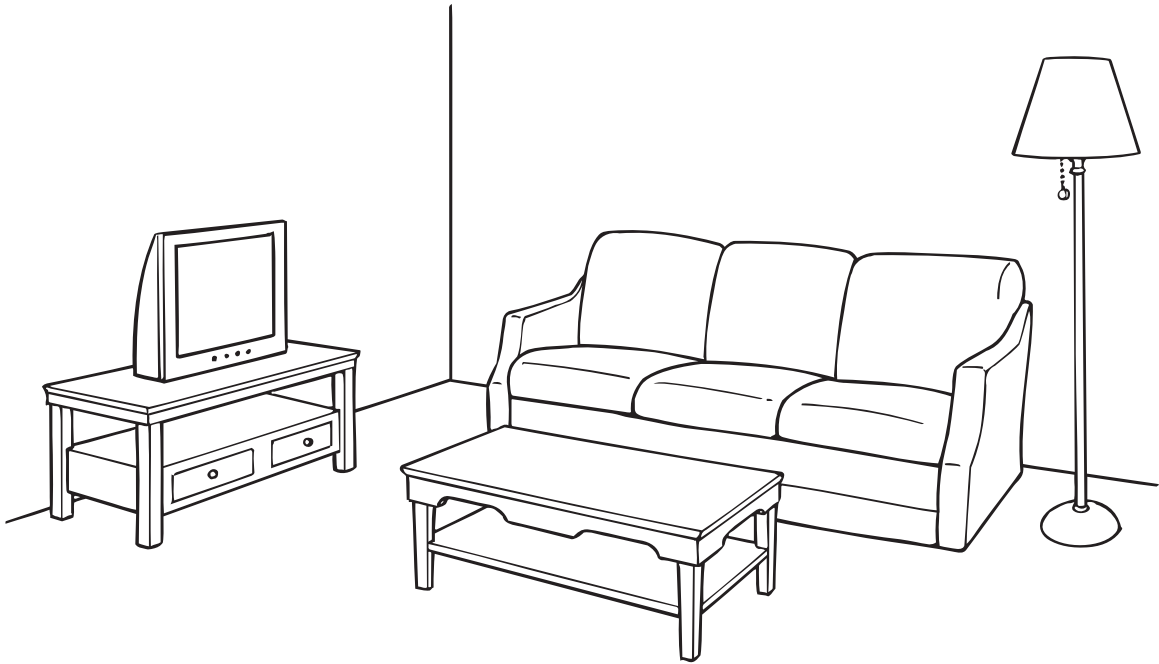
**3** These are \_\_\_\_\_.

**A** eggs **E**

**B** elks

**C** eels



**R.WS.02.FI.EG05:** Recognize frequently encountered words

4 This is a \_\_\_\_\_.

**A** room **E**

**B** road

**C** robot

**R.WS.02.FI.EG05:** Recognize frequently encountered words



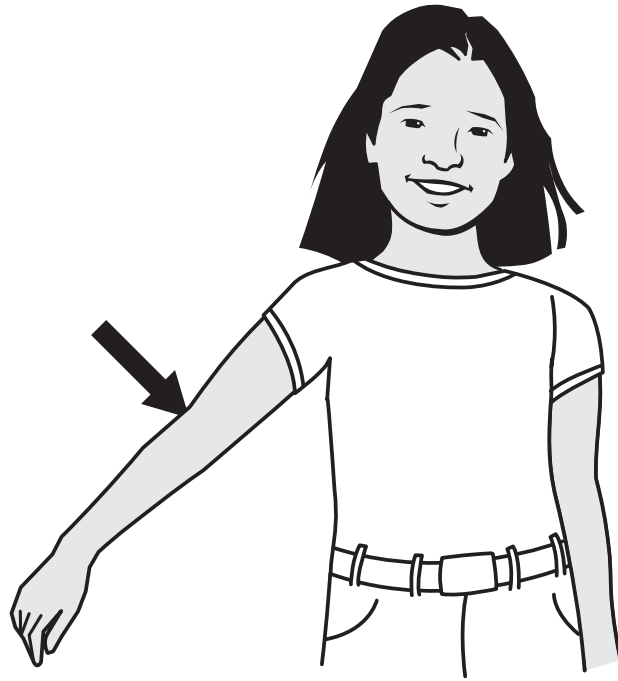
5 This is \_\_\_\_\_.

A money E

B mud

C morning

**R.WS.02.FI.EG05:** Recognize frequently encountered words



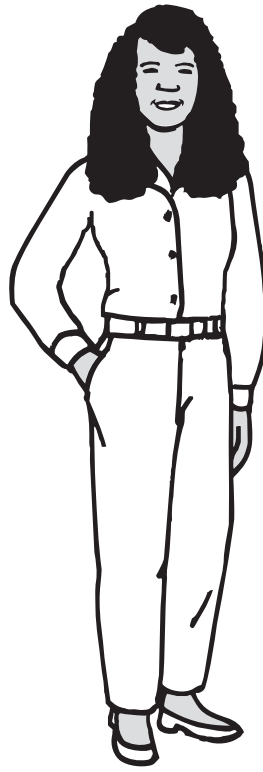
**6** This is an \_\_\_\_\_.

