

The purpose of the Practice Test Alignment document is to help teachers, parents, and students gain a better understanding of the Grade 5 English Language Arts iLEAP 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.

<b>Session</b>	<b>Text(s)</b>	<b>Sequence</b>	<b>Primary Standard(s)</b>	<b>Secondary Standard</b>	<b>Description</b>
Session 1: Writing	School Gardens		W.5.1, L.5.1, L.5.2		Write opinion pieces on texts, supporting a point of view with reasons and information/Demonstrate command of the conventions of standard English
Session 2: Research to Build Knowledge	Inventors	1	RI.5.3		Explain the relationship between two events based on specific information in the text
Session 2: Research to Build Knowledge	Inventors	2	L.5.4		Use context as a clue to the meaning of a word
Session 2: Research to Build Knowledge	Inventors	3	W.5.8		Summarize or paraphrase information in notes
Session 2: Research to Build Knowledge	Inventors	4	RI.5.8		Explain how an author uses evidence to support particular points in a text
Session 2: Research to Build Knowledge	Inventors	5	RI.5.7		Draw on information from multiple sources, demonstrating the ability to locate an answer quickly
Session 2: Research to Build Knowledge	Inventors	6	RI.5.6		Analyze multiple accounts of the same event, noting important differences
Session 2: Research to Build Knowledge	Inventors	7	W.5.8		Gather relevant information from print and digital sources
Session 2: Research to Build Knowledge	Inventors	8	RI.5.2		Determine two or more main ideas of a text

Session 3: Language		9	L.5.2.b		Use a comma to separate an introductory element from the rest of the sentence
Session 3: Language		10	L.5.2.e		Spell grade-appropriate words correctly
Session 3: Language		11	L.5.2.a		Use punctuation to separate items in a series
Session 3: Language		12	L.5.1.d		Recognize and correct inappropriate shifts in verb tense
Session 3: Language		13	L.5.2.c		Use a comma to set off a tag question from the rest of the sentence
Session 3: Language	Three-Day Weekend	14	L.5.2.b		Use a comma to separate an introductory element from the rest of the sentence
Session 3: Language	Three-Day Weekend	15	W.5.5		Strengthen writing as needed by revising
Session 3: Language	Three-Day Weekend	16	L.4.1.f		Produce complete sentences, recognizing inappropriate fragments
Session 3: Language	Three-Day Weekend	17	W.5.5		Strengthen writing as needed by revising
Session 3: Language	Letter to Marnie	18	W.5.5		Strengthen writing as needed by revising
Session 3: Language	Letter to Marnie	19	L.5.2.d		Use italics to indicate titles of works
Session 3: Language	Letter to Marnie	20	L.5.3.a		Expand, combine, and reduce sentences for meaning and reader interest
Session 3: Language	Letter to Marnie	21	W.5.5		Strengthen writing as needed by revising
Session 4: Reading and Responding Part 1	Rainbows	22	RI.5.8		Explain how an author uses reasons or evidence to support particular points in a text

Session 4: Reading and Responding Part 1	Rainbows	23	L.5.4	RI.5.4	Use context in a text (comparisons) as a clue to the meaning of a word/Determine the meanings of domain-specific words in a text relevant to a grade 5 topic
Session 4: Reading and Responding Part 1	Rainbows	24	RI.5.8	RI.5.3	Identify which reasons support which points in a text/Explain the relationship between ideas in a text
Session 4: Reading and Responding Part 1	Rainbows	25	RI.5.1		Draw inferences from a text
Session 4: Reading and Responding Part 1	Rainbows	26	RI.5.3		Explain the interaction between two ideas based on specific information in the text
Session 4: Reading and Responding Part 1	Rainbows	27	RI.5.1	RI.5.7	Draw inferences from a text/Draw on information from multiple print sources
Session 4: Reading and Responding Part 1	Rainbows	28	RI.5.2		Explain how the main ideas are supported by key details
Session 4: Reading and Responding Part 1	The Sea's Treasures/Once the Wind	29	L.5.5	RL.5.1	Interpret figurative language/Draw inferences
Session 4: Reading and Responding Part 1	The Sea's Treasures/Once the Wind	30	RL.5.5		Explain how a series of stanzas fit together to provide the overall structure of a poem
Session 4: Reading and Responding Part 1	The Sea's Treasures/Once the Wind	31	RL.5.2		Determine a theme of a poem
Session 4: Reading and Responding Part 1	The Sea's Treasures/Once the Wind	32	RL.5.7		Analyze how visual elements contribute to meaning of a text
Session 4: Reading and Responding Part 1	The Sea's Treasures/Once the Wind	33	RL.5.5		Explain how a series of stanzas fit together to provide the overall structure of a poem

Session 4: Reading and Responding Part 1	The Sea's Treasures/Once the Wind	34	RL.5.2, RL.5.1		Explain how the speaker in a poem reflects upon a topic/Quote accurately from a text when explaining what the text says
Session 4: Reading and Responding Part 1	National Parks	35	RI.5.2		Determine two or more main ideas of a text
Session 4: Reading and Responding Part 1	National Parks	36	RI.5.8		Explain how an author uses evidence to support particular points in a text
Session 4: Reading and Responding Part 1	National Parks	37	L.5.5		Interpret figurative language, including metaphors, in context
Session 4: Reading and Responding Part 1	National Parks	38	RI.5.8		Explain how an author uses reasons or evidence to support particular points in a text
Session 4: Reading and Responding Part 1	National Parks	39	RI.5.8	RI.5.2	Identify which evidence supports which points in a text/Explain how main ideas are supported by key details
Session 4: Reading and Responding Part 1	National Parks	40	RI.5.4	L.5.4	Determine the meaning of general academic words/Use context as a clue to the meaning of a word
Session 4: Reading and Responding Part 1	National Parks	41	RI.5.3		Explain the relationship between two individuals based on specific information in the text
Session 4: Reading and Responding Part 2	Nicholai Duniyev's Longest Day	42	RL.5.4		Determine the meaning of words as they are used in a text, including figurative language
Session 4: Reading and Responding Part 2	Nicholai Duniyev's Longest Day	43	RL.5.6		Describe how a narrator's point of view influences how events are described
Session 4: Reading and Responding Part 2	Nicholai Duniyev's Longest Day	44	RL.5.5		Explain how series of scenes fits together to provide the overall structure of a story

Session 4: Reading and Responding Part 2	Nicholai Duniyev's Longest Day	45	RL.5.1		Explain what the text says explicitly
Session 4: Reading and Responding Part 2	Nicholai Duniyev's Longest Day	46	RL.5.2		Determine the theme of a story
Session 4: Reading and Responding Part 2	Nicholai Duniyev's Longest Day	47	W.5.9	RL.5.3	Draw evidence from a literary text to support analysis/Compare and contrast two characters in a story, drawing on specific details