

**iLEAP TEST
PREPARATION AND PRACTICE WORKBOOK**



Aligned with the Louisiana
Grade Level Expectations

**GLENCOE LANGUAGE ARTS
GRADE 7**

This helpful workbook provides

- Test-taking strategies for the iLEAP English Language Arts Test
- A full-length practice English Language Arts test

TEACHER ANNOTATED EDITION

iLEAP TEST
PREPARATION AND PRACTICE WORKBOOK



GLENCOE LANGUAGE ARTS
GRADE 7



Glencoe

New York, New York Columbus, Ohio Chicago, Illinois Woodland Hills, California

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Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240-4027

ISBN: 978-0-07-879157-4
MHID: 0-07-879157-X

Printed in the United States of America

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Teacher Introduction

The **Teacher’s Annotated Edition** and the **Student Edition** of the *iLEAP Preparation and Practice Workbook* were developed to help students prepare for the *integrated Louisiana Educational Assessment Program (iLEAP) Grade 7 English Language Arts Test*. These workbooks offer test-taking strategies and a Practice Test that simulates the test-taking experience. The Practice Test items have been correlated to the Louisiana Standards, Benchmarks, and Grade-Level Expectations (GLEs).

In addition, the Teacher’s Annotated Edition provides diagnostic charts to help you identify your students’ strengths and weaknesses in language arts skills. By helping students become familiar with the *iLEAP Test*, The Student Edition can boost students’ confidence, put them at ease on testing days, and—ultimately—enhance their performance on the *iLEAP* and other standardized tests.

About the Student Edition

The **Student Edition** of this workbook reviews the skills students will need to successfully complete the *iLEAP English Language Arts Test*.

The Student Edition contains the following three sections:

- The **Introduction** familiarizes students with the structure and purpose of the *iLEAP* test.
- The **Test-Taking Tips and Techniques** section gives advice on how to prepare for standardized tests and outlines general test-taking strategies.
- The ***iLEAP* Grade 7 English Language Arts Practice Test** provides a low-risk test-taking experience so that students can apply what they have learned.

About the Teacher’s Annotated Edition

The **Teacher’s Annotated Edition** of this workbook includes the **Student Edition** and the following features:

- A **Teacher Introduction** that provides information on the Louisiana Standards, Benchmarks, and GLEs tested on the *iLEAP*, and guidance on how to administer the Practice Test and analyze the test results.
- **Scoring Rubrics** that show how the composition question is evaluated. The rubrics do not appear in the Student Edition, so you may want to review the guidelines with students before administering the test.
- An **Answer Key** that presents correct answers to the multiple-choice questions.

About the *i*LEAP Tests

The *i*LEAP tests measure, in the spring of the year, how well students have met the Louisiana Standards, Benchmarks, and GLEs in four content areas: English Language Arts, Mathematics, Science, and Social Studies.

The tests serve two purposes: (1) to diagnose students' strengths and weaknesses in relation to the Louisiana Standards, Benchmarks, and GLEs, and (2) to measure the quality of education at the class, school system, and state levels.

This workbook will help students prepare for the *i*LEAP English Language Arts Test.

The *i*LEAP English Language Arts Test

Part 1 Writing

This section consists of one narrative or expository writing prompt that students answer in a written composition. The response is scored with an 8-point rubric that covers the dimensions of composing and style/audience awareness.

Part 2 Using Information Resources

In this section, students are provided with four to six reference sources related to a single topic. These sources may include articles, parts of books, visual aids, other types of text, and electronic resources. Students use the resources to answer several multiple-choice questions that assess students' understanding of, and ability to use, the resources.

Part 3 Reading

This section contains 30 to 35 multiple-choice questions that assess vocabulary and reading comprehension. The vocabulary segment requires students to recognize the meanings of words presented in the context of short phrases or sentences. The reading comprehension segment contains four passages (fiction, nonfiction, and poetry) for students to understand and analyze.

Part 4 Language

This section contains 50 to 55 multiple-choice questions that require students to identify errors in spelling, capitalization, punctuation, usage, and/or expression.

