

A stylized map of Louisiana in shades of purple and white, serving as a background for the title.

Louisiana Believes

iLEAP Test Items
Grade 3 English Language Arts
Spring 2014

Released June 2014

Read the passages about jogging and basketball. As you read the passages, think about how these activities are similar and how they are different. Then use the passages to help you write a well-organized composition of two or more paragraphs.

Jogging

Getting Started

People usually get out of breath pretty quickly when they first start jogging. That is normal. It is important that new runners set goals for themselves. They can decide whether they want to improve their distance or their speed. Each day they can try to run a little farther or a little faster. In no time they will become better joggers!

Why Jogging?

Jogging is one way to stay healthy. It can help people to have more energy. Running gets a person's heart pumping and muscles working. Jogging is a great way to stay in shape, which might help improve skills in other sports like soccer and baseball.

Equipment

Jogging is a pretty simple exercise. It can be done alone or in a group and in almost any large space. People can jog in a gym or on a track. They can also go jogging in a field or around their neighborhood. It requires very little equipment. All a jogger needs is a good pair of shoes and maybe a stopwatch.

Personal Thoughts

"I love jogging during P.E. class."—Lydia Jones, grade 3

"When I first started jogging, I could barely go around the block. Now I can jog for almost a half hour straight."—Matt Wright, grade 3

Basketball

The Game

Basketball is a team sport with five players from each team allowed on the court at any one time. Points are scored by shooting a ball through a hoop. Depending on where the player is standing when he or she shoots the ball, each basket is worth 1, 2, or 3 points. At the end of the game, the team with the most points wins.

Players run back and forth from one end of the court to the other. They move the ball by throwing it to another player (called passing) or by bouncing it with one hand while running or walking (called dribbling). They play both offense and defense. They try to shoot the ball (offense), and they try to stop the other team from scoring (defense).

Equipment

Basketball is played on a rectangular court. Each end of the court has a pole with a basket at the top. The court can be either inside a gym or outdoors on a playground. In fact, basketball can even be played in someone's driveway. The only equipment players need is a basketball and a hoop. It is also helpful to wear a good pair of shoes.

Skills

Players need to know how to dribble, pass, and shoot the ball. These skills can be improved with practice. More importantly, each player needs to understand that he or she is part of a team. Players need to learn how to talk to each other, work together, and always put the success of the team first.

Personal Thoughts

"I love watching the pros on television and then going to the gym and copying their moves." — Jim Prazak, grade 3

"I love playing basketball. I'm not really tall, and I don't score the most points in games, but that doesn't matter." — Sue Whalen, grade 3

1. Think about how jogging and basketball are similar and how they are different.

Write a composition for your teacher explaining how jogging and basketball are similar and how they are different. Tell which sport you like better and explain why. Use details from both passages to help you explain your ideas.

As you write, follow the suggestions below.

- Your composition should have two or more paragraphs.
- Be sure your composition has a beginning, a middle, and an end.
- Use details from both passages and include enough information so your teacher will understand your response.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

This item measures aspects of W.3.2, L.3.1, and L.3.2.



GRADE 3

ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Content:

- Read the directions, the passage(s), and the writing topic carefully and write on all parts.
- Present a clear main idea.
- Give enough details about your main idea.
- Use examples from the passage(s) to explain your ideas.
- Present your ideas in a way that makes sense. Include a beginning, middle, and ending.

Style:

- Choose interesting words that say exactly what you mean.
- Write complete sentences and use different kinds of sentences to make your writing easy to follow.

Sentence Formation:

- Write sentences that are complete and correct.

Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meanings, and word endings.

Mechanics:

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting (e.g., indentations, margins).

Spelling:

- Write using correct spelling.



Remember to print or write neatly.

DIRECTIONS FOR WRITING

Follow the steps below to help you write your composition.

Step 1: Planning and Drafting

- Read the directions, the passage(s), and the writing topic carefully.
- Think about what you will write before you begin.
- Make sure to use examples from the passage(s).
- Use the space provided for planning your composition and writing your rough draft.
- Remember that your planning notes and rough draft will not be scored.

Step 2: Revising

- Review your composition to make sure you have covered all the points on the Writer's Checklist.
- Reread your rough draft.
- Rearrange ideas or change words to make your meaning clear and improve your composition.
- Write your final draft neatly on the final draft page(s).
- Write your final draft in either print or cursive using a No. 2 pencil.

