



Louisiana Believes

LEAP Test Items

Grade English Language Arts

Spring 2014

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Read the passages about space and undersea exploration. As you read the passages, think about which program should be further developed. Then use the passages to help you write a well-organized multiparagraph composition.

Hubble Space Telescope

October 2011 — Since it began its orbit in 1990, the Hubble Space Telescope has provided us with some of the most spectacular pictures of outer space and has deepened our understanding of the universe. The Hubble Telescope, one of the National Aeronautics and Space Administration's (NASA) most successful long-term projects, orbits Earth and will continue to do so until at least 2014. It has allowed us to observe the universe like never before.

The Hubble Telescope is a complex satellite equipped with advanced instruments. Hubble uses mirrors to reflect and focus light toward the telescope's scientific instruments and camera to collect observations and data. Once information is recorded, Hubble's computers collect the data and send it to satellites that transmit it to the ground to be made into actual images. These images are available to the public through NASA websites that allow people to view, study, and comment on the images.

Earth's atmosphere, with its moisture, currents, and dust particles, distorts and hides space objects viewed from the ground. Because Hubble orbits above Earth's atmosphere, it has a better view of the universe than any ground-based telescope and can capture images of the universe more clearly. Therefore, Hubble gives us crystal-clear pictures that would otherwise be impossible. Pictures from Hubble have provided astronomers with information about our universe and helped them make exciting discoveries.

Hubble has also confirmed many scientific theories. By using the brightness of certain stars, it helped scientists determine the age of the universe to be almost 14 billion years old. Based on the data gathered from Hubble, scientists have learned about quasars. These rich sources of energy are among the most powerful objects in the universe. They are now believed to be powered by massive black holes. Hubble has also helped identify moons revolving around planets.

Hubble has given us so much significant information that NASA is planning an extension of this project that will include another telescope. The James Webb Space Telescope will be put into orbit near the end of this decade.

Project Neptune Canada

December 2011 — An astonishing 95% of Earth's surface has not been studied by scientists. That is because over 70% of Earth's surface is under water, and up until now, undersea exploration has been very limited. Exploring Earth's oceans and seas is challenging not only because of the massive amount of water but also because of the extreme depths. Humans have landed on the Moon and walked on its surface six times, but only once have we visited the deepest part of the ocean. Scientists in Canada are now focusing on studying the oceans to gain a better understanding of our planet.

An undersea exploration project called Project Neptune Canada is underway in the Pacific Ocean off the western coast of Canada. Scientists are trying to learn what is happening 2.6 kilometers below the ocean's surface. They are using numerous sensors linked together by cable on the ocean floor.

The project's instruments provide important information about Earth and ocean activity. In February 2010, a large earthquake occurred along the coast of Chile which shifted a massive amount of water against the ocean floor. This water formed a large series of waves called a tsunami. Remarkably, Project Neptune Canada's sensors detected this tsunami from nearly 11,000 kilometers away! These sensors could become a very important part of an early warning system that could monitor potentially destructive activity twenty-four hours a day, allowing scientists to send out warnings.

A major objective for the Project Neptune Canada crew is to use what they learn from the ocean to improve life on land. By studying climate change and providing warning systems, the project is working to educate and protect people. The project also encourages more interest in science. The project's cameras and equipment connect directly to the Internet so people all over the world can see what the cameras see! Because there is so much footage being recorded, scientists and researchers need help from the public more than ever. Scientists are developing games where "citizen scientists" can watch the camera footage and help identify, locate, and record various ocean species. The project's scientists hope to continue this exciting project for 25 years, enough time for thousands more unique and amazing discoveries to occur.

This item measures aspects of W.8.2, L8.1, and L8.2.

Write a multiparagraph composition for your teacher that states your opinion about whether the space telescope project or the undersea exploration project should be further developed and why. Clearly present your position and use details from both passages to help you support your opinion.

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.

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 poem and then answer questions 19 through 24.

19. The metaphor in this poem compares racing to

- A. life.
- B. power.
- C. memories.
- D. learning.

This item measures aspects of RL.8.4.
Key: A

20. In line 9, what image does the poet create by using the word catapulted to describe the end of the race?

- A. James launching himself across the finish line
- B. James crossing the finish line with easy strides
- C. James hesitating before crossing the finish line
- D. James falling just before the finish line

This item measures aspects of RL.8.4. Key: A

21. What is the difference between James' experience and the speaker's experience?
- A. James cheers as an observer, while the speaker judges a race.
 - B. James struggles to win a competition, while the speaker watches with disappointment.
 - C. James feels concerned about an upcoming race, while the speaker wins a race.
 - D. James runs a race, while the speaker imagines being with James as he runs.