Administering the Practice Test

Encourage students to take the *i*LEAP English Language Arts Practice Test seriously. Explain that taking the test will give them experience that will help them when they take the actual *i*LEAP English Language Arts Test. The day after students have completed each section of the test, take time to gather feedback. Ask them what they found challenging about the test and discuss which test tips in this workbook were most useful to them.

Timing Guidelines

In the *i*LEAP Test, the suggested testing time for Part 1 (Writing) is 60 minutes, and the suggested time for Part 2 (Using Information Resources) is 40 minutes, though students are allowed extra time to finish. Parts 3 and 4 (Reading and Language) are timed: students have 60 minutes to complete both parts. For planning purposes, it is best to allocate the same amount of time for the Practice Test.

If possible, however, you should make arrangements to allow additional time during the same continuous session for students who require more time to complete Parts 1 or 2.

Materials

There are **Practice Test Answer Sheets** on pages T11 to T13 of the Teacher’s Annotated Edition. Copy these sheets and give each student one copy of the multiple-choice answer sheet and at least two copies of the composition answer sheet at the beginning of the Practice Test. Make additional copies of the composition answer sheet available for students who require more than two sheets. Remind students that their answers must appear on the answer sheets, not on the pages of the Practice Test.

Scoring Rubrics for Writing

While the scoring of multiple-choice questions on the Practice Test is straightforward—1 point for a correct answer, 0 points for an incorrect answer—scoring of the composition question requires you to use your judgment.

The composition question appears in the Writing section of the *iLEAP* English Language Arts Test. Each student composition is assessed along two dimensions: *Composing* and *Style/Audience Awareness*. Students can earn 1 to 4 points for each dimension for a total score of 2–8 points.

The rubrics listed below are published by the Louisiana Department of Education in its *iLEAP Assessment Guide*, which is available from the Louisiana Department of Education Web site. You can use the rubrics as guides in assessing your students' responses to the composition question in the Practice Test.

Composing Dimension Rubric

Score Points	Central Idea	Elaboration	Organization and Unity
4 Consistent Control	<ul style="list-style-type: none"> sharp focus clarity of purpose strategy (preplanning and foreshadowing) 	<ul style="list-style-type: none"> selected information thorough elaboration ideas are developed (examples) necessary information specific details 	<ul style="list-style-type: none"> wholeness throughout ideas related to central idea beginning, middle, end logical order transitions sense of completion
3 Reasonable Control	<ul style="list-style-type: none"> clear central idea clear focus 	<ul style="list-style-type: none"> ideas are developed necessary information relevant may have uneven development 	<ul style="list-style-type: none"> beginning, middle, end logical order simple transitions wholeness (may have a weak ending)
2 Inconsistent Control	<ul style="list-style-type: none"> vague central idea shifts in focus digressions 	<ul style="list-style-type: none"> listing information may be superficial, incomplete, and/or irrelevant idea clusters little or uneven development 	<ul style="list-style-type: none"> weak beginning, middle, end retreats and/or repetitions gaps random order no ending
1 Little or No Control	<ul style="list-style-type: none"> unclear central idea confusion 	<ul style="list-style-type: none"> automatic writing without selection relevant information missed little or no development minimal information 	<ul style="list-style-type: none"> no beginning or end severe gaps random order too little to demonstrate

from the *iLEAP Assessment Guide*, Grade 7, Louisiana Department of Education, June 2005