Step 3: Proofreading

- Read your final draft.
- Make any needed corrections.
- Erase or strike through words if necessary.



Points to Remember:

- Only the writing on the **Final Draft** pages will be scored.
- Your composition will be scored on (1) development and support of ideas including how you use the information in the passage(s), (2) expression of ideas, (3) correct sentence formation, (4) usage, (5) mechanics, and (6) spelling.

Use for notes, brainstorming, **and/or** an outline.

Research to Build Knowledge

Directions: In this session, carefully read the resources provided and then use them to answer questions 2 through 9.

Research Topic: Air Transportation

Suppose you want to find out more about different kinds of air transportation for a report you are writing. Four different sources of information about air transportation are included in this session. The titles of the resources and the page numbers where you can find them are listed below.

1. From the Magazine *Facts for Kids*
Average Travel Speeds for Passenger Transportation Chart (page 43)

2. From *The Encyclopedia of Transportation*
“Charles Lindbergh” (page 44)

3. From the Book *Around the World in Many Ways*
a. Famous Flights Timeline (page 45)
b. “How Might People Travel in the Future?” (page 46)

4. Brochure from Airplane Fans Organization
“Some Facts about Airplanes” (page 47)

1. From the Magazine *Facts for Kids*

Average Travel Speeds for Passenger Transportation Chart

Facts for Kids

Volume I: Issue 10, May 2004

AVERAGE TRAVEL SPEEDS FOR PASSENGER TRANSPORTATION

By Bob Willis

Walking: 3–4 miles per hour



Bicycle: 10 miles per hour



Ocean liner (Queen Elizabeth 2): 33 miles per hour



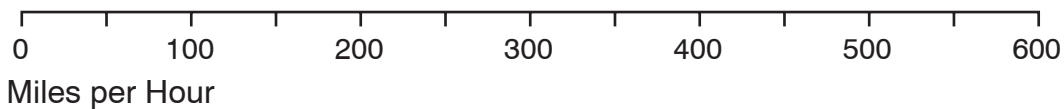
Intercity bus (Greyhound): 54 miles per hour



Electric train (Amtrak Metroliner): 69 miles per hour



Jet airplane (Boeing 737): 530 miles per hour



Charles Lindbergh

(Born: February 4, 1902. Died: August 26, 1974.)



Charles Lindbergh was a famous pilot. He was the first person to fly alone nonstop across the Atlantic Ocean. He made his flight in 1927.

Lindbergh was born in 1902. When he was eight, he saw his first plane. After that, all he dreamed of was flying. When he grew up, he bought an airplane. He had a job delivering airmail. It was a scary job; he had to fly in all kinds of weather. Twice he had to parachute to safety.

In 1919 a prize was offered for the first nonstop flight between New York and Paris. A group of men gave Lindbergh money to build a plane that could make such a flight. Lindbergh named his plane the *Spirit of St. Louis*.

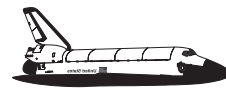
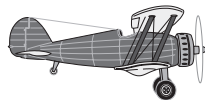
On May 20, 1927, Lindbergh set off on his journey. He took off from New York and headed toward Canada. His first problem came when ice began forming on the wings of the plane. This was dangerous. Too much ice could cause the plane to crash. Lindbergh was lucky. After the plane flew out of the clouds, the ice began falling off. His next problem was staying awake for almost a day and a half!

Finally, on May 21, after more than 33 hours of flying, the *Spirit of St. Louis* landed in Paris. Crowds of people were waiting for Lindbergh. They ran across the fields to cheer him. Charles Lindbergh became a hero to the world overnight.

3. From the Book *Around the World in Many Ways*
a. **Famous Flights Timeline**

Famous Flights

In 1901 there were no planes in the air. By 1969 men had landed a spacecraft on the moon. The timeline below shows some of the remarkable flights that took place between 1901 and 1969.

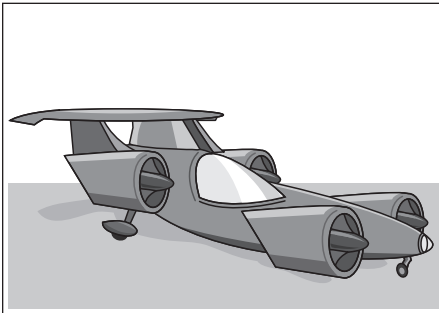


3. From the Book *Around the World in Many Ways*
b. “How Might People Travel in the Future?”

How Might People Travel in the Future?

