

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

# Louisiana Believes

## **iLEAP Test Items**

**Grade English Language Arts**

**Spring 2014**

Released June 2014

**Read the passages about technology. As you read the passages, think about how certain technology has changed over time. Then use the passages to help you write a well-organized multiparagraph composition.**

## **Newspaper Articles from the 1970s**

### **Portable Telephone Breakthrough**

New York, 1973—A portable telephone that you can hold in your hand has been invented. The device weighs less than three pounds and is about the size of an adult's shoe. It fits in your hand and operates as simply as a regular telephone. It features a touch-tone keypad similar to the ones found on regular telephones, and it has one hour of battery life. This device runs on radio waves and allows users to make or receive calls almost anywhere. In fact, it allows users to make calls to just about any other telephone in the world. People will be able to make telephone calls while riding in a city bus, walking down the street, or eating lunch in a restaurant. This device will change the way people communicate. It is the device of the future!

### **Video Game You Can Now Play at Home**

U.S.A., 1975—A new home gaming system has been created by Atari. Children can now enjoy a video game in the comfort of their own home. This video game system comes with the game Pong, which features two-dimensional graphics and a scorekeeping system. The goal of the game is to earn a high score. If you like table tennis, you will love this new game. Keeping the ball in play by hitting it from one side of the screen to the other will provide your children with hours of fun. Using the knobs will help improve your child's fine motor skills. Unlike at the neighborhood arcade, quarters are not needed to play this video game. Your children will finally want to stay home!

## **Newspaper Articles from the 2000s**

### **Cellular Phones Have Reached a New Level**

San Francisco, 2007—A groundbreaking new cellular phone is being introduced today. This new phone combines four devices: a top-of-the-line cellular phone, a media/imaging device, a texting device, and a home computer. This phone has a desktop that enables users to check e-mail and browse the Web. This small cellular phone allows users to control all of this power with just a touch of a finger. For example, users can make a call simply by pointing to a name or number on the screen. The phone weighs only one-third of a pound and is a little bigger than a deck of cards.

Owners can also send and receive text messages through the phone. People can have whole conversations through typed messages. Owners of this cellular phone will have a digital camera and video camera at their fingertips. The phone allows its users to enjoy music, movies, and even television shows. Searching the Web has never been easier because owners of this cellular phone will have access to the Internet everywhere they go. A fully charged battery lasts up to seven hours. This technology has never been used before in a cellular phone.

### **Is It Magic or Technology?**

U.S.A., 2010—Video games have risen to a new level. You are now the controller. This new, easy-to-use system allows you to get your whole body into the game. You can control what is happening with your voice or movements. Not only can you enjoy hundreds of high-definition graphic games, but you can also experience movies and television with a simple voice command or wave of your hand. You will never have to search for the remote or a controller again!

This new system features a motion sensor that detects the movements of your entire body. Playing video games is no longer just about your hands or your wrists. Even the movements you make from left to right or up and down will be sensed and put into the game. This amazing system remembers who you are based on your physical data. It is able to recognize and separate your voice from other background noises. Children will no longer be sitting on the couch playing video games; they will be part of the game.

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This item measures aspects of W.7.1, L.7.1, and L.7.2.

1. Think about how technology has changed over the past fifty years. How has it changed in your lifetime?

**Write a multiparagraph composition for your teacher that explains how the technology described in the passage from the 1970s is similar to and different from the technology described in the passage from the 2000s. Then describe how technology has changed during your lifetime. Use details from both passages to help you explain 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 and to check your composition 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 11.

**Research Topic:** Insects

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

1. Excerpts from the Book *Creepy Crawlers*  
Glossary (page 45)

2. Excerpts from the Book *Flies and Other Insects*  
a. "Flies" (page 46)  
b. Types of Flies Chart (page 47)

3. Article from the Magazine *Science for Today*  
"Amazing Insects" (page 48)

4. Page from the Web Site Bugbiz.com  
Identifying Bugs in Your Backyard (page 49)

1. Excerpt from the Book *Creepy Crawlers*  
**Glossary**

## Glossary



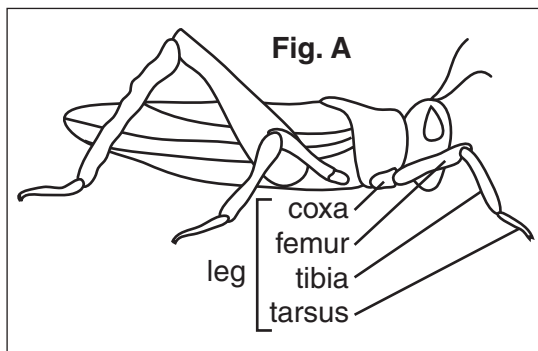
**abdomen** the section of an insect's body that contains the digestive and reproductive systems