Style/Audience Awareness Dimension Rubric

Score Points	Selected Vocabulary	Selected Information	Sentence Diversity	Tone and Voice
4 Consistent Control	<ul style="list-style-type: none"> • word choice is appropriate, relevant • vivid, power verbs • stylistic techniques (imagery, similes) 	<ul style="list-style-type: none"> • selected for relevance and/or impact • vivid examples or anecdotes • appropriate to audience • manipulates audience (humor) 	<ul style="list-style-type: none"> • some variety in structure (beginnings, endings), complexity, length 	<ul style="list-style-type: none"> • consistent, clear, vibrant tone and voice • individual personality • engages and/or manipulates audience
3 Reasonable Control	<ul style="list-style-type: none"> • clear • appropriate • relevant • some variety 	<ul style="list-style-type: none"> • some selected information • some examples • appropriate to audience 	<ul style="list-style-type: none"> • some variety in structure and/or complexity and/or length • And, But beginnings 	<ul style="list-style-type: none"> • consistent tone • aware of audience • clear voice
2 Inconsistent Control	<ul style="list-style-type: none"> • generic • overused • some may be inappropriate • wrong word 	<ul style="list-style-type: none"> • contradictions • bare bones • lists information • irrelevant • superficial 	<ul style="list-style-type: none"> • sentence patterns • simple sentences • overextended sentences • And, But beginnings 	<ul style="list-style-type: none"> • vague • weak awareness of audience • inappropriate • monotonous • inconsistent tone
1 Little or No Control	<ul style="list-style-type: none"> • functional • inappropriate • wrong word • omission errors 	<ul style="list-style-type: none"> • automatic writing • too little information • inappropriate abrupt change from central idea 	<ul style="list-style-type: none"> • simple • patterns • on and on 	<ul style="list-style-type: none"> • confusing • absent • no awareness of audience • unengaged

from the *iLEAP Assessment Guide*, Grade 7, Louisiana Department of Education, June 2005

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The Scoring Charts

You will find scoring charts on the following pages. These charts will assist you in reviewing the Practice Test with your class. They will also help you assess your students' competency in the Louisiana Standards, Benchmarks, and GLEs.

Using the Student Scoring Chart

Use the Student Scoring Chart on pages T7 to T9 to score individual Practice Tests. First, evaluate each student's response to the writing prompt (question 1) using the rubrics presented on pages T4 and T5 and on page T14. Record that score (2 to 8) in the "Student Score" column for question 1.

Then grade the multiple-choice items for each student's test, using the answers provided in the "Question (Answer)" column of the chart. For multiple-choice questions, enter "1" when a question was answered correctly and "0" when a question was answered incorrectly. Use the "Total" row to tally the scores. To translate tallies into percent scores, divide the tallies by the highest raw score possible (shown as a denominator in the chart) and multiply by 100. Record the percent scores in the bottom row.

Photocopy and distribute the completed Student Scoring Chart to your students and review each question. The scores for each question allow you and your students to determine which Standards, Benchmarks, and GLEs are challenging for them. You can then guide your students to further review.

Using the Class Scoring Chart

To assess your class as a whole, use the Class Scoring Chart on page T10. Write each student's name in the column marked "Student Name." Record the percent score each student received on the test. To obtain class averages, add the percent scores for all the students and divide the sum by the number of students in the class. Record the class average in the bottom row.

Student Scoring Chart for the iLEAP Practice Test

Name _____

Date _____

Part 1: Composition (8 points)			
Question	Student Score	Standard, Benchmark	GLE
1			
Parts 2, 3, 4: Multiple Choice (1 point)			
Question (Answer)	Student Score	Standard, Benchmark	GLE
2 B		ELA - 5 - M2	40b
3 D		ELA - 5 - M1	39a
4 A		ELA - 5 - M2	41
5 A		ELA - 5 - M3	42c
6 C		ELA - 5 - M6	46
7 D		ELA - 5 - M3	43b
8 B		ELA - 5 - M5	45c
9 C		ELA - 5 - M6	46
10 B		ELA - 1 - MI	1b
11 C		ELA - 1 - MI	1b
12 A		ELA - 1 - MI	1b
13 D		ELA - 1 - MI	1b
14 A		ELA - 1 - MI	1a
15 B		ELA - 1 - MI	1a
16 C		ELA - 1 - MI	1a
17 B		ELA - 1 - MI	1b
18 A		ELA - 1 - MI	1b
19 B		ELA - 1 - MI	1b
20 D		ELA - 1 - MI	1a
21 C		ELA - 1 - MI	1a
22 D		ELA - 1 - MI	1b
23 B		ELA - 1 - MI	1b
24 B		ELA - 7 - MI	9c
25 D		ELA - 7 - M4	14a
26 B		ELA - 6 - MI	6
27 A		ELA - 1 - M2	3c
28 C		ELA - 1 - M2	2a