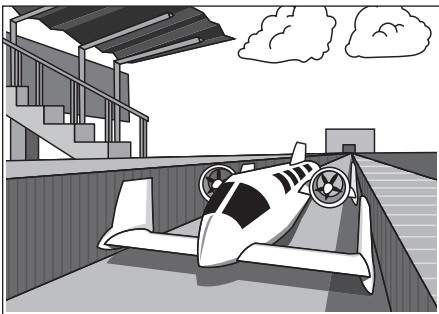
By Josh Haller

FLYING CARS



Have you ever been in a car that is stuck in traffic? In the future, you might be able to avoid traffic by traveling in a flying car. Here's what would happen. You'd take off from a special place near your house. Your flying car would take you wherever you wanted to go. Once you arrived, the wings would be taken off your car. Then the car could be driven down the road just as cars are driven today.

TRAINS WITH WINGS



Right now people in Japan are working on a high-speed train that has wings. This train has two wings in the front and two in the back. It rides along 2 to 4 inches off the ground. The wings cause the train to lift. As the wings move along close to the ground, air is pushed under them. The air under the wings lifts the train. This makes the train run faster and smoother.

JET PACK!










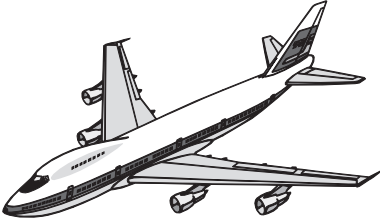
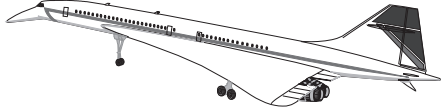
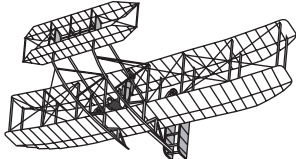
In the future, you might be able to strap a jet pack on your back and fly! This idea has been around for a long time. You may have even seen someone fly like this in the movies. Just think how much fun this would be. No longer would you have to wait for the school bus. You'd just strap on your jet pack and off to school you'd fly!

4. Brochure from Airplane Fans Organization
"Some Facts about Airplanes"



Some Facts about Airplanes

-  The first flight in an airplane took place on December 17, 1903, at Kitty Hawk, North Carolina.
-  The first flight lasted only 12 seconds!
-  The first modern airliner took flight in March 1933. It carried 10 passengers across the United States in fewer than 20 hours.
-  The Concorde airplane could cross the Atlantic in fewer than 4 hours.
-  A person can travel for 1.5 miles in an airplane for the same amount of fuel it takes to travel 1 mile in a car.
-  A Boeing 747-400 has 6 million parts.
-  An airplane currently being developed, the HyperSoar, will be able to travel almost 7,000 miles per hour. That's nearly 10 times the speed of sound!



2. What is the average speed of an ocean liner, such as the Queen Elizabeth 2?

- A. 10 miles per hour
- B. 33 miles per hour
- C. 54 miles per hour
- D. 69 miles per hour

This item measures aspects of RI.3.7.
Key: B

3. Read the sentences from the first paragraph of "Charles Lindbergh."

Charles Lindbergh was a famous pilot. He was the first person to fly alone nonstop across the Atlantic Ocean.

How are the ideas in the sentences connected?

- A. The second sentence provides support for the first sentence.
- B. The sentences describe important actions taken by the pilot.
- C. The sentences compare and contrast events in a famous pilot's life.
- D. The second sentence is the next detail in an order of events.

<p>This item measures aspects of RI.3.8. Key: A</p>

4. What caused Lindbergh's first problem on his journey across the Atlantic Ocean?

- A. Ice formed on the wings of the plane.
- B. Lindbergh was forced to fly in all kinds of weather.
- C. Lindbergh had to fly through thick clouds.
- D. The flight was 33 hours long.

This item measures aspects of RI.3.3.
Key: A

5. What do **most** of the events on the Famous Flights timeline have in common?

- A. They describe famous improvements in air travel technology.
- B. They show how slowly changes happened in air travel.
- C. They describe reasons why people choose a career in air travel.
- D. They show a series of firsts in the history of air travel.

