

The purpose of the Practice Test Alignment document is to help teachers, parents, and students gain a better understanding of the Grade 8 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	Civilians in Space		W.8.1, L.8.1, L.8.2		Write arguments to support claims with clear reasons and relevant evidence/Demonstrate command of conventions of standard English
Session 2: Reading and Responding	Dave Mirra	1	RI.8.2		Determine a central idea and analyze its development
Session 2: Reading and Responding	Dave Mirra	2	L.8.4		Use context as a clue to the meaning of a word
Session 2: Reading and Responding	Dave Mirra	3	RI.8.5		Analyze the structure of a specific paragraph, including the role of particular sentences in developing a key concept
Session 2: Reading and Responding	Dave Mirra	4	RI.8.1		Draw inferences from a text
Session 2: Reading and Responding	Dave Mirra	5	RI.8.6		Determine an author's purpose in a text
Session 2: Reading and Responding	Dave Mirra	6	RI.8.3		Analyze how a text makes connections among ideas
Session 2: Reading and Responding	Dave Mirra	7	W.8.9	RI.8.8	Draw evidence from informational texts to support analysis/Delineate specific claims in a text
Session 2: Reading and Responding	The Blind Man and the Hunter	8	RL.8.2		Determine a theme of a text

Session 2: Reading and Responding	The Blind Man and the Hunter	9	RL.8.3		Analyze how particular incidents in a story reveal aspects of character
Session 2: Reading and Responding	The Blind Man and the Hunter	10	RL.8.6		Analyze how differences in the points of view of the characters and the reader create such effects as suspense or humor
Session 2: Reading and Responding	The Blind Man and the Hunter	11	RL.8.3		Analyze how particular incidents in a story reveal aspects of character
Session 2: Reading and Responding	The Blind Man and the Hunter	12	RL.8.3		Analyze how particular lines of dialogue in a story reveal aspects of character
Session 2: Reading and Responding	The Blind Man and the Hunter	13	RL.8.3		Analyze how particular lines of dialogue in a story propel the action or provoke a decision
Session 2: Reading and Responding	The Blind Man and the Hunter	14	W.8.9	RL.8.3	Draw evidence from literary texts to support analysis/Analyze how particular lines or incidents propel the action, reveal character, or provoke a decision
Session 2: Reading and Responding	The Blind Man and the Hunter	15	W.8.9	RL.8.3	Draw evidence from literary texts to support analysis/Analyze how particular incidents propel the action, reveal character, or provoke a decision
Session 2: Reading and Responding	The Quest for Nessie	16	RI.8.2		Determine the central idea of a text
Session 2: Reading and Responding	The Quest for Nessie	17	RI.8.5		Analyze in detail the structure of a text
Session 2: Reading and Responding	The Quest for Nessie	18	RI.8.6		Determine an author's purpose in a text

Session 2: Reading and Responding	The Quest for Nessie	19	RI.8.3		Analyze how a text makes connections among and distinctions between individuals
Session 2: Reading and Responding	The Quest for Nessie	20	L.8.4		Use context as a clue to the meaning of a word
Session 2: Reading and Responding	The Quest for Nessie	21	RI.8.1		Draw inferences from a text
Session 2: Reading and Responding	The Quest for Nessie	22	W.8.9	RI.8.8	Draw evidence from informational texts to support analysis/Delineate specific claims in a text and assess whether the evidence is sufficient
Session 2: Reading and Responding	Dream Horses/Nightmares	23	RL.8.5		Compare and contrast the structure of two texts
Session 2: Reading and Responding	Dream Horses/Nightmares	24	RL.8.2, RL.8.1		Determine the central idea of a text/Cite the textual evidence that most strongly supports an analysis of a text
Session 2: Reading and Responding	Dream Horses/Nightmares	25	RL.8.4		Analyze the impact of specific word choices on meaning
Session 2: Reading and Responding	Dream Horses/Nightmares	26	RI.8.4		Analyze the impact of specific word choices on tone
Session 2: Reading and Responding	Dream Horses/Nightmares	27	RL.8.2		Determine the central idea of a text
Session 2: Reading and Responding	Dream Horses/Nightmares	28	L.8.5		Interpret figures of speech
Session 2: Reading and Responding	Dream Horses/Nightmares	29	W.8.9	RL.8.2	Draw evidence from literary texts to support analysis/Analyze the development of the central idea of a text

Session 2: Reading and Responding	Dream Horses/Nightmares	30	W.8.9	RI.8.3	Draw evidence from literary texts to support analysis/Analyze the development of the central idea of a text
Session 3: Research to Build Knowledge	Pete Maravich	31	RI.8.2		Analyze the development of a central idea, including its relationship to supporting details
Session 3: Research to Build Knowledge	Pete Maravich	32	W.8.8		Paraphrase conclusions of others following a standard format for citation
Session 3: Research to Build Knowledge	Pete Maravich	33	RI.8.5		Analyze in detail the structure of a specific paragraph in a text
Session 3: Research to Build Knowledge	Pete Maravich	34	RI.8.6		Determine an author's purpose in a text
Session 3: Research to Build Knowledge	Pete Maravich	35	L.8.4		Use context as a clue to the meaning of a word
Session 3: Research to Build Knowledge	Pete Maravich	36	RI.8.2		Analyze the development of a central idea, including its relationship to supporting details
Session 3: Research to Build Knowledge	Pete Maravich	37	W.8.7		Conduct short research projects to answer a question, drawing on several sources
Session 3: Research to Build Knowledge	Pete Maravich	38	W.8.8		Gather relevant information from multiple print and digital sources
Session 3: Research to Build Knowledge	Pete Maravich	39	W.8.9	RI.8.3	Draw evidence from informational texts to support analysis/Analyze how a text makes connections among and distinctions between individuals and ideas

Session 4: Language	The Character I Admire Most	40	L.8.2.c		Spell correctly
Session 4: Language	The Character I Admire Most	41	L.8.1.b		Form and use verbs in the active voice
Session 4: Language	The Character I Admire Most	42	L.3.1.f		Ensure subject-verb agreement
Session 4: Language	The Character I Admire Most	43	L.4.1.f		Recognize and correct inappropriate run-ons
Session 4: Language	The Character I Admire Most	44	L.6.2.a		Use punctuation to set off nonrestrictive clauses
Session 4: Language	The Character I Admire Most	45	L.8.2.a		Use punctuation (dash) to indicate a pause or a break
Session 4: Language	The Character I Admire Most	46	L.8.1.d		Recognize and correct inappropriate shifts in verb voice and mood
Session 4: Language	The Character I Admire Most	47	L.7.1.c		Recognize and correct misplaced modifiers