29	C		ELA - 1 - M2	2a
30	C		ELA - 1 - M3	4a
31	B		ELA - 1 - M3	4a
32	D		ELA - 1 - M3	4a
33	A		ELA - 7 - M3	12
34	D		ELA - 7 - M4	14c
35	B		ELA - 7 - M1	9c
36	B		ELA - 6 - M3	8c
37	C		ELA - 6 - M3	8c
38	D		ELA - 7 - M1	9b
39	C		ELA - 7 - M1	9a
40	A		ELA - 1 - M2	3a
41	D		ELA - 6 - M3	8a
42	A		ELA - 6 - M3	8a
43	C		ELA - 7 - M1	9f
44	B		ELA - 7 - M1	9a
45	D		ELA - 1 - M2	2b
46	A		ELA - 3 - M5	26
47	C		ELA - 3 - M5	26
48	A		ELA - 3 - M5	26
49	C		ELA - 3 - M5	26
50	D		ELA - 3 - M5	26
51	D		ELA - 3 - M5	26
52	A		ELA - 3 - M5	26
53	B		ELA - 3 - M5	26
54	B		ELA - 3 - M5	26
55	D		ELA - 3 - M5	26
56	C		Grade 5 ELA - 3 - M2	Grade 5 GLE 27
57	A		Grade 5 ELA - 3 - M2	Grade 5 GLE 27
58	B		Grade 5 ELA - 3 - M2	Grade 5 GLE 27
59	A		Grade 5 ELA - 3 - M2	Grade 5 GLE 27
60	A		Grade 6 ELA - 3 - M2	Grade 6 GLE 26
61	A		Grade 5 ELA - 3 - M2	Grade 5 GLE 27
62	C		Grade 5 ELA - 3 - M2	Grade 5 GLE 27
63	D		Grade 5 ELA - 3 - M2	Grade 5 GLE 27
64	B		Grade 5 ELA - 3 - M2	Grade 5 GLE 27
65	D		Grade 5 ELA - 3 - M2	Grade 5 GLE 27
66	D		ELA - 3 - M2	23b
67	B		ELA - 3 - M2	23b
68	A		ELA - 3 - M2	23a
69	B		ELA - 3 - M2	23a

70	C		ELA - 3 - M2	23
71	A		ELA - 3 - M2	23
72	B		ELA - 3 - M2	23a
73	C		ELA - 3 - M2	23a
74	D		ELA - 3 - M2	23a
75	B		ELA - 3 - M2	23a
76	A		ELA - 3 - M2	23b
77	D		ELA - 3 - M2	23b
78	D		ELA - 3 - M2	23a
79	B		ELA - 3 - M2	23b
80	D		ELA - 3 - M2	23b
81	A		ELA - 3 - M2	23a
82	B		ELA - 3 - M2	23b
83	A		ELA - 3 - M2	23
84	B		ELA - 3 - M2	23a
85	A		ELA - 3 - M2	23b
86	B		ELA - 3 - M3	23b
87	C		ELA - 3 - M3	24b
88	C		ELA - 3 - M3	24c
89	D		ELA - 3 - M3	24b
90	B		ELA - 3 - M3	24c
91	B		ELA - 3 - M3	24
92	C		ELA - 3 - M3	24b
93	C		ELA - 3 - M3	24c
94	D		ELA - 3 - M3	24
95	D		ELA - 3 - M3	24
96	A		ELA - 3 - M3	24
97	B		ELA - 2 - M1	16
98	B		ELA - 2 - M1	16
99	D		ELA - 2 - M1	15c
100	A		ELA - 2 - M1	16
101	C		ELA - 2 - M1	15d
102	B		ELA - 2 - M2	17a
Total				
Percent Score		109		

Class Scoring Chart for the iLEAP Practice Test

Student Name	Percent Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
Total	
Class Average (total/number of students)	

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Practice Test Answer Sheet: Multiple Choice

Name _____

Date _____

Test: iLEAP English Language Arts Practice Test—Grade 7

Fill in the circles completely for the answer choice you think is best.