This item measures aspects of RI.3.2.
Key: D

6. Look at the outline of “How Might People Travel in the Future?” from the book *Around the World in Many Ways*.

- | |
|----------------------------------|
| I. Flying Cars |
| A. Avoid traffic |
| B. Fly wherever you want |
| C. _____ |
| II. Trains with Wings |
| A. Invented by Japanese |
| B. _____ |
| C. Travels 2–4 inches off ground |
| III. Jet Pack |
| A. Worn on back |
| B. _____ |
| C. Fun way to travel |

This item measures aspects of W.3.8. Key: D
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Which information goes in the blank at I.C?

- A. Air pushed under wings
- B. Has been used in movies
- C. Two wings front and back
- D. Wings off for regular driving

7. What is different about the information in the Famous Flights timeline and “Some Facts about Airplanes”?
- A. The Famous Flights timeline explains the challenges of the pilots. “Some Facts about Airplanes” describes how fast airplanes can travel.
 - B. The Famous Flights timeline explains how pilots receive a license to fly. “Some Facts about Airplanes” explains how airplanes are built.
 - C. The Famous Flights timeline states what people accomplished in history. “Some Facts about Airplanes” tells about the history of different airplanes.
 - D. The Famous Flights timeline reveals the reasons why people traveled to the moon. “Some Facts about Airplanes” compares traveling by air to traveling by car.

This item measures aspects of RI.3.9.
Key: C

8. To find information about several airplane pilots, which resource would be **best** to use?
- A. the Average Travel Speeds for Passenger Transportation chart from the magazine *Facts for Kids*
 - B. the Famous Flights timeline from the book *Around the World in Many Ways*
 - C. "Charles Lindbergh" from *The Encyclopedia of Transportation*
 - D. "How Might People Travel in the Future?" from the book *Around the World in Many Ways*

This item measures aspects of W.3.8.
Key: B

9. Which resource tells how long it took the first modern airliner to cross the United States?
- A. "Some Facts about Airplanes" from Airplane Fans Organization
 - B. the Famous Flights timeline from the book *Around the World in Many Ways*
 - C. the Average Travel Speeds for Passenger Transportation chart from the magazine *Facts for Kids*
 - D. "How Might People Travel in the Future?" from the book *Around the World in Many Ways*

This item measures aspects of RI.3.5.
Key: A

Directions: In questions 17 through 20, choose the best answer based on the following story.

¹ Chester is a three-year-old greyhound. ² He is really big and very fast. ³ I have a book that says he can run 45 miles an hour. ⁴ We also have a pet bird named Skeeter. ⁵ Some persons think greyhounds are not friendly. ⁶ This is probably although greyhounds are so huge. ⁷ Really they are extremely gentle and kind.

⁸ One thing Chester loves to do is sleep. ⁹ Sometimes he sleeps more than 20 hours a day. ¹⁰ I want Chester to sleep with me in my bed at night. ¹¹ He keeps getting bigger and bigger, though, so he can't.

17. Which sentence should be left out of the story?

- A. sentence 3
- B. sentence 4
- C. sentence 7
- D. sentence 8

This item measures aspects of W.3.5.
Key: B

18. What word should replace **persons** in sentence 5?

- A. person
- B. people
- C. peoples
- D. *(No change)*

This item measures aspects of L.3.1b.
Key: B

19. Choose the **best** way to write the underlined part of sentence 6.

- A. because greyhounds are so huge
- B. until greyhounds are so huge
- C. if greyhounds are so huge
- D. *(No change)*

This item measures aspects of L.3.1h.
Key: A

20. Choose the **best** last sentence to finish the story.

- A. Chester is especially kind to little children.
- B. Chester almost escaped from our backyard last week.
- C. My book also says that a cheetah is the only faster land animal in the world.
- D. I really love Chester and hope that he will be part of our family for a long time.

This item measures aspects of W.3.5.

Key: D

Directions: In questions 21 through 23, choose the best answer based on the following story.

¹ We were going to the public library. ² We took a school bus and arrived there at 9:30 in the morning. ³ My best friend Sheila was absent from school that day. ⁴ The head librarian met us and gave us a tour of the library. ⁵ Next, we gathered in the groups that our teacher, Ms. Clarke, had set up earlier. ⁶ We had been given a small research project to do. ⁷ A library helper told us where to go to find information on our topic. ⁸ We had to research the llama, a South American animal. ⁹ The funnest thing I found out about llamas is that they spit on other llamas and sometimes even on people. ¹⁰ When we were through at the library, we got on the bus and went back to school.

