

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

Louisiana Believes

iLEAP Test Items
Grade 5 English Language Arts
Spring 2014

Released June 2014

Read the passages about two amazing young people. As you read the passages, think about what helped Enzo and Amiya become successful. Then use the passages to help you write a well-organized multiparagraph composition.

Enzo Monfre

Georgetown, Texas, August 2011—Enzo Monfre loves science so much that he created a show about it when he was just seven years old! Since the age of three, Enzo has loved science, especially animals and nature. He had an idea to start a science and nature show because he thought it would be interesting.

When Enzo told his dad that he wanted to create a show, his dad grabbed a video camera. Together, they went into their backyard where Enzo kept a praying mantis that he had caught. Enzo's dad filmed him talking about the eating, sleeping, and other habits of the insect. His dad put the video online for their friends and family to see, but plenty of other people viewed the show as well. Now Enzo is a successful host of an online show. "We just keep making videos and putting them on our website, and people just find them," Enzo says.

Enzo uses his show, called *Enzoology*, to inspire other young students to develop a love for science. Enzo, now age eleven, does a lot of research before each show. If the show is about an animal he already knows about, it is easy. If a show is about an unfamiliar animal, he has to do a lot of reading and memorize new information for the show. Enzo's shows have also been put together into a program of video lessons for elementary students called *Exploration Nation*. Students all over the country can now watch Enzo's show to learn about nature and science!

Amiya Alexander

Detroit, Michigan, July 2011—Amiya Alexander, age twelve, owns a one-of-a-kind business! When she was only nine years old, Amiya opened her own dance studio. Her business idea started from a dream she had in which she was teaching dance lessons in a pink bus. Amiya's mother helped her turn that dream into a reality. Amiya knew it would take a lot of hard work to start her own business, but she never gave up.

There were other reasons behind Amiya's desire to start a business. She knew the health benefits of dancing and wanted to help children stay healthy. As a dancer herself, she understood that dance is a great way to get exercise and stay fit. She also realized that dance lessons could be expensive, though. Amiya decided to make sure that anyone who wanted to take lessons could afford to do so. With these goals in mind, Amiya created Amiya's Mobile Dance Academy (AMDA).

Amiya's pink bus can be seen around the city of Detroit, Michigan, as Amiya teaches dance lessons at different locations. The bus, which is equipped with a dance floor and sound system, is also available for birthday parties and other events. Amiya teaches several types of dance for a low price; students can learn ballet, tap, jazz, hip-hop, and salsa. Amiya has plans to take her business even further in the future. Look for an AMDA pink bus coming to your town!

This item measures aspects of W.5.2, L.5.1, and L.5.2.

1. How did Enzo and Amiya turn an interest into a successful business?

Write a multiparagraph composition for your teacher describing what helped Enzo and Amiya become successful. Tell how someone you know became successful. Use details from both passages to help you describe your ideas.

As you write, follow the suggestions below.

- 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.

Research to Build Knowledge

Directions: In this session, carefully read the resources provided and then use them to answer questions 2 through 10.

Research Topic: American Indian Tribes of Louisiana

Suppose you are writing a report on some of the American Indian tribes that have lived in Louisiana. Four different sources of information about American Indian tribes are included in this session. The titles of the resources and the page numbers where you can find them are listed below.



1. Page from the Web Site LATribes.com
Tribes Unite (page 43)

2. Excerpt from *The People's Encyclopedia*
"Caddo" (page 44)

3. Excerpts from the Book *American Indian Tribes*
a. "The Chitimacha of Louisiana" (page 45)
b. "The Tunica of Louisiana" (page 46)