**antenna (antennae, plural)** feeler on the top of an insect's head that allows it to sense and touch

**cell** a section of a bee's or wasp's nest that is six-sided and used for storing food and eggs

**colony** a large group of insects, such as ants, bees, or termites, living together in a hive or nest

**coxa** the section of an insect's or arachnid's leg that attaches to the body (*see fig. A*)



**entomology** the study of insects

**exoskeleton** the outer structure of an insect to which muscles are attached

**femur** the top section (usually the largest) of an insect's or arachnid's leg (*see fig. A*)

**gland** a part of an insect's body that produces substances such as poisons or enzymes

**larva (larvae, plural)** a young form of an insect after it emerges from an egg

**mandibles** an insect's sharp jaws that are used for chewing

**nymph** the young stage of a group of winged insects

**ovipositor** the egg-laying part on the abdomen of an adult female insect

**pupa** the stage of an insect's growth when the body is formed out of the larva

**tarsus** the bottom section of an insect's or arachnid's leg (*see fig. A*)

**thorax** the middle part of an insect's body

**tibia** the middle section of an insect's or arachnid's leg (*see fig. A*)

2. Excerpt from the Book *Flies and Other Insects*  
a. “Flies”

✦ *Chapter One* ✦  
**Flies**

✦ **About Flies**

Flies are one of the most common types of insects, and scientists have identified about 90,000 kinds. Although we think of any insect that has “fly” in its name as being part of the fly family, insects such as mosquitoes are actually long-legged flies, and fireflies are not flies at all but instead a kind of beetle.

✦ **Traits**

Flies have only one pair of wings or sometimes none at all. Flies that have wings can beat their wings so quickly that they hover in the air. Some can even fly backward.

Among the amazing traits of flies is how adaptable they are. For instance, a type of fly called a *midge* is able to survive in the harshly cold conditions of Antarctica.

✦ **Food**

Flies usually eat a liquid form of food such as flower nectar and plant sap. Even juices from rotting plants or dead animals become food for a fly. Some flies even eat blood (as mosquitoes do from humans), while other flies, such as robber flies, prey on other (usually smaller) insects.

✦ **Purpose**

We often think of flies as pests and disease carriers, but they have a purpose in helping out nature. Flies spend a lot of time pollinating plants and are second only to bees and wasps at this task. Besides being pollinators, flies are a source of food for many creatures, especially birds, and they help get rid of waste from decaying matter that is found throughout nature.

2. Excerpt from the Book *Flies and Other Insects*  
**b. Types of Flies Chart**

⇌ **Types of Flies** ⇌

Name	Length	Role in Nature	Food Source	Estimated Number of Species
Black Fly	Up to $\frac{1}{4}$ " long	Pollinator, somewhat; predator	Nectar, blood from birds and mammals	1,500
Blow Fly	$\frac{1}{4}$ " – $\frac{5}{8}$ " long	Pollinator; decomposer	Pollen, nectar, fluids from rotting matter	1,500
Dance Fly	Up to $\frac{3}{8}$ " long	Predator	Smaller insects	3,500
Horse Fly	$\frac{1}{4}$ " – 1" long	Pollinator, somewhat; predator	Pollen, nectar, blood from mammals	4,100
Hover Fly	$\frac{1}{4}$ " – $1\frac{1}{4}$ " long	Pollinator	Pollen, nectar	6,000
Mosquito	$\frac{1}{8}$ " – $\frac{1}{3}$ " long	Predator	Blood from birds and mammals	3,100
Robber Fly	$\frac{1}{4}$ " – $1\frac{3}{4}$ " long	Predator	Other insects	5,000

3. Article from the Magazine *Science for Today*  
“Amazing Insects”

*Science for Today*

*Volume IX, February 1999*



# AMAZING INSECTS

By Robyn Blakely



## **DRAGONFLIES**

You'll often see long-bodied, brilliantly colored dragonflies buzzing over ponds or creeks, but you may not realize how amazing they are.

