



Louisiana Believes

LEAP Test Items

Grade English Language Arts

Spring 2014

Released June 2014

Read the passages about board games and video games. As you read the passages, think about whether you would choose to participate in board game activities or video game activities at your school. Then use the passages to help you write a well-organized composition of at least three paragraphs.

Board Games

Do you enjoy playing board games? Many people do. In fact, people have been playing board games for 4,500 years! Today millions of people, both children and adults, play board games. Some favorite games include checkers, Chutes and Ladders, Sorry, Uno, and Connect Four, which children play with their friends and families. Many schools even have board game clubs. Although some children think board games can be dull, many fans think the games are exciting and often choose them over electronic games.

Board games are good for your brain. Some people complain that board games are all the same, but they actually offer all kinds of challenges. Some games are won through luck, some through planning, and some through knowledge. Many games use a mixture of these. Other games allow a player to role-play. For instance, in Monopoly, players can be rich and own property. In a game like Clue, players become detectives. Some people can also use their imagination to create an original board game with its own rules.

Board games also offer players the chance to talk and build friendships while playing a game. Since players choose how quickly the game is played, they have time to talk about each move. That lets them enjoy a moment of victory or even learn from a mistake. Board games have changed over time, but they continue to entertain people all over the world.

Video Games

Action! That is what video games are all about. It is also why many children from ages eight to eighteen play them for more than an hour each day. Some adults say that video games keep children from getting exercise, but there are a few games that require players to dance and move around as they play. Other video games encourage players to exercise their imaginations.

Video games often include challenges not found in everyday life. Players are sent on quests where they face new adventures and sometimes danger. Players have to be quick with their eyes and hands in order to succeed, and they have to think quickly too. Problems must be solved in different ways. Some games call for several players who must learn to work together as a team while others ask a single player to complete a difficult journey. Many parents worry about the games that include conflict, especially those that contain fighting, but the ratings for the games explain which ones are more appropriate for children.

Many people say that playing a video game is like being in a movie. When they start the game, the movie begins, and they become a part of the action. For this reason and others, video games have become one of the most popular types of games today.

This item measures aspects of W.4.1, L.4.1, and L.4.2.

Your teacher has decided to offer board game activities or video game activities at your school. Think about which activity you would choose.

Write a composition to convince your teacher to offer board game activities or video game activities. Explain why you chose one activity over the other. Use details from both passages to help you convince your teacher to agree with your opinion.

As you write, follow the suggestions below.

- Your composition should have at least three 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.

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 as directed.
- Present a clear main idea.
- Give enough details to support and develop your main idea.
- Make sure to use well-chosen details from the passage(s) to support your ideas.
- Present your ideas in a logical order and include a clear beginning, middle, and ending.

Style:

- Use words that express your meaning well.
- Use a variety of sentence types and lengths to make your writing easy to follow.

Sentence Formation:

- Write in complete sentences and use a variety of sentence patterns.

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 a successful 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 well-chosen details from the passage(s) to support your ideas.
- 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.

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 passages and then answer questions 2 through 10.

2. The map of Ancient Mesoamerica shows
- A. where the Mayas and Aztecs lived.
 - B. how the Aztecs took land from the Mayas.
 - C. what the Mayas and Aztecs grew for food.
 - D. why the Mayas and Aztecs lived by the ocean.

This item measures aspects of RI.4.7.
Key: A

3. How is the timeline related to the information in “Ancient Mexico—Where and When”?

- A. It shows what year the Mayan language was invented.
- B. It shows when the Aztec Empire lost power.
- C. It shows how long the Aztec and Mayan empires lasted.
- D. It shows when the Aztec and Mayan empires were strongest.

<p>This item measures aspects of RI.4.7. Key: D</p>

4. "Ancient Mexico—Where and When" suggests that the Mayan people were

- A. wild.
- B. dangerous.
- C. strong.
- D. intelligent.

This item measures aspects of RI 4.1
and RI.4.2.

Key: D

5. According to “Ancient Mexico—Where and When,” ancient Aztec warriors

- A. gathered plants for food.
- B. invaded other cities.
- C. started a written language.
- D. built stone cities by the ocean.

This item measures aspects of RI.4.1.
Key: B

6. The **main** purpose of “School Days” is to show
- A. why the Aztec temple priests were teachers.
 - B. that school was interesting for Aztec children.
 - C. what school was like for Aztec children.
 - D. that only wealthy Aztec boys could go to school.

This item measures aspects of RI.4.2.
Key: C

7. How did the author structure "School Days"?
- A. by comparing the types of schools children attended
 - B. by explaining the effects of living at school
 - C. by describing the events of a school day in order
 - D. by answering questions about what children learned at school

This item measures aspects of RI.4.5.
Key: A

8. In paragraph 2 of "School Days," nobility means

- A. ancient Aztecs.
- B. wealthy people.
- C. young children.
- D. temple priests.