4. Article from the Newspaper *The Louisiana Press and Gazette*
"Keeping Native Languages Alive" (page 47)

1. Page from the Web Site LATribes.com
Tribes Unite

website <input type="text" value="http://www.LATribes.com"/> GO			
<h2>Some American Indian Tribes of Louisiana</h2> <p>The Caddo</p> <p>The Caddo tribe lived along the Red River, which flows through western Louisiana into the Gulf of Mexico. The name <i>Caddo</i> comes from a word that means “real chief” in the Caddo language. The Caddo are not really one tribe but an association of about twenty-five tribes.</p> <p><u>More . . .</u></p> <p> Print this article  Email this article</p>	<h2>Tribes Unite</h2> <p>In 1865 a Peace Council was called to unite all the tribes of the Indian Territory. It was held in the area of the city of Verden, Oklahoma. The leaders of the tribes understood that they would not survive unless they settled their differences. The agreement to form an Indian League was signed by representatives from the Caddo, Osage, Delaware, Kiowa, Comanche, Apache, Cheyenne, and Arapaho tribes.</p> <p><u>More . . .</u></p> <h3>Other Tribes</h3> <p><u>Choctaw</u></p> <p><u>Mohawk</u></p> <p><u>Tunica</u></p> <p><u>Others</u></p>		
<u>HISTORY</u>	<u>CUSTOMS</u>	<u>LANGUAGE</u>	<u>WHERE ARE THEY NOW</u>

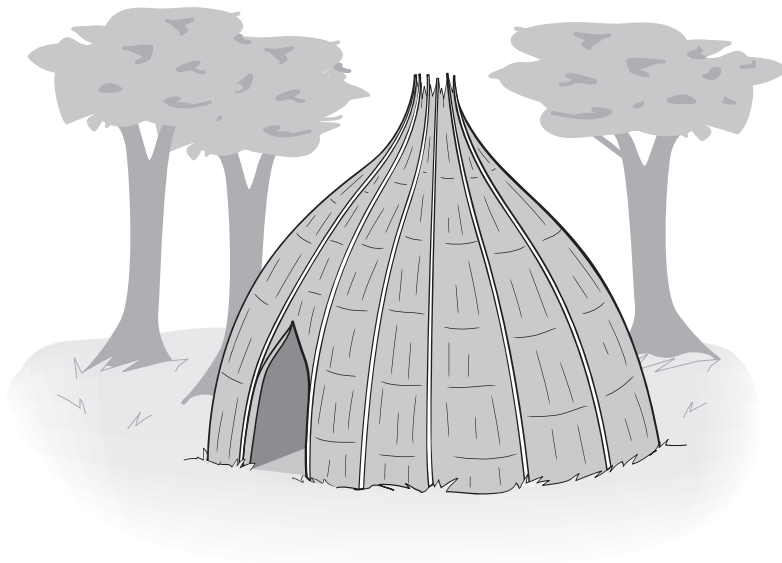
2. Excerpt from *The People's Encyclopedia*
"Caddo"

Caddo

The Caddo were a group of about twenty-five American Indian tribes that lived in the Red River Valley in western Louisiana and eastern Texas. The Caddo were farmers, so they built permanent homes. Some of these homes were made of poles and grasses; others were made of timbers and covered with mud and grasses.

The Caddo were traders and had trading networks that reached as far north as the Great Lakes. They are well known for their beautiful pottery.

The first Europeans to come in contact with the Caddo were the French and Spanish in the early 1700s. In a treaty signed in 1835, the Caddo of Louisiana gave up their land. They moved to Texas to join other members of their tribe. In 1859 they moved to Oklahoma.



3. Excerpt from the Book *American Indian Tribes*
a. **“The Chitimacha of Louisiana”**

The Chitimacha of Louisiana

Meaning of Tribal Name	Some sources say the name means “they who have cooking pots.” However, most tribes in the area also used cooking pots. The Chitimacha say it means “men altogether red.”
Historical Location	Mississippi Delta, Atchafalaya basin of south-central Louisiana
Current Location	Charenton Reservation, Charenton, Louisiana
Dwelling Type	Palmetto leaf-covered pole frames with small entrances and smoke holes in the tops
Food	Fish, roots, corn, potatoes, and small game
Transportation	Dugout canoes that could hold as many as forty people
History	The Chitimacha are considered to be perhaps the first people who lived in the Mississippi Delta. They have lived there for about 6,000 years.
Current Population	Approximately 900 enrolled tribe members