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

10 (A) (B) (C) (D)

11 (A) (B) (C) (D)

12 (A) (B) (C) (D)

13 (A) (B) (C) (D)

14 (A) (B) (C) (D)

15 (A) (B) (C) (D)

16 (A) (B) (C) (D)

17 (A) (B) (C) (D)

18 (A) (B) (C) (D)

19 (A) (B) (C) (D)

20 (A) (B) (C) (D)

21 (A) (B) (C) (D)

22 (A) (B) (C) (D)

23 (A) (B) (C) (D)

24 (A) (B) (C) (D)

25 (A) (B) (C) (D)

26 (A) (B) (C) (D)

27 (A) (B) (C) (D)

28 (A) (B) (C) (D)

29 (A) (B) (C) (D)

30 (A) (B) (C) (D)

31 (A) (B) (C) (D)

32 (A) (B) (C) (D)

33 (A) (B) (C) (D)

34 (A) (B) (C) (D)

35 (A) (B) (C) (D)

36 (A) (B) (C) (D)

37 (A) (B) (C) (D)

38 (A) (B) (C) (D)

39 (A) (B) (C) (D)

40 (A) (B) (C) (D)

41 (A) (B) (C) (D)

42 (A) (B) (C) (D)

43 (A) (B) (C) (D)

44 (A) (B) (C) (D)

45 (A) (B) (C) (D)

46 (A) (B) (C) (D)

47 (A) (B) (C) (D)

48 (A) (B) (C) (D)

49 (A) (B) (C) (D)

50 (A) (B) (C) (D)

51 (A) (B) (C) (D)

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54 (A) (B) (C) (D)

55 (A) (B) (C) (D)

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57 (A) (B) (C) (D)

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59 (A) (B) (C) (D)

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61 (A) (B) (C) (D)

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65 (A) (B) (C) (D)

66 (A) (B) (C) (D)

67 (A) (B) (C) (D)

68 (A) (B) (C) (D)

69 (A) (B) (C) (D)

70 (A) (B) (C) (D)

- 71 (A) (B) (C) (D)
- 72 (A) (B) (C) (D)
- 73 (A) (B) (C) (D)
- 74 (A) (B) (C) (D)
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- 96 (A) (B) (C) (D)
- 97 (A) (B) (C) (D)
- 98 (A) (B) (C) (D)
- 99 (A) (B) (C) (D)
- 100 (A) (B) (C) (D)
- 101 (A) (B) (C) (D)
- 102 (A) (B) (C) (D)

Scoring the Composition Question

Use the following rubric to evaluate your students' performance on question 1. You can also consult the rubrics on pages T4 and T5.

8 points This composition should clearly and thoughtfully describe a world in which people are unable to lie. The main idea of the response should be clear, and concrete and relevant examples should be used to illustrate the student's main points. The student should show consistent control of word choice, tone, voice, and overall structure. Grammar will have few, if any, errors.

7 points This composition should describe a world in which people cannot lie, and the main ideas should be thoughtful and logical. Some of the main points should be supported by relevant examples. The student should show consistent control of structure, grammar, and word choice. Grammar may have a few errors.

6 points This composition should include a general discussion of the good and bad aspects of a society in which people cannot lie. While the main ideas are clear, some may be less developed than others. For example, the student may consider only the benefits of a perfectly honest world and not the drawbacks. Grammar, word choice, and voice are consistent but may lack variety.

5 points This composition should include a description of a world in which people cannot lie. The main points are stated, but specific examples of problems and benefits associated with this level of honesty are missing. Some irrelevant information is included. Grammar, word choice, and voice may be inconsistent.

4 points This composition may not clearly describe the characteristics of a world in which people cannot lie. The focus of the response may shift. Discussion of the logical effects of this level of honesty may be vague. Irrelevant information may be included. The student may make errors in grammar and word choice.

3 points This composition may not include a thoughtful description of a world where people cannot lie. Main ideas may be present but are not clear or supported by specific examples. The student may not consider how honesty or dishonesty connects with everyday life. Errors in grammar, word choice, and logic are common.

2 points This composition may have very little relevant discussion of how everyday life would be different if no one could lie. Main ideas, if present, may not be clearly expressed, and specific examples will be absent. The writing may be confusing and unorganized. There are many grammatical errors.