This item measures aspects of L.4.4.
Key: B

9. How does the author of "School Days" support the point that Aztec children attended two different kinds of schools?
- A. by telling the location of each school
 - B. by describing the types of lessons taught in each school
 - C. by identifying the teachers that taught at each school
 - D. by explaining how old the students were at each school

This item measures aspects of RI,4.8,
Key: B

On the lines below, write your answer to question 10 for the passage “School Days.”

10. Identify **two** ways that school for Aztec children of common people was different from school for Aztec children of wealthy people. Use information from the passage “School Days” to support your answer.

1. _____

2. _____

This item measures aspects of W,4.9 and RI,4.3,

Read the poem and then answer questions 11 through 16.

11. What does the title “Moon Dreams” refer to in this poem?
- A. The poet could only dream at night when the moon was out.
 - B. Reading at night gave the poet the dream of becoming a writer.
 - C. Sneaking under the blanket to read by flashlight was like a dream.
 - D. The stories the author read at night turned into dreams by moonlight.

This item measures aspects of RL.4.1 and RL.4.2. Key: B
--

12. Which of these lines from the poem relates something the poet actually did?

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

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

This item measures aspects of RL.4.1.
Key: D

13. Which sentence describes how the poem "Moon Dreams" is structured?
- A. The first and last line of each stanza are longer to create a steady rhythm.
 - B. The words at the end of the lines create a regular rhyming pattern.
 - C. Each stanza contains the same number of lines to create a dreamlike state.
 - D. An important line is repeated at the end of each stanza.

This item measures aspects of RL.4.5.
Key: B

14. What makes the poem similar to another form of writing?

- A. The description of the setting makes it seem like a story.
- B. The cast of characters and use of dialogue make it similar to a play.
- C. The point of view of the narrator and the details given are like storytelling.
- D. The use of exclamations and questions provide action like that found in plays.

This item measures aspects of RL.4.5.
Key: C

15. **Part 1**

Which sentence **best** states the theme of the poem?

- A. Traveling to new places is fun.
- B. Inspiration can come from unexpected places.
- C. The true meaning of books can never be found.
- D. Ideas are created when talking to others.

Part 2

Which lines from the poem **best** support the theme of the poem?

- A. lines 1–2
- B. lines 7–8
- C. lines 11–12
- D. lines 15–16

This item measures aspects of RL.4.2 and RL.4.1. Keys: B, D
--

On the lines below, write your answer to question 16 for the poem
“Moon Dreams.”

16. What does the poet discover by reading books? Explain your answer with at least one example from the poem.

This item measures aspects of W.4.9
and RL.4.2.

Read the passage and then answer questions 23 through 29.

23. Which words below **best** describe Little Liang?

- A. slow, unsure, loud
- B. shy, sad, thoughtless
- C. young, impatient, kind
- D. noisy, unhappy, friendly

This item measures aspects of RL.4.3. Key: C

24. Why did Little Liang leave home with his schoolbag when he was going fishing?

- A. He needed it to carry his lunch.
- B. He needed it to carry his fishing equipment.
- C. He wanted his father to think he was going to school.
- D. He wanted his school things to use when he helped Old Mr. Wan.

This item measures aspects of RL.4.3.
Key: C

25. Read these sentences from the passage.

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

What does the word characters mean in this sentence?

- A. people in stories
- B. a special kind of person
- C. a special brush used to make lines
- D. line drawings used to make words

This item measures aspects of L.4.4.
Key: D

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

26. Little Liang's face _____ because he was

- A. sad.
- B. embarrassed.
- C. out of breath.
- D. hot and tired.

This item measures aspects of L.4.5.
Key: B

27. What is the author's main reason for writing this passage?

- A. to tell a sad story
- B. to teach a lesson about education
- C. to give information about numbers
- D. to persuade young students to become teachers