3. Excerpt from the Book *American Indian Tribes*
b. **“The Tunica of Louisiana”**

The Tunica of Louisiana

Meaning of Tribal Name	“The people” or “people of the rocks”
Historical Location	Northwestern Mississippi
Current Location	Reservation near Marksville, Louisiana
Dwelling Type	Circular homes made of poles, covered with clay and with thatched roofs. Walls of the houses were built around an open area that was used for games.
Food	Corn, squash, deer, wild plants, and buffalo
Transportation	Horses and canoes
History	The Tunica descended from the ancient Mound Builder people of the area. They came into contact with the French in the late 1600s. The English forced the French to leave the area in 1760. The Tunica lands later came under the control of Spain and then the United States.
Current Population	36 on the reservation; 141 living in Louisiana according to the 1990 census

4. Article from the Newspaper *The Louisiana Press and Gazette*
“Keeping Native Languages Alive”

Keeping Native Languages Alive
By Sharon Ankrum

New Orleans, May 5—Fewer Caddo are speaking their native language. Today tribal languages are spoken mainly by tribe elders. The children are speaking English. Some are unhappy with this trend. A few people in Louisiana are doing something about it.

The Caddo language was once spoken across several tribes. Today, only a small number of people can speak it. A small group of people are working to record the Caddo language on tape and film. They have learned much through Caddo songs but want to record more conversations among Caddo language speakers.

This trend is similar to the Choctaws. One of the remaining Choctaw tribes in Louisiana is the Jena Band. Members of this tribe live in three parishes: LaSalle, Rapides, and Grant. According to some, fewer than twenty of these Choctaws still speak their native language. Older members of the tribe are attempting to teach the language to younger members. The tribe has purchased computers to help with this project.

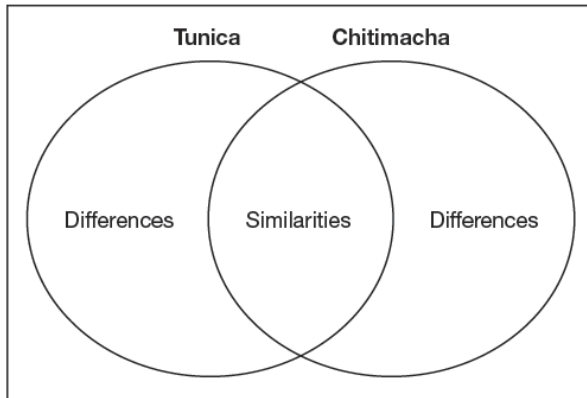
One of the oldest members of the tribe is Mary Jackson Jones. She teaches both language and history classes to Choctaw children. She says she wants to keep the language of their ancestors alive for them.

Ms. Jones feels these children no longer consider learning their native language a priority. This, she says, is because they have become so involved in their lives outside of the tribe. Most Choctaw children today do not speak the language, she says, and she doesn't want to see that trend continue.

2. How does the information from the Web site LATribes.com support the information in the excerpt from *The People's Encyclopedia*?
- A. The Web site describes the pottery mentioned in the excerpt.
 - B. The Web site explains why the Caddo moved to Oklahoma.
 - C. The Web site provides information about where the Caddo lived.
 - D. The Web site lists several tribes that make up the Caddo.

This item measures aspects of RI.5.6.
Key: C

3. Look at the diagram of information based on the excerpts from the book *American Indian Tribes*.



This item measures aspects of W.5.8.
Key:C

Which information goes in the space marked "Similarities"?

- A. No longer in existence
- B. Were originally from Louisiana
- C. Used canoes for transportation
- D. Made homes of palmetto leaves

4. Based on the article from *The Louisiana Press and Gazette*, which sentence **best** describes the interaction between younger and older members of the Choctaw tribe?
- A. Tribal elders are trying to share their knowledge with tribal youth.
 - B. Youth are teaching computer skills to the older tribal members.
 - C. Youth are eager to record conversations with tribal elders.
 - D. Older tribal members are encouraged by the curiosity of their tribal youth.

This item measures aspects of RI.5.3.
Key: A

5. How are the excerpts from the book *American Indian Tribes* organized differently than the article from *The Louisiana Press and Gazette*?
- A. The excerpts are organized to contrast information, and the events in the newspaper article are told in the order they occurred.
 - B. The excerpts list details by key dates in history, and the newspaper article is organized using a comparison.
 - C. The excerpts are organized by topics and supporting details, and the newspaper article identifies a problem and solution.
 - D. The ideas in the excerpts are organized in order of importance, and the ideas in the newspaper article show cause and effect.