21. Choose the **best** first sentence to add to the story.

- A. My older brother always helps as a volunteer on our field trips.
- B. I have always enjoyed going to the library.
- C. Llamas have been my favorite animal since I first saw one.
- D. I was so excited that my class was going on a field trip.

This item measures aspects of W.3.5.
Key: D

22. Which is the **best** way to rewrite the underlined part of sentence 9?

- A. The funniest thing I found out
- B. The most funnest thing I found out
- C. The most funniest thing I found out
- D. *(No change)*

This item measures aspects of L.3.1g. Key: A

23. Choose the **best** last sentence to add to the story.

- A. The field trip was the first one of the school year.
- B. We found plenty of material on llamas at the library.
- C. During the field trip, we learned a lot and had fun too.
- D. Ms. Clarke is the most wonderful teacher that I know.

This item measures aspects of W.3.5. Key: C
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A majority of the passages included in the spring 2014 assessments were permissioned passages. These passages will be added to this document as publishers and authors grant permission for their use.

Read the passage and then answer questions 24 through 30.

25. Read the sentences from paragraph 2.

Sentences will be added as publisher/author grants permission for use of the passage.

How are these two sentences related?

- A. They present a cause and effect.
- B. They are in order of importance.
- C. They show a comparison and contrast.
- D. They move from general to specific.

This item measures aspects of RI.3.8
Key: A

27. According to the passage, why did Henson want to put his Muppets on television?

- A. Television would allow special effects to be added to the Muppet shows.
- B. He believed that kids would like television more than live puppet shows.
- C. Television would give children all over the world an opportunity to see the Muppets.
- D. He thought television would help the audience see the faces of the Muppets more easily.

This item measures aspects of RI.3.3.
Key: D

29. Which key detail **best** supports the idea that the puppets created by Henson were popular?

- A. Jim Henson used strings to move Muppets.
- B. Jim Henson's Muppets were made using recycled clothing.
- C. Jim Henson created a Muppet named Miss Piggy.
- D. Jim Henson's Muppets are still on TV today.

This item measures aspects of RI.3.2. Key: D

30. Which detail from the passage **best** shows that Jim Henson was doing something in a new way?

- A.
- B.
- C.
- D.

Answer options will be provided as publisher/author grants permission for use of the passage.

This item measures aspects of RI.3.2.
Key: B

Read the story and then answer questions 36 through 40.

36. Why did the birds and animals decide to play ball?

- A. to have fun
- B. to get exercise
- C. to decide who is better
- D. to test a new playing field

This item measures aspects of RL.3.1. Key: C

37. Read the sentences from paragraph 4.

Sentences will be added as publisher/author grants permission for use of the passage.

What do the sentences tell about Bat?

- A. Bat is worried because he doubts that he can help the animals.
- B. Bat shows that he is proud by talking about his flying skills.
- C. Bat is afraid that he will trip when he has the ball.
- D. Bat shows courage by wanting to play with the others.

This item measures aspects of RL.3.3.
Key: D

38. Which statement **best** describes the birds in the passage and how their actions contributed to the sequence of events?
- A. The birds are curious about Bat, creating a contest to learn more about his flying skills.
 - B. The birds are rude, which encourages Bat to convince the animals that they need him.
 - C. The birds are friendly to Bat, telling him to let the birds on the team play first.
 - D. The birds are nervous, which leads Bat to make an important decision.

This item measures aspects of RL.3.3. Key: B

39. In paragraph 9, what does the word “swooped” mean?

- A. entered bravely
- B. ran very hard
- C. flew down quickly
- D. made a bumpy landing

This item measures aspects of L.3.4.
Key: C

40. Part 1

In this passage, which lesson do the animals learn?

- A. Differences can be good.
- B. Respect is rewarded.
- C. Speed is more important than size.
- D. Talents need to be used wisely.

This item measures aspects of RL.3.2 and RL.3.1.
Keys: A, B

Part 2

Which detail from the passage **best** supports the lesson?

- A.
 - B.
 - C.
 - D.
- Passage details will be added as publisher/author grants permission for use of the passage.