This item measures aspects of RL.4.2.
Key: B

**On the lines below, write your answer to question 28 for the passage
“The Ten-Thousand-Stroke Chinese Character.”**

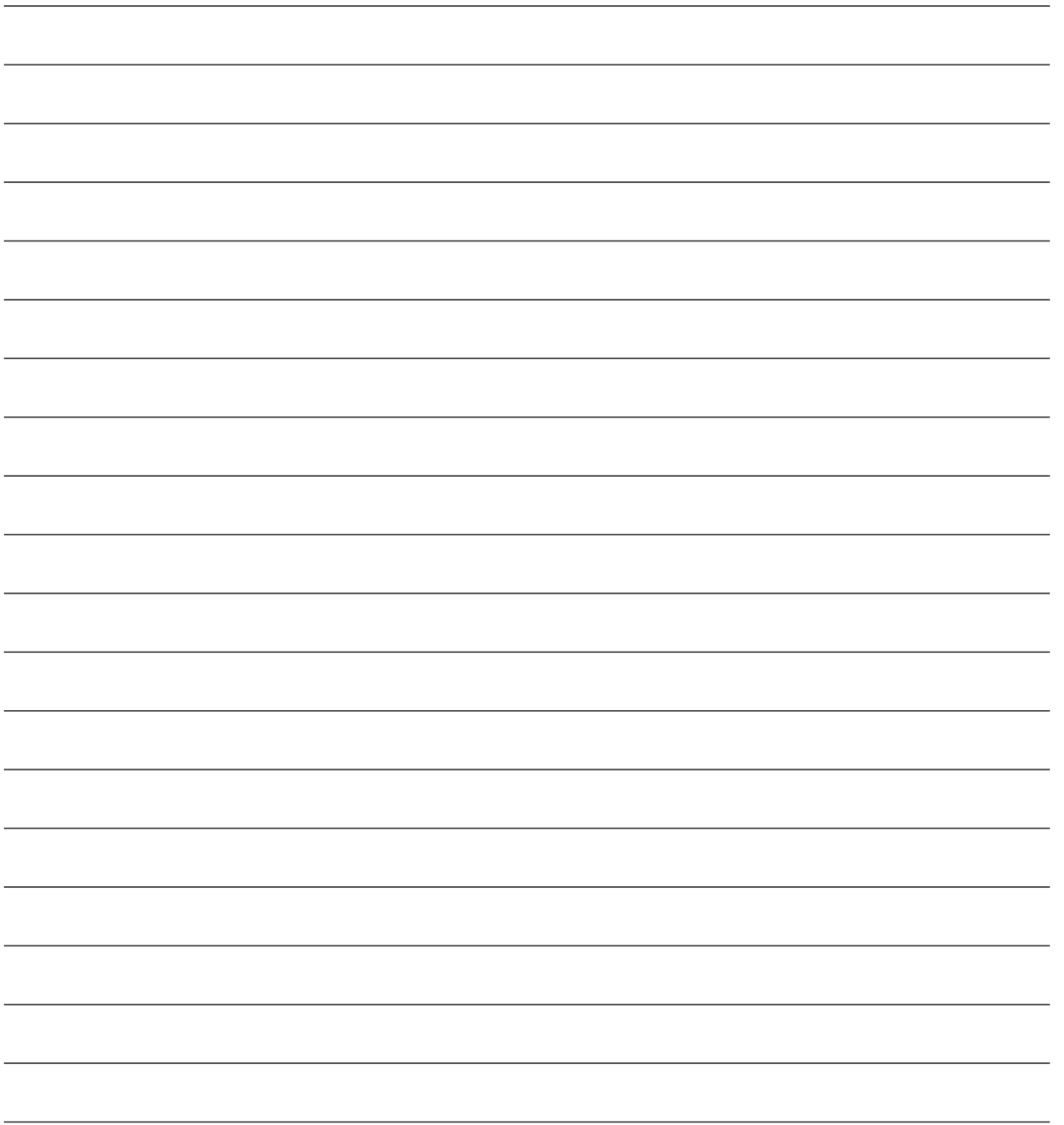
28. Write three reasons from the passage that tell why Little Liang did not want to go back to school.

1. _____

2. _____

3. _____

This item measures aspects of W.4.9 and RL.4.3.



All of the sources in this session were permissioned passages. The sources will be added to this document as publishers and authors grant permission for their use.

Directions: Carefully read the resources provided and then use them to answer questions 30 through 37.

30. Based on "How Do Clouds Form?" which type of air can hold the most water vapor?

- A. moist air
- B. cold air
- C. warm air
- D. condensed air

This item measures aspects of RI.4.1.
Key: C

31. In "How Do Clouds Form?" what does the diagram labeled "Stable cloud" help the reader understand?

- A. how a stable cloud changes over time
- B. how temperature affects a stable cloud
- C. how quickly a stable cloud can move
- D. how a stable cloud increases in size

This item measures aspects of RI.4.3.
Key: B

32. Using the source “How Do Clouds Form?,” choose the information that completes the outline.

I. How Clouds Form?

A. Clouds

1. Clouds are made of millions of droplets of water.
2. _____.
3. Cold air could not hold all the water vapor.

- A. Water exists on Earth in three forms—solid, liquid, and invisible gas.
- B. Water vapor is always present in the air around us.
- C. A small cloud will form in front of a person’s face on a cold day.
- D. Water vapor in air turns from invisible gas to droplets of liquid.