Answer Key for Multiple-Choice Questions

2	B	28	C	54	B	80	D
3	D	29	C	55	D	81	A
4	A	30	C	56	C	82	B
5	A	31	B	57	A	83	A
6	C	32	D	58	B	84	B
7	D	33	A	59	A	85	A
8	B	34	D	60	A	86	B
9	C	35	B	61	A	87	C
10	B	36	B	62	C	88	C
11	C	37	C	63	D	89	D
12	A	38	D	64	B	90	B
13	D	39	C	65	D	91	B
14	A	40	A	66	D	92	C
15	B	41	D	67	B	93	C
16	C	42	A	68	A	94	D
17	B	43	C	69	B	95	D
18	A	44	B	70	C	96	A
19	B	45	D	71	A	97	B
20	D	46	A	72	B	98	B
21	C	47	C	73	C	99	D
22	D	48	A	74	D	100	A
23	B	49	C	75	B	101	C
24	B	50	D	76	A	102	B
25	D	51	D	77	D		
26	B	52	A	78	D		
27	A	53	B	79	B		

Louisiana Standards, Benchmarks, and GLEs Assessed on the *iLEAP*

The Louisiana Standards, Benchmarks, and GLEs for English Language Arts outline the knowledge and skills the State of Louisiana expects students to learn each school year. Although you are required to teach all of the standards, the *iLEAP* English Language Arts Test assesses only a subset of these standards. The GLEs assessed for Grade 7 are listed below.

Reading and Responding

- 01a.** Develop vocabulary using a variety of strategies, including use of connotative and denotative meanings (ELA-1-M1)
- 01b.** Develop vocabulary using a variety of strategies, including use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1)
- 02a.** Explain story elements, including the revelation of character motivation through thoughts, words, and actions (ELA-1-M2)
- 02b.** Explain story elements, including plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)
- 02c.** Explain story elements, including conflicts (e.g., man vs. man, nature, society, self) and their effect on plot (ELA-1-M2)
- 02d.** Explain story elements, including effects of first- and third-person points of view (ELA-1-M2)
- 02e.** Explain story elements, including theme development (ELA-1-M2)
- 03a.** Interpret literary devices, including symbolism (ELA-1-M2)
- 03b.** Interpret literary devices, including puns (ELA-1-M2)
- 03c.** Interpret literary devices, including analogies (ELA-1-M2)
- 04a.** Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including instructional materials (ELA-1-M3)
- 04b.** Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including essays (ELA-1-M3)
- 04c.** Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including dramas (ELA-1-M3)

- 05.** Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4)
- 06.** Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
- 07.** Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2)
- 08a.** Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including fiction (e.g., science fiction/fantasy) (ELA-6-M3)
- 08b.** Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including nonfiction (e.g., essays, letters) (ELA-6-M3)
- 08c.** Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including poetry (e.g., lyric, narrative) (ELA-6-M3)
- 08d.** Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including drama (e.g., short plays) (ELA-6-M3)
- 09a.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events and steps in a process (ELA-7-M1)
- 09b.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information (ELA-7-M1)
- 09c.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and explaining how details support ideas (ELA-7-M1)
- 09d.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas (ELA-7-M1)
- 09e.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making inferences and drawing conclusions (ELA-7-M1) (see ELA-1-M2)
- 09f.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including predicting the outcome of a story or situation (ELA-7-M1)
- 09g.** Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying literary devices (ELA-7-M1) (see ELA-1-M2)
- 10.** Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
- 11.** Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)

- 12. Explain the effects of an author’s stated purpose for writing (ELA-7-M3)
- 13. Identify an author’s bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3)
- 14a. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example, identifying cause-effect relationships (ELA-7-M4)
- 14b. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example, raising questions (ELA-7-M4)
- 14c. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example, reasoning inductively and deductively (ELA-7-M4)
- 14d. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example, generating a theory or hypothesis (ELA-7-M4)
- 14e. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example, skimming/scanning (ELA-7-M4)