This item measures aspects of RL.8.1. Key: D

22. What tone is created by the language of the poem?

- A. critical
- B. mysterious
- C. humorous
- D. inspirational

This item measures aspects of RL.8.4.
Key: D

23. Which conclusion becomes evident as the poet develops the central idea of the poem?

- A. Winning is the most important thing to the speaker.
- B. Winning is the most important thing to James.
- C. The speaker would prefer to be running the race.
- D. The speaker cares deeply about James.

This item measures aspects of RL.8.2. Key: D

24. Identify **two** examples of vivid language or imagery in the poem and explain how each example relates to the theme of the poem. An example has been done for you.

Vivid Language or Imagery	Relationship to Main Idea
_____	The speaker reminds James of his all-out effort in a former race.

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

This item measures aspects of W.8.9 and RL.8.3.

Read the passage and then answer questions 25 through 32.

25. The author begins the passage by
- A. comparing Coleman to the Wright brothers.
 - B. describing the prejudice Coleman faced.
 - C. providing an interesting quote.
 - D. setting a dramatic scene.

This item measures aspects of RI.8.5.
Key: D

26. According to the passage, why did Coleman go to France to learn how to fly?

- A. The aviators in France were more skilled.
- B. She faced discrimination in America.
- C. She knew other African American pilots in France.
- D. The planes in France were more advanced.

This item measures aspects of RI.8.1.
Key: B

27. How did Coleman's plane get the nickname "Jenny"?

- A. from Coleman's mother
- B. from Coleman's mechanic
- C. from the town where it was made
- D. from the model number of the plane

This item measures aspects of RI.8.1.
Key: D

28. What does the word destiny mean as used in paragraph 6 of the passage?

- A. unwritten history
- B. legal request
- C. probable fate
- D. oral agreement

This item measures aspects of RI.8.4 and L8.4.
Key: C

29. Read the sentence from paragraph 8.

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

What does the phrase _____ mean in this sentence?

- A. make possible
- B. offer support
- C. provide escape
- D. encourage creativity

This item measures aspects of RI.8.4 and L8.5.

Key: A

30. What is **most likely** the author's opinion of Bessie Coleman?

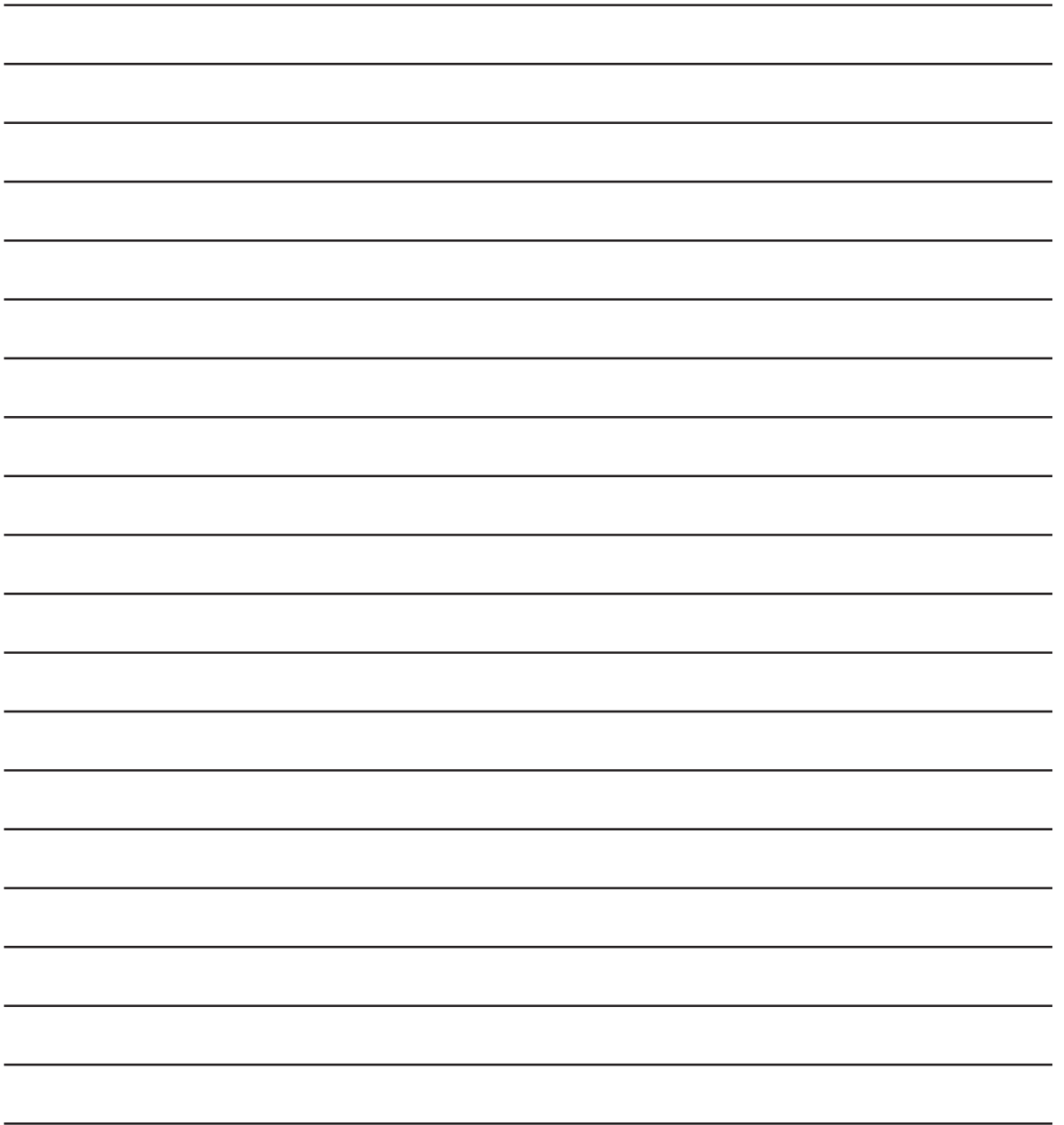
- A. Coleman was reckless and sought out danger.
- B. Coleman changed the course of aviation history.
- C. Coleman lived a respectable but unfulfilling life.
- D. Coleman showed wisdom in seeking out educational opportunities.