First of all, dragonflies are not flies because they have two pairs of wings. Scientists have found evidence of dragonflies in fossils (often from coal beds that were formed from ancient forests where dragonflies once lived) that date back at least 110 million years ago. At that time, dragonflies often had much larger wingspans—up to 29 inches!

Dragonflies are smaller today, but the rest of their body structure is the same as it was centuries ago. Today there are at least 5,000 known types of dragonflies, most of them living in warm climates.

Dragonflies are hunters that feed on other kinds of insects, such as moths. They use their huge eyes to detect movement and their flexible heads to turn and look in any direction. They are able to catch their prey while in midair. Perhaps the most incredible thing about dragonflies is the tremendous flying skill they display. Dragonflies can swoop, sharply turn, and even fly backward. Larger dragonflies have been known to fly 19 miles per hour.

So the next time you see a dragonfly, watch it dart and dive and hover. What acrobats they are!

## **FIREFLIES**

Have you ever seen a little soft fluorescent green light pulsing on and off in the early summer evening air? If so, you've seen fireflies. A firefly is a kind of beetle with two pairs of wings and six legs. There are about 2,000 identified kinds of fireflies, and they have been found all over the world, except in very cold or very dry regions.

The most amazing thing about fireflies is their ability to make light. Fireflies usually use that light to signal other fireflies, especially to signal between males and females.

Most fireflies are nocturnal, which means that they prefer to be active at night. During the day, they usually stay in the grass or under leaves or rocks. Although fireflies use their light after sunset, they don't blink all night. They usually make light for about 20 minutes or longer, up to a few hours.

So how do they do it? Well, fireflies' light is called *bioluminescence*. That means it is a type of light that is made from natural living things. Bioluminescence is cold light that produces almost no heat, unlike, say, the light from electric light bulbs. Fireflies produce this light by mixing four important chemicals (including oxygen) inside their bodies. When the chemicals blend, they create a glowing light.

Now you know how it happens and why fireflies truly are amazing insects.



4. Page from the Web Site Bugbiz.com  
**Identifying Bugs in Your Backyard**

ADDRESS@

<http://www.Bugbiz.com/identify.htm>

>>GO

Click on a [link](#)  
to get more  
information  
about many  
subjects

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Collection](#)

[Identifying  
Bugs in Your  
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# Bugbiz.com



## Identifying Bugs in Your Backyard

Do you know what one of the most abundant animal groups on Earth is? The answer is insects. There are more than one million known species of insects in the world, and that is out of one and a half million known animal species. Now you may think that sounds like a lot, but scientists think as many as thirty times this number have not yet been identified.



## What Are They?

You might wonder what an insect is. An insect is an air-breathing animal with some features that are consistent among all insects and set them apart from other animals. Those features are:

- Three-part body divided into head, thorax, and abdomen
  - Head: holds eyes, mouth parts, antennae
  - Thorax: holds three pairs of legs and often two pairs of wings
  - Abdomen: holds reproductive organs and most of digestive system
- Exoskeleton: an exterior structure on the insect's body that supports the muscles



## Why So Many?

Insects are incredibly adaptable creatures. This is a main reason they have become so abundant in the world. Although all insects have the same body structure, different types of insects have adapted certain parts of their bodies for different purposes. Various insects have adapted their mouths for chewing or biting or sucking up liquid. Insects use their legs for different purposes, such as jumping or swimming or digging.



## Arachnids

In case you didn't know, a spider is not actually an insect. Spiders belong to another animal group called *arachnids*. This group includes scorpions, ticks, and mites. There are about 75,000 known species of arachnids. Within that number, spiders make up the largest amount.