Writing

- 15a. Write multiparagraph compositions on student- or teacher-selected topics organized with established central idea (ELA-7-M4)
- 15b. Write multiparagraph compositions on student- or teacher-selected topics organized with organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic (ELA-2-M1)
- 15c. Write multiparagraph compositions on student- or teacher-selected topics organized with elaboration (e.g., fact, examples, and/or specific details) (ELA-2-M1)
- 15d. Write multiparagraph compositions on student- or teacher-selected topics organized with transitional words and phrases that unify ideas and points (ELA-2-M1)
- 15e. Write multiparagraph compositions on student- or teacher-selected topics organized with overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1)
- 16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
- 17a. Develop grade-appropriate compositions on student- or teacher-selected topics that include word choices (diction) appropriate to the identified audience and/or purpose (ELA-2-M2)
- 17b. Develop grade-appropriate compositions on student- or teacher-selected topics that include vocabulary selected to clarify meaning, create images, and set a tone (ELA-2-M2)

- 17c.** Develop grade-appropriate compositions on student- or teacher-selected topics that include information/ideas selected to engage the interest of the reader (ELA-2-M2)
- 17d.** Develop grade-appropriate compositions on student- or teacher-selected topics that include clear voice (individual personality) (ELA-2-M2)
- 17e.** Develop grade-appropriate compositions on student- or teacher-selected topics that include variety in sentence structure (ELA-2-M2)
- 18a.** Develop grade-appropriate compositions by identifying and applying writing processes, such as selecting topic and form (ELA-2-M3)
- 18b.** Develop grade-appropriate compositions by identifying and applying writing processes, such as prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) (ELA-2-M3)
- 18c.** Develop grade-appropriate compositions by identifying and applying writing processes, such as drafting (ELA-2-M3)
- 18d.** Develop grade-appropriate compositions by identifying and applying writing processes, such as conferencing (e.g., peer and teacher) (ELA-2-M3)
- 18e.** Develop grade-appropriate compositions by identifying and applying writing processes, such as revising based on feedback and use of various tools (e.g., LEAP21 Writer’s Checklist, rubrics) (ELA-2-M3)
- 18f.** Develop grade-appropriate compositions by identifying and applying writing processes, such as proofreading/editing (ELA-2-M3)
- 18g.** Develop grade-appropriate compositions by identifying and applying writing processes, such as publishing using technology (ELA-2-M3)
- 19.** Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)
- 20a.** Use the various modes to write compositions, including essays based on a stated opinion (ELA-2-M4)
- 20b.** Use the various modes to write compositions, including fictional narratives (ELA-2-M4)
- 21.** Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5)
- 22a.** Write for various purposes, including letters of complaint supported with complete and accurate information and reasons (ELA-2-M6)
- 22b.** Write for various purposes, including evaluations of media, such as television, radio, and the arts (ELA-2-M6)

- 22c.** Write for various purposes, including text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)
- 22d.** Write for various purposes, including applications, such as memberships and library cards (ELA-2-M6)

Writing/Proofreading

- 23a.** Use standard English punctuation, including commas to set off direct quotations, nouns of direct address, and after introductory words or phrases (ELA-3-M2)
- 23b.** Use standard English punctuation, including semicolons or colons to separate independent clauses (ELA-3-M2)
- 24a.** Write paragraphs and compositions following standard English structure and usage, including varied sentence structures, including complex sentences (ELA-3-M3)
- 24b.** Write paragraphs and compositions following standard English structure and usage, including antecedents that agree with pronouns in number, person, and gender (ELA-3-M3)
- 24c.** Write paragraphs and compositions following standard English structure and usage, including sentences without double negatives (ELA-3-M3)
- 25a.** Apply knowledge of parts of speech in writing, including infinitives and participles (ELA-3-M4)
- 25b.** Apply knowledge of parts of speech in writing, including superlative and comparative degrees of adjectives (ELA-3-M4)
- 25c.** Apply knowledge of parts of speech in writing, including adverbs (ELA-3-M4)
- 26.** Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-5)
- 27.** Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Information Resources

- 39a.** Locate and select information using organizational features of grade-appropriate resources, including complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) (ELA-5-M1)
- 39b.** Locate and select information using organizational features of grade-appropriate resources, including electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) (ELA-5-M1)
- 39c.** Locate and select information using organizational features of grade-appropriate resources, including frequently accessed and bookmarked Web addresses (ELA-5-M1)
- 39d.** Locate and select information using organizational features of grade-appropriate resources, