

The purpose of the Practice Test Alignment document is to help teachers, parents, and students gain a better understanding of the Grade 4 English Language Arts LEAP test structure and the Common Core State Standards as applied to assessment. The table includes session information; the text(s) associated with each item; the sequence number of the items; the primary standard(s) each item measures; a secondary standard when more than one standard is assessed by the item; and a description of what the item measures using language from the standards.

Session	Text(s)	Sequence	Primary Standard(s)	Secondary Standard	Description
Session 1: Writing	Louisiana Tourism		W.4.1, L.4.1, L.4.2		Write an opinion piece on a text, supporting a point of view with reasons and information/Demonstrate command of the conventions of standard English
Session 2: Reading and Responding	The Final Laugh	1	RL.4.5		Refer to structural elements of poems (e.g., verse, rhythm, meter)
Session 2: Reading and Responding	The Final Laugh	2	RL.4.1	RL.4.3	Refer to details in a text when explaining what the text says/Describe characters
Session 2: Reading and Responding	The Final Laugh	3	RL.4.1	RL.4.3	Draw inferences from a text/Describe characters
Session 2: Reading and Responding	The Final Laugh	4	L.4.4		Determine meanings of multiple-meaning words
Session 2: Reading and Responding	The Final Laugh	5	RL.4.1	RL.4.3	Draw inferences from a text/Describe characters
Session 2: Reading and Responding	The Final Laugh	6	RL.4.2		Determine the theme of a poem
Session 2: Reading and Responding	The Final Laugh	7	W.4.9	RL.4.5	Draw evidence from literary texts to support analysis/Explain major differences between poems and prose

Session 2: Reading and Responding	Where Does Chocolate Come From?	8	RI.4.2, RI.4.1		Determine the main idea of a text and explain how it is supported by key details/Refer to details when explaining what the text says
Session 2: Reading and Responding	Where Does Chocolate Come From?	9	RI.4.5		Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas in a text
Session 2: Reading and Responding	Where Does Chocolate Come From?	10	L.4.4		Use context (restatements in a text) as a clue to the meaning of a word
Session 2: Reading and Responding	Where Does Chocolate Come From?	11	RI.4.1	RI.4.3	Refer to details in a text when explaining what the text says/Explain ideas, including why, based on specific information in a text
Session 2: Reading and Responding	Where Does Chocolate Come From?	12	RI.4.8		Explain how an author uses reasons to support particular points in a text
Session 2: Reading and Responding	Where Does Chocolate Come From?	13	RI.4.7		Interpret information presented visually
Session 2: Reading and Responding	Where Does Chocolate Come From?	14	RI.4.7		Interpret information presented visually
Session 2: Reading and Responding	Where Does Chocolate Come From?	15	W.4.9	RI.4.9	Draw evidence from informational texts to support analysis/Integrate information from two texts on the same topic to write about a subject

Session 2: Reading and Responding	The Magic Button Box	16	RL.4.1	RL.4.3	Refer to details in a text when explaining what the text says explicitly/Describe a character's actions
Session 2: Reading and Responding	The Magic Button Box	17	RL.4.3		Describe a character , drawing on specific details (e.g., a character's words)
Session 2: Reading and Responding	The Magic Button Box	18	L.4.4		Use context as a clue to the meaning of a word or phrase
Session 2: Reading and Responding	The Magic Button Box	19	RL.4.3		Describe a character , drawing on specific details (e.g., a character's words)
Session 2: Reading and Responding	The Magic Button Box	20	RL.4.2		Determine a theme of a story
Session 2: Reading and Responding	The Magic Button Box	21	W.4.9	RL.4.3, RL.4.2	Draw evidence form literary texts to support analysis/Describe characters/Discuss theme using details in a text
Session 2: Reading and Responding	Whoosh!	22	RL.4.2		Summarize a text
Session 2: Reading and Responding	Whoosh!	23	RL.4.4		Determine the meaning of words as they are used in a text
Session 2: Reading and Responding	Whoosh!	24	RL.4.3		Describe a character , drawing on specific details (e.g., a character's words)
Session 2: Reading and Responding	Whoosh!	25	RL.4.3		Describe a character , drawing on specific details (e.g., a character's words and actions)

Session 2: Reading and Responding	Whoosh!	26	L.4.5		Explain the meaning of simple metaphors/Recognize the meaning of common idioms
Session 2: Reading and Responding	Whoosh!	27	W.4.9	RL.4.3	Draw evidence from literary texts to support analysis/Describe in depth the setting in a story
Session 2: Reading and Responding	Whoosh!	28	W.4.9	RL.4.6	Draw evidence from literary texts to support analysis/Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
Session 3: Research to Build Knowledge	Roald Dahl	29	RI.4.2		Determine the main idea of a text
Session 3: Research to Build Knowledge	Roald Dahl	30	W.4.8		Take notes and categorize information
Session 3: Research to Build Knowledge	Roald Dahl	31	RI.4.7		Interpret information presented visually
Session 3: Research to Build Knowledge	Roald Dahl	32	RI.4.5		Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas in a text
Session 3: Research to Build Knowledge	Roald Dahl	33	RI.4.3		Explain events in a text, including what happened and why
Session 3: Research to Build Knowledge	Roald Dahl	34	L.4.4		Use context as a clue to the meaning of a word

Session 3: Research to Build Knowledge	Roald Dahl	35	W.4.8		Gather relevant information from print and digital sources
Session 3: Research to Build Knowledge	Roald Dahl	36	W.4.9	RI.4.9	Draw evidence from informational texts to support analysis/Integrate information from two texts on the same topic in order to write about the subject knowledgeably
Session 4: Language	Open Gym	37	L.4.3.a		Choose words and phrases to convey ideas precisely
Session 4: Language	Open Gym	38	L.4.1.f		Produce complete sentences, recognizing and correcting inappropriate fragments
Session 4: Language	Open Gym	39	L.4.2.c		Use a comma before a coordinating conjunction in a compound sentence
Session 4: Language	Open Gym	40	L.3.1.f		Ensure subject-verb and pronoun-antecedent agreement
Session 4: Language	Open Gym	41	L.4.2.a		Use correct capitalization
Session 4: Language	Open Gym	42	L.4.1.a		Use relative pronouns
Session 4: Language	Open Gym	43	L.4.1.c		Use modal auxiliaries to convey various conditions
Session 4: Language	Open Gym	44	L.4.2.d		Spell grade-appropriate words correctly