**A** air

**B** arm **E**

**C** ate

**R.WS.02.FI.EG05:** Recognize frequently encountered words



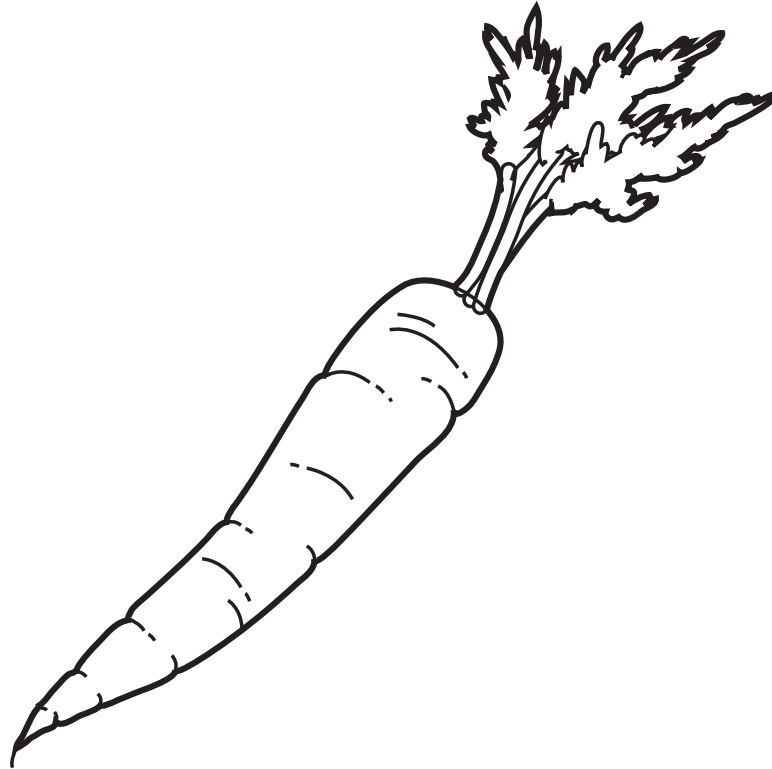
**7** This is a \_\_\_\_\_.

**A** wall

**B** woman **E**

**C** watch

**R.WS.02.FI.EG05:** Recognize frequently encountered words



**8** This is a \_\_\_\_\_.

**A** carrot **E**

**B** candle

**C** carton



## PART 2

### ACCESSING PRINT – TEXT COMPREHENSION

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

**Narrative Passage****Time for a Bath!**

Max has a dog. His name is Samson. Max and Samson are best friends. They do everything together. Samson is a very big dog. In fact, he weighs more than Max.

One day, Max was playing in his yard. As Max was digging in his sandbox, he noticed Samson was having a great time digging, too. Samson was in the flower garden and he was covered in dirt from head to toe.

“Samson! No!” Max yelled.

Max ran to find his big brother, Albert. He knew Albert would help. Albert told Max to fill up his little swimming pool. They could give Samson a bath outside.

Max got the hose and shampoo. The boys washed Samson’s fur. They rubbed the dirt away with their hands. Samson was a very good dog. He didn’t move until Max and Albert were done scrubbing him.

“That was easy!” Max said.

Samson jumped out of the pool and shook the water from his fur. Then, Samson saw a squirrel. Samson chased the squirrel right through the same flower garden! Max thought, “Here we go again.”



**R.CM.02.FI.EG03:** Identify main ideas and details

- 9** What is this story **mostly** about?
- A** a boy who plays in his sandbox
  - B** a boy who gives a dirty dog a bath **E**
  - C** a boy who swims in a pool with his brother

**R.NT.02.FI.EG03:** Identify story elements

- 10** What is Samson like?
- A** Samson is a playful dog. **E**
  - B** Samson is a mean dog.
  - C** Samson is a small dog.

**R.CM.02.FI.EG03:** Identify main ideas and details

- 11** How did Samson get dirty?
- A** He dug in the flower garden. **E**
  - B** He jumped into a swimming pool.
  - C** He played in the sandbox.

**R.NT.02.FI.EG03:** Identify story elements

- 12** How do Albert and Max solve their problem?
- A** They take him to a special store that washes dogs.
  - B** They give Samson a bath in a small swimming pool. **E**
  - C** They take Samson inside the house to clean him.

**R.WS.02.FI.EG08:** Use context clues

- 13** What does scrubbing mean in this story?
- A** chasing
  - B** licking
  - C** cleaning **E**

**R.NT.02.FI.EG03:** Identify story elements

- 14** Where does the story **mostly** take place?
- A** inside Max's house
  - B** at Max's school
  - C** in Max's yard **E**

**R.CM.02.FI.EG02:** Make references, predictions, and conclusions

- 15** Why did Max say, “Here we go again,” at the **end** of the story?
- A** He knows that his brother will have to work in the garden.
  - B** He knows that Samson will dig in the sandbox again.
  - C** He knows that he will have to give Samson another bath. **E**

**Reading Passage****What Is Your Favorite Season?**

In Michigan, there are four seasons. The seasons are spring, summer, fall, and winter. There are fun things for children to do in each season.

For many children, summer is the best season. The weather is warm. The sun shines brightly in the sky. The days are longer, too. There is more time to play. Children can swim in lakes and pools. And, they can ride their bikes.

The next season is fall. During the fall, children go back to school. The weather gets cooler. The sky gets darker, and the days are shorter. The leaves on the trees turn pretty colors like red and orange. Then, the leaves fall off the trees. Children can rake the leaves. Then, they can make a pile and jump in the leaves!

After fall comes winter. During the winter, the days get even shorter. It gets dark early. The weather gets very cold. It snows, and the lakes and ponds turn to ice. Children can make snowmen and go sledding. They can ice skate, too.

Soon it is time for spring. The weather gets warmer and the days get longer. The sun starts to shine again. The rain helps to make the flowers, plants, and trees grow. In the spring, children can ride their bikes again and think about summer.

**R.CM.02.FI.EG03:** Identify main ideas and details

**16** According to this passage, in which season are the days longest?

- A** in the fall
- B** in the winter
- C** in the summer **E**

**R.IT.02.FI.EG02:** Identify informational text patterns

**17** In the fall, which of these happens **first** to the leaves?

- A** The leaves turn pretty colors. **E**
- B** The leaves fall off the trees.
- C** The leaves are raked into a pile.

**R.CM.02.FI.EG03:** Identify main ideas and details

**18** According to this passage, what can children do for fun in the winter?

- A** make piles of leaves and jump in them
- B** go sledding and ice skating **E**
- C** help plant gardens and ride bikes

**R.CM.02.FI.EG03:** Identify main ideas and details

- 19** In the spring, what does the rain do?
- A** It helps leaves, plants, and trees grow. **E**
  - B** It helps the leaves turn bright colors.
  - C** It helps the days get shorter and darker.

**R.CM.02.FI.EG03:** Identify main ideas and details

- 20** What would be another good title for this passage?
- A** *Fun in Every Season* **E**
  - B** *Great After-School Games*
  - C** *Sports in the Winter*

**R.CM.02.FI.EG02:** Make inferences, predictions, and conclusions

- 21** Based on this passage, what can you tell about Michigan?
- A** The weather changes with the seasons. **E**
  - B** The weather stays the same all year long.
  - C** The weather is always cold and dark.

**R.IT.02.FI.EG03:** Identify author’s purpose - informational

**22** Why did the author **probably** write this passage?

- A** to tell about the games children play
- B** to tell how each season is different **E**
- C** to tell why the leaves change colors

**Functional Passage**

**Going to the Beach**

Rosa and Pam met at school. They became good friends right away.

One day, Rosa asked Pam to go to the beach with her family.

“I’d love to!” Pam said. She was very happy.

First, Pam had to ask her mother.

That night at dinner, Pam said, “Mom, may I go to the beach with Rosa and her family?”

“That sounds like fun!” Mom said. “But I would like to talk to Rosa’s mother before I give you an answer. I’ll call her after dinner, okay?”

“Okay, Mom.”

Later that evening, Pam’s mother called Rosa’s mother. They talked for a while about the trip to the beach. Pam’s mother learned which beach they would be going to and how long they would be there. When Pam’s mother learned all she needed to know, she decided that it would be all right for Pam to go to the beach with Rosa and her family.

Mom told Pam to make a list of the things she would need to bring to the beach. This is Pam’s list.

<input type="radio"/>	Things to bring to the beach:
	1. bathing suit
	2. towel
	3. shorts
<input type="radio"/>	4. t-shirt



**R.CM.02.FI.EG03:** Identify main ideas and details

**23** In this passage, where did Rosa and Pam become friends?

- A** at the park
- B** at school **E**
- C** at the pool

**R.CM.02.FI.EG03:** Identify main ideas and details

**24** In this passage, Rosa is Pam's

- A** mother.
- B** sister.
- C** friend. **E**

**R.CM.02.FI.EG03:** Identify main ideas and details

**25** In this passage, why is Pam happy?

- A** Rosa asked her to go to the beach. **E**
- B** Pam liked the list she made.
- C** Pam's mother made her favorite meal for dinner.

**R.CM.02.FI.EG02:** Make inferences, predictions, and conclusions

**26** This list will **probably** help Pam

- A** learn how to swim.
- B** write a report for school.
- C** remember what to bring. **E**

**R.CM.02.FI.EG03:** Identify main ideas and details

**27** In this passage, why does Pam’s mother want to talk to Rosa’s mother?

- A** to find out what Rosa and her family are having for dinner
- B** to find out more about the trip to the beach **E**
- C** to find out how Rosa and Pam became friends

**R.CM.02.FI.EG03:** Identify main ideas and details

**28** In this passage, who told Pam to make a list?

- A** Rosa
- B** her mother **E**
- C** her teacher

**R.CM.02.FI.EG02:** Make inferences, predictions, and conclusions

**29** Which of these things should Pam add to the list?

**A** a pair of sandals **E**

**B** a set of dishes

**C** a winter hat



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