This item measures aspects of RI.5.5.
Key: C

6. Based on the resources, which tribe disagrees with the translation of its name?

- A. Apache
- B. Chitimacha
- C. Tunica
- D. Choctaw

This item measures aspects of RI.5.7.
Key: B

8. To compare the dwelling types of the Chitimacha and Tunica tribes, which resource would be **most** useful?

- A. "Caddo" from *The People's Encyclopedia*
- B. the article from the newspaper *The Louisiana Press and Gazette*
- C. the excerpts from the book *American Indian Tribes*
- D. the page from the Web site LATribes.com

This item measures aspects of W.5.8.
Key: C

9. Look at the sample outline for a report about American Indian tribes of Louisiana.

- | | |
|------|------------|
| I. | Caddo |
| A. | History |
| B. | Homes |
| C. | Language |
| II. | Tunica |
| A. | History |
| B. | Homes |
| C. | Language |
| III. | Chitimacha |
| A. | History |
| B. | Homes |
| C. | Language |

This item measures aspects of RI.5.1. Key: B

Which information could be organized under section II.A?

- A. Live in LaSalle, Rapides, and Grant Parishes
- B. Descended from the ancient Mound Builder people
- C. Lived in the Red River Valley in western Louisiana
- D. Have lived in the Mississippi Delta for about 6,000 years

10. According to the resources, what do the Caddo and the Choctaws have in common?
- A. Both tribes have only a small number of members who speak the tribal language.
 - B. Both tribes make it a priority for their families to know the native language.
 - C. Both tribes trade to get the items they need for daily life.
 - D. Both tribes are well known for their creative artwork.

This item measures aspects of RI.5.7.
Key: A

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Directions: Look for mistakes in spelling, punctuation, grammar and usage. Choose the answer with the same letter as the line containing the mistake. When there is no mistake, choose the last answer.

16. A. Yes I realize that collecting baseball
B. cards must seem like a crazy hobby to
C. you, but I enjoy it immensely.
D. *(No mistakes)*

This item measures aspects of L.5.2c.
Key: A

Directions: In questions 20 through 22, choose the best answer based on the following story.

¹ Tryouts for my school's variety show will be next Friday after school. ² I can either sing or play the flute for my audition. ³ I have played the flute for less than two years, but I have been singing my whole life. ⁴ Therefore, I have decided to sing for the tryouts. ⁵ I think the song will be "Bring Him Home" from the musical *Les Misérables*. ⁶ I am going to ask my friend Stella to play the piano for me. ⁷ She had been taking piano lessons for more than three years. ⁸ She also plays the flute. ⁹ I have already bought six front-row tickets for my family and friends. ¹⁰ I hope I get chosen for the show.

20. Which sentence should be left out of the report?

- A. sentence 3
- B. sentence 5
- C. sentence 6
- D. sentence 8

This item measures aspects of W.5.5.
Key: D

21. What is the **best** way to write the underlined part of sentence 7?

- A. She was taking piano lessons
- B. She will be taking piano lessons
- C. She has been taking piano lessons
- D. *(No change)*

This item measures aspects of L.5.1b.
Key: C

22. Which is the **best** concluding sentence to add to the report?

- A. My older sister is away at college, so I did not buy her a ticket.
- B. However, no matter what happens, I am sure I will enjoy the show.
- C. At least I could decide almost right away whether I wanted to sing or play my flute.
- D. I usually have softball practice on Friday afternoons, so I will have to tell my coach about the show.

This item measures aspects of W.5.5.
Key: B

Directions: In questions 23 through 26, choose the best answer based on the following passage.

¹ That was when the game Pong was released to the public. ² Although other arcade video games came before it, Pong was the first to achieve huge public popularity. ³ The game's purpose was to defeat one's opponent in an electronic Ping-Pong match, the player earning the highest score was the winner. ⁴ Each player controlled a paddle, which was really just a small line on the screen. ⁵ One player moved the paddle up and down the left side of a video screen with a control stick. ⁶ The paddle blocked a moving ball and sent it to the right side of the screen, which the opponent guarded with an identical paddle. ⁷ A player earned points when the opponent failed to return the ball. ⁸ Spectators ate popcorn and enjoyed beverages as they watched.