[More >>>](#)

2. Which part of an insect's leg attaches directly to the body?

- A. coxa
- B. femur
- C. tarsus
- D. tibia

This item measures aspects of RI.7.1.  
Key: A

3. How does the author of "Flies" support the claim that flies are very adaptable?

- A. by describing the movements of the flies in flight
- B. by identifying the different types of food flies eat
- C. by explaining how other insects become food for flies
- D. by providing an example of flies that survive in cold habitats

This item measures aspects of RI.7.8.  
Key: D

4. In “Flies,” how does the section “Purpose” add to the overall development of ideas in the passage?

- A. It reinforces the idea that flies are more helpful than other insects.
- B. It emphasizes the importance of flies to nature.
- C. It provides a concluding argument by detailing fly behavior.
- D. It describes the role of flies in breaking down matter.

This item measures aspects of RI.7.5.  
Key: B

5. According to "Flies" from the book *Flies and Other Insects*, what do flies and bees have in common?
- A. They may eat blood.
  - B. They are very adaptable.
  - C. They prey on other insects.
  - D. They pollinate many plants.

This item measures aspects of RI.7.1.  
Key: D

6. Which statement is an accurate conclusion based on the information in the Types of Flies chart from the book *Flies and Other Insects*?
- A. Some flies are useful because they serve as pollinators; others are useful because they eat other insects.
  - B. Black flies and blow flies are more useful than other types of flies because they are pollinators.
  - C. There are around 5,000 different species of flies.
  - D. Most types of flies eat other insects.

This item measures aspects of W.7.8.  
Key: A

7. The word “bioluminescence” in “Amazing Insects” is defined as “a type of light that is made from natural living things.” Which word from this definition is **most** related to the meaning of the Greek root word “bio”?

- A. type
- B. light
- C. living
- D. things

This item measures aspects of L.7.4.  
Key: C

8. In "Amazing Insects," how are the main ideas developed over the course of the text?

- A. by explaining how two different insects overcome problems
- B. by comparing and contrasting two types of insects
- C. by giving examples of the various abilities of two insects
- D. by using sequential order to show the behavior of two different insects

This item measures aspects of RI.7.2.  
Key: C



9. In Identifying Bugs in Your Backyard, the meaning of the prefix “exo-” helps the reader understand that an “exoskeleton”

- A. is outside the body.
- B. goes across the body.
- C. is underneath the skin.
- D. has many different parts.

This item measures aspects of L.7.4.  
Key: A

10. Which resource would you use to find the group to which the mite belongs?
- A. the glossary from the book *Creepy Crawlers*
  - B. "Amazing Insects" from the magazine *Science for Today*
  - C. "Flies" from the book *Flies and Other Insects*
  - D. the Identifying Bugs in Your Backyard page from the Web site Bugbiz.com

This item measures aspects of W.7.7.  
Key: D

11. Which research question would **best** be answered by this set of resources?

- A. What are the differences between insects and other animal groups?
- B. What do all insects have in common?
- C. What are some of the more interesting abilities of certain insects?
- D. Why are insects considered pests?

This item measures aspects of W.7.7.  
Key: C

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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.

15. A. It looked to me as if Ted had won the  
B. race, it was too close for me to judge  
C. because I was viewing the finish from an angle.  
D. *(No mistakes)*

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

Directions: In questions 19 through 22, choose the best answer based on the following story.

<sup>1</sup> A man who has both of these qualities is Mr. Schumacher. <sup>2</sup> He is my math teacher. <sup>3</sup> Besides being a great instructor, he must be the funniest man alive. <sup>4</sup> He is a master of the pun, the “play on words.” <sup>5</sup> I think he is so hilarious because he tells puns. <sup>6</sup> You see, I enjoy absurd jokes, and that’s exactly what puns are. <sup>7</sup> Mr. Schumacher’s puns, accept for a few, are so far-fetched that they make the entire class groan. <sup>8</sup> But Mr. Schumacher is so much more than a joke-teller. <sup>9</sup> He explains his math lessons thoroughly, and he won’t move on to a new topic unless everyone in the class understands the current concept. <sup>10</sup> He has four beautiful daughters, two of whom are identical twins. <sup>11</sup> He works us hard, but his tests and grading policies are very fair.

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

- A. Junior high students have a lot of other things to think about besides academics.
- B. A teacher who occasionally mixes in some humor is bound to be pretty popular.
- C. I think a teacher's toughest task is to not have favorite students in his or her classroom.
- D. A top-notch junior high teacher has to be as much an entertainer as an effective educator.