This item measures aspects of W.4.8.
Key: D

33. How are the ideas organized in "Thunder and Lightning"?
- A. The causes of lightning and its effects are explained.
 - B. Solutions to the problems lightning creates are given.
 - C. Different types of lightning are compared.
 - D. The dangers of lightning are described.

This item measures aspects of RI.4.5.
Key: A

34. According to "World Names," Earth's mightiest storms begin over

- A. the South Atlantic Ocean.
- B. tropical waters near the equator.
- C. the southeast Pacific Ocean.
- D. areas of land near the equator.

This item measures aspects of RI.4.1.
Key: B

35. The glossary page from the book *Weather* defines a meteorologist as a

- A. scientist who studies the weather.
- B. tool for measuring wind speed.
- C. violent whirlwind that occurs over land.
- D. way to measure atmospheric pressure.

This item measures aspects of L.4.4.
Key: A

36. Based on the 10-day AccuWeather.com forecast, the **sunniest** day in Baton Rouge is likely to be

- A. Friday, 5/14.
- B. Saturday, 5/15.
- C. Friday, 5/21.
- D. Saturday, 5/22.

This item measures aspects of RI.4.7.
Key: C

On the lines below, write your answer to question 37.

37. Use the resource "Thunder and Lightning" to fill in lines B and D in the outline below. Write your answers in complete sentences.

I. How Lightning Is Formed

A. _____

B. _____

C. _____

D. _____

E. _____

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

This item measures aspects of W.4.9 and W.4.8.

The following essay was written by a student and is in rough-draft form. Read “The Sunken Ship” and then answer questions 38 through 45.

The Sunken Ship

¹ It was a summer hot day. ² I thought it was a good day for a swim, so I asked my mom if I could go to the beach to swim and to look for shells. ³ Okay my mom said, “if you want, we’ll go right now.”

⁴ My mom parked the car by the beach, so I got out and ran from the shore. ⁵ As I looked at the sand, I saw there were not many seashells where I could look at. ⁶ I asked my mom if I could go for a swim. ⁷ They said I could go. ⁸ I put on my goggles and dived right into a wave.

⁹ Splash! ¹⁰ I did a belly flop, but I recovered and kept swimming. ¹¹ I didn’t know a thing about the advenchure that lay ahead of me. ¹² I looked down to see how deep the water was beneath me. ¹³ Wow! ¹⁴ I went deeper into the water, and you wouldn’t believe what I saw down there. ¹⁵ It was an ocean liner called the voyager. ¹⁶ Maybe I could get an air tank, study the boat, and become famous.

38. How should you correct the error in sentence 1?

- A. change a **summer hot day.** to a **hot summer day.**
- B. change **summer** to **summer's**
- C. change a **summer hot day.** to a **summer hotter day.**
- D. There is no error.

This item measures aspects of L.4.1d.
Key: A

39. How should you correct the error in sentence 2?

- A. change **if** to **because**
- B. change **could go** to **must go**
- C. change **could go** to **can go**
- D. There is no error.

This item measures aspects of L.4.1c.
Key: D

40. How should you correct the error in sentence 3?

- A. change **Okay my mom said**, to **Okay "my mom said"**,
- B. change **Okay my mom said**, to **"Okay," my mom said**,
- C. change **Okay my mom said**, to **Okay, my mom said**,
- D. There is no error.

This item measures aspects of L4.2b.
Key: B

41. How should you correct the error in sentence 4?

- A. change **from** to **to**
- B. change **ran** to **runned**
- C. change **the shore** to **a shore**
- D. There is no error.

This item measures aspects of L.4.3a.
Key: A

42. How should you correct the error in sentence 5?

- A. change **where I could look at** to **whom I could look at**
- B. change **where I could look at** to **that I could look at**
- C. change **where I could look at** to **whose I could look at**
- D. There is no error.

This item measures aspects of L.4.1a.
Key: B

43. How should you correct the error in sentence 7?

- A. change **They said I could go.** to **They said we could go.**
- B. change **They said I could go.** to **They said he could go.**
- C. change **They said I could go.** to **She said I could go.**
- D. There is no error.

This item measures aspects of L3.1f.
Key: C

44. How should you correct the error in sentence 11?

- A. change **the advenchure that lay ahead** to **the advenchure that lies ahead**
- B. change **the advenchure that lay ahead** to **the advenchure who lies ahead**
- C. change **the advenchure that lay ahead** to **the adventure that lay ahead**
- D. There is no error.

This item measures aspects of L.4.2d.
Key: C

45. How should you correct the error in sentence 15?

- A. change **ocean liner called the voyager** to **Ocean Liner called the voyager**
- B. change **ocean liner called the voyager** to **ocean liner called *The Voyager***
- C. change **ocean liner called the voyager** to **ocean liner called "the voyager"**
- D. There is no error.

This item measures aspects of L.4.2a.
Key: B