⁹ If that sounds pretty simple, it was. ¹⁰ Remember, though, that the video game craze had to get its start somewhere. ¹¹ Pong was where it all began. ¹² There are still thousands of people who fondly remember the game Pong in its original form.

23. Choose the **best** introductory sentence to add to the report.

- A. It was the simplicity of the game that gave the game its charm.
- B. The history of video games goes back to the time of bell-bottoms and disco.
- C. My grandfather remembers the game and says he was very good at it.
- D. Two good players might cause a point to take several minutes to complete.

This item measures aspects of W.5.5. Key: B
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24. Which sentence should be left out of the report?

- A. sentence 2
- B. sentence 5
- C. sentence 7
- D. sentence 8

This item measures aspects of W.5.5.
Key: D

25. What is the **best** way to write the underlined part of sentence 3?

- A. an electronic Ping-Pong match. The player earning the highest score was
- B. an electronic Ping-Pong match, with, the player earning the highest score was
- C. an electronic Ping-Pong match, but the player who earned the highest score was
- D. *(No change)*

This item measures aspects of L.4.1f.

Key: A

26. What is the **best** way to combine sentences 10 and 11?

- A. Remember, though, that the video game craze had to get its start somewhere, and Pong was where it all began.
- B. Remember, though, that the video game craze had to get its start somewhere since Pong was where it all began.
- C. Remember, though, that the video game craze had to get its start somewhere until Pong was where it all began.
- D. Remember, though, that the video game craze had to get its start somewhere, or Pong was where it all began.

This item measures aspects of L.5.3a. Key: A

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Read the passage and then answer questions 41 through 48.

43. Which word is a synonym for “site” as it is used in paragraph 4?

- A. route
- B. frame
- C. location
- D. scenery

This item measures aspects of L.5.5.
Key: C

44. How did Omaha Indians and English settlers influence the pioneers of Nebraska?

- A. by explaining how to choose the best land for settling
- B. by providing a solution to their problem
- C. by teaching the pioneers skills needed for farming
- D. by giving directions for preserving food

This item measures aspects of RI.5.3.
Key: B

45. Which excerpt from the passage is **not** related to the word “sod”?

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

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

This item measures aspects of RI.5.4.
Key: D

46. Which sentence accurately explains the pioneers' experience with sod houses?

- A. The homes were cramped and did not provide comfort in the climate.
- B. The homes were practical but did not protect against all weather conditions.
- C. The homes were large and could be trimmed to become elegant.
- D. The homes were solid but lacked enjoyment of an outside view.

This item measures aspects of RI.5.3 and RI.5.1.

Key: B

48. Which is the **best** summary of the passage?

- A. Farmers built sod houses that had roofs that leaked, so they got creative and covered containers to prevent the mud from getting into the food.
- B. The roofs of sod houses were made from poles that were covered with hay and sod, which allowed flowers to grow on top of these roofs.
- C. By plowing strips of the Nebraska prairie into shapes like bricks, farmers created a new kind of home that was rectangular in shape with just one room for living in.
- D. Farmers faced a problem when they came to Nebraska, but they learned how to use available materials to build sod houses that provided them with several benefits.

This item measures aspects of RI.5.2. Key: D

Read the passage and then answer questions 49 through 56.

51. Which sentence from the passage **best** shows how Miata eventually feels about hitting the basket

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

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

This item measures aspects of RL.5.2.
Key: D

52. Read the sentence from paragraph 10.

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

What does the phrase _____ suggest?

- A. The ball leaves the bat rapidly.
- B. The bat hitting the ball makes a loud noise.
- C. The ball flies straight up into the air and drops.
- D. The bat produces smoke as the ball soars.

This item measures aspects of L.5.5.
Key: A

54. Read the sentence from paragraph 11 of the passage.

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

Which word is a synonym for “spectators” as it is used in the passage?

- A. participants
- B. passersby
- C. observers
- D. sightseers

This item measures aspects of L.5.5.
Key: C

55. Which theme is **best** represented by this passage?

- A. Keep trying until you succeed.
- B. Hard work leads to happiness.
- C. It is important to share our talents with others.
- D. Teamwork accomplishes more than working alone.

This item measures aspects of RL.5.2.
Key: A