This item measures aspects of W.7.5. Key: D
------------------------------------------------

20. Which is the **best** way to combine sentences 1 and 2?

- A. A man who has both of these qualities is Mr. Schumacher who is my math teacher.
- B. A man who has both of these qualities is Mr. Schumacher, my math teacher.
- C. A man, who is my math teacher and has both of these qualities, is Mr. Schumacher.
- D. A man who is Mr. Schumacher and has both of these qualities is my math teacher.

This item measures aspects of L.7.3a.  
Key: B



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

- A. sentence 3
- B. sentence 6
- C. sentence 10
- D. sentence 11

This item measures aspects of W.7.5.  
Key: C

22. Which is the **best** way to write the underlined part of sentence 7?

- A. accept for a few, are so far-fetched that they make the entire class grown
- B. accept for a few are so far-fetched that they make the entire class groan
- C. except for a few, are so far-fetched that they make the entire class groan
- D. *(No change)*

This item measures aspects of L.4.1g.  
Key: C

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

<sup>1</sup> That is when we go to visit Uncle Seth and Aunt Barbara. <sup>2</sup> Our family loads up the car, and we drive for most of the day to get to Shreveport, which is where they live. <sup>3</sup> Aunt Barbara, Uncle Seth's wife of 22 years, and is so much fun. <sup>4</sup> She is willing to at least try everything that we say we enjoy doing. <sup>5</sup> She had never bowled a game before in her life, but she went bowling with us. <sup>6</sup> Uncle Seth is fun, too, even though he is a little bit more reserved. <sup>7</sup> He sure can tell a story, but he tends to exaggerate the details in order to make the truth seem more exciting. <sup>8</sup> Before we even realize it, our two-week stay with Uncle Seth and Aunt Barbara is over.

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

- A. I get to go to Shreveport once each year.
- B. I always look forward to the last two weeks of July.
- C. Uncle Seth and Aunt Barbara are my favorite people to visit.
- D. Some people might not enjoy visiting their relatives, but I sure do.

This item measures aspects of W.7.5.  
Key: B

24. Which is the **best** way to write the underlined part of sentence 2?

- A. Shreveport, so that is where they live.
- B. Shreveport, they are currently living there.
- C. Shreveport, that is where they live.
- D. *(No change)*

This item measures aspects of L.7.1b.  
Key: D

25. Which is the **best** way to write sentence 3?

- A. Aunt Barbara is Uncle Seth's wife of 22 years, and is so much fun.
- B. Aunt Barbara is Uncle Seth's wife of 22 years, being so much fun.
- C. Aunt Barbara, Uncle Seth's wife of 22 years, is so much fun.
- D. *(No change)*

This item measures aspects of L.6.2a.  
Key: C

26. Choose the **best** concluding sentence to finish the story.

- A. Uncle Seth's stories kept us on our toes for the entire two weeks.
- B. I feel as if I am related to Aunt Barbara, even though, technically, she is not my aunt.
- C. My bowling score didn't improve, but I certainly had fun the day we all went bowling.
- D. On our way home, we found we were already planning what we would do on next year's vacation.

This item measures aspects of W.7.5. Key: D
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Read the poem and answer questions 32 through 38.

32. Read the line from the poem.

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

What does this line suggest about the planet?

- A. The planet is healthy.
- B. The planet is young.
- C. The planet reflects the sun.
- D. The planet changes in the sun.

This item measures aspects of RL.7.4.  
Key: A

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

33. What is the impact of the repetition of \_\_\_\_\_ in stanzas two and three?

- A. It emphasizes the location of the water.
- B. It describes the demand for water.
- C. It emphasizes how precious water is.
- D. It describes how pleasant water tastes.

This item measures aspects of RL.7.4.  
Key: C

34. Read the lines from the poem.

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

What inference about the water traders can be made from these lines?

- A. They desire to travel and trade silver for water.
- B. They regret that they must cross space to get water.
- C. They know the importance of water and want to share it.
- D. They worry that people who have water will use it up.