This item measures aspects of RI.8.6.
Key: B

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31. Based on the passage, why is it **most likely** that no one _____
_____? Use specific information from the passage
to support your answer.

This item measures aspects of W.8.9
and RI.8.3.



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 use them to answer questions 33 through 43.

33. Why would the Web site “Lacassine National Wildlife Refuge” be a good source to use for research on egrets?

- A. It provides contact information for someone who can observe egrets in the environment.
- B. It provides access to a book with color photos that is out of print.
- C. It gives comparisons to help distinguish between types of herons.
- D. It details the behaviors of egrets in their natural habitat.

This item measures aspects of RI.8.7 and W.8.8. Key: A

34. The Internet Web site information on the book *White Egret* provides a book review by Book News, Inc. Based on this review, the book *White Egret* would be most useful as a source of
- A. scientific research findings on egrets.
 - B. descriptive or explanatory information about egrets.
 - C. photographs of egrets in their natural environment.
 - D. related references for additional information on egrets.

This item measures aspects of RI.8.2 and RI.8.7.
Key: C

35. Read the sentence from paragraph 1 of "American Egret."

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

Which example shows the most accurate paraphrase of the information in the sentence?

- A. The protection given to these lovely birds in the last 25 years has saved so many of them that they now have been spotted in Canada.
- B. Egrets can now be found wandering throughout Canada because of the protection afforded to these creatures.
- C. Increasing numbers of egrets can now be spotted in northern areas of Canada because of the efforts to protect the birds over the last 25 years.
- D. After the breeding season, more and more egrets have migrated to Canada, which has offered protection to the birds for over 25 years.

This item measures aspects of W.8.8.
Key: A

36. Which sentence provides the **best** objective summary of the article in *Smithsonian* magazine?
- A. Snowy egrets are shy birds that fall prey to hunters who want to collect their eggs.
 - B. Wardens monitor snowy egrets to keep them from outnumbering other local birds.
 - C. Snowy egrets are social birds that almost disappeared when their feathers became popular to wear.
 - D. Fashion designers used snowy egret feathers and fur until the public demanded they stop.

This item measures aspects of RI.8.2.
Key: C

37. What impact does the language used in the quotation from the *Bucks County Intelligencer* have on the *Smithsonian* magazine article?

- A. It emphasizes the importance of egrets to the fashion industry.
- B. It captures the skillfulness of those who hunted egrets.
- C. It exaggerates the effect hunting had on the egrets.
- D. It creates a picture of the shocking treatment of egrets.

This item measures aspects of RI.8.4.
Key: D

39. Read the sentence from "Snowy Egret."

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

How does this sentence support the central idea of the passage?

- A. It shows how the snowy egret uses its bill to catch fish in a pond.
- B. It describes the snowy egret's actions when it communicates with other birds.
- C. It shows how the snowy egret uses a variety of methods to find food.
- D. It describes the snowy egret's movement as it hides from predators.

This item measures aspects of RI.8.2.
Key: C

40. How is paragraph 2 of “Snowy Egret” related to the other paragraphs in the book excerpt?
- A. It introduces the idea of an egret having a bag of hunting tricks that is then explained in the third paragraph.
 - B. It details the different hunting tricks of the egret that were introduced in the first paragraph.
 - C. It continues the explanation of how to survive in the pond presented in the first paragraph.
 - D. It identifies researchers whose observations are then presented in the final paragraph.