This item measures aspects of RL.7.1.  
Key: C

35. What does the reference to Sinbad in line 28 suggest?

- A. a longing to return home
- B. a sense of adventure
- C. a feeling of mystery
- D. a fear of water

This item measures aspects of L.7.5.  
Key: B

36. What is a theme of the poem?

- A. People should always be open to new ways of doing things.
- B. People should be persistent in pursuing their dreams.
- C. People often take for granted what they have in abundance.
- D. People often find new opportunities in unusual places.

This item measures aspects of RL.7.2.  
Key: C

37. Which lines from the poem **best** reflect the theme?

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

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

This item measures aspects of RL.7.2.  
Key: D

38. How does the poem's structure contribute to its meaning?
- A. The repetition of key phrases allows the poet to emphasize the water traders' fascination with Earth.
  - B. The poet organizes the stanzas into the stages of a dream to show that Earth is not real.
  - C. Each stanza presents a part of the story, starting with the setting and finishing with a happy ending.
  - D. The use of end rhyme gives the poem a song-like quality to show the traders' love of water.

This item measures aspects of RL.7.5. Key: A
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Read the passage and answer questions 39 through 47.

39. What is the author's point of view, and how is it presented throughout the passage?
- A. The author is entertained by wolves, and he conveys this by focusing on various types of humor.
  - B. The author is knowledgeable about wolves, and he conveys this by providing many facts.
  - C. The author is fascinated by wolves, and he conveys this by describing a special moment he witnessed.
  - D. The author is worried about the safety of wolves, and he conveys this by explaining the threats they face.

This item measures aspects of RI.7.6. Key: C
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40. How does Angeline communicate her feelings about the pups?

- A. She lets out a peculiar cry.
- B. She runs up the slope in a hurry.
- C. She lays down on the sand ridge.
- D. She starts playing a game of tag.

This item measures aspects of RI.7.3.  
Key: A

41. Which of the following provides the **best** evidence to support the idea that adult wolves work together to raise pups?

A.

B.

C.

D.

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

This item measures aspects of RI.7.1.

Key: A

42. The author's purpose in paragraphs 5 and 6 is to show
- A. how important rest is for wolves and humans.
  - B. that wolves and humans interact in similar ways.
  - C. the effects wolves and humans have on one another.
  - D. the challenges wolves face when sharing their habitat with humans.

This item measures aspects of RI.7.5.  
Key: B

46. Which word **best** captures the tone of the passage?

- A. peaceful
- B. annoyed
- C. confused
- D. playful

This item measures aspects of RI.7.4.  
Key: D

This item measures aspects of RI.7.8 and RI.7.1.  
Keys: D, C

47. **Part 1**

Which claim is supported by the passage?

- A. Wolves prefer to be alone.
- B. Wolves are difficult to trust.
- C. Wolves are easily frustrated.
- D. Wolves are protective animals.

**Part 2**

Which excerpt from the passage **best** supports the claim in the passage?

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

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

Read the passage and answer questions 48 through 55.

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

49. Why does the author use "\_\_\_\_\_": at the beginning of the passage but later uses \_\_\_\_\_ ?
- A. to reveal John's feelings about the race
  - B. to emphasize John's progression of speed
  - C. to emphasize John's reaction to being passed
  - D. to reveal John's nervousness about the competition

This item measures aspects of L.7.5.  
Key: B

51. How does the author help the reader gain a better understanding of John's character?

- A. through the family's description of how John prepares for races
- B. through the narrator's comparison of John to the other runners
- C. through the coach's comparison of John to the state champion
- D. through John's description of his thoughts during his first victorious race

This item measures aspects of RL.7.3.  
Key: D

52. What is the effect of the repetition of sounds in paragraph 8?

- A. It emphasizes the nervousness of the characters.
- B. It reinforces the confusion of the race.
- C. It reflects the persistence of the main character.
- D. It signals the turning point of the passage.

This item measures aspects of RL.7.4.  
Key: C



53. How does the author develop the points of view of the two coaches?
- A. by focusing on each coach's part in John's success
  - B. by describing the difference in the way John's coaches treat him
  - C. by explaining how each coach feels about John's running style
  - D. by providing specific examples of how each coach influences John's training

This item measures aspects of RL.7.6.  
Key: C

54. Which detail from the passage **best** supports the statement that Baker's victory was \_\_\_\_\_ ?

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

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This item measures aspects of RL.7.1  
and RL.7.2.  
Key: D