This item measures aspects of RI.8.5.
Key: B

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42. Which article or book section about egrets gives the **most** information for your report about the survival problems of egrets?

- A. "American Egret" from _____
- B. "Snowy Egrets" in the _____
- C. "Hat Birds" in the _____
- D. "Snowy Egret" from _____

This item measures aspects of W.8.7.
Key: C

43. According to the Internet Web site information, why might you **not** be able to use the book *White Egret* in your report?

This item measures aspects of W.8.9 and RI.8.1.

Below is a rough draft of an informational passage. Read "Crawfish" and then answer questions 44 through 51.

Crawfish

¹ Various regions are known for in the United States certain kinds of foods. ² Idaho is known for its potatoes, Florida is known for its oranges, and Louisiana is known for its crawfish. ³ In fact, the crawfish is such an important part of Louisiana's culture that they were adopted as the state crustacean on July 14, 1983.

⁴ Crawfish are known by several names. ⁵ In Louisiana, they are often referred to as "crawdads"; outside the state, people usually call them "crayfish." ⁶ Crawfish they look like tiny lobsters. ⁷ Both lobsters and crawfish have claws on each side of their bodies, hard shells, tails, and multiple sets of legs. ⁸ Besides their size, the main difference between crawfish and lobsters is where they live. ⁹ Lobsters live in salt water, but most crawfish live in freshwater.

¹⁰ There are over 500 species of crawfish. ¹¹ More than half of them live in North America. ¹² Wild crawfish are plentiful in the Atchafalaya Basin, which is the largest river hardwood swamp in the country. ¹³ People in Louisiana have harvested and ate Atchafalaya crawfish for many years.

¹⁴ The crawfish was adopted as the state crustacean because of its significant commercial importance. ¹⁵ Crawfish are a large business source for the people who raise, harvest, buy, and sell them. ¹⁶ Louisiana is the nation's leading producer of crawfish, with approximately 100 million pounds produced each year. ¹⁷ About half of the production comes from the Atchafalaya Basin, and the other half comes from a carefully controlled aquatic system that involves about 135,000 acres of ponds throughout the state.

¹⁸ When you eat a crawfish, you'll notice just how tasty they are. ¹⁹ The next thing you'll notice is just how many crawfish have to be eaten before you become full. ²⁰ It's well worth the effort. ²¹ People boil them and eat them plain. ²² They also use crawfish in such dishes as etouffee a stew of crawfish, onions, celery, flour, and spices. ²³ No matter how you eat them, crawfish are a huge part of the diet and culture of Louisiana.

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

- A. change **regions are known for in the United States** to **in the United States regions are known for**
- B. change **regions are known for in the United States** to **regions known for in the United States**
- C. change **regions are known for in the United States** to **regions in the United States are known for**
- D. There is no error.

This item measures aspects of L.7.1c.

Key: C

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

- A. change **they were** to **it was**
- B. change **they were** to **it were**
- C. change **they were** to **they was**
- D. There is no error.

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

46. How should you correct the error in sentence 6?

- A. change **Crawfish they look like** to **Crawfish looks like**
- B. change **Crawfish they look like** to **Crawfish they might look like**
- C. change **Crawfish they look like** to **Crawfish look like**
- D. There is no error.

This item measures aspects of L.6.1e.
Key: C

47. How should you correct the error in sentence 8?

- A. change **their** to **there**
- B. change **their** to **they're**
- C. change **their** to **theirs**
- D. There is no error.

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

48. How should you correct the error in sentence 12?

- A. change **plentifull** to **plentyfull**
- B. change **plentifull** to **plentyful**
- C. change **plentifull** to **plentiful**
- D. There is no error.

This item measures aspects of L.8.2c.
Key: C

49. How should you correct the error in sentence 13?

- A. change **have harvested and ate** to **has harvested and ate**
- B. change **have harvested and ate** to **have harvested and eaten**
- C. change **have harvested and ate** to **has harvested and eaten**
- D. There is no error.

This item measures aspects of L.5.1d.
Key: B

50. How should sentence 19 be written so that all verbs are in the active voice?
- A. The next thing that will be noticed is just how many crawfish have to be eaten before you become full.
 - B. The next thing you'll notice is just how many crawfish have to be eaten before becoming full.
 - C. The next thing that will be noticed is just how many crawfish have to be eaten before you are full.
 - D. The next thing you'll notice is just how many crawfish you have to eat before you become full.

This item measures aspects of L.8.1b.
Key: D

51. How should you correct sentence 22?

- A. change **etouffee a stew of crawfish** to **etouffee—a stew of crawfish**
- B. change **etouffee a stew of crawfish** to **etouffee. A stew of crawfish**
- C. change **etouffee a stew of crawfish** to **etouffee, being a stew of crawfish**
- D. There is no error.

This item measures aspects of L.8.2a.
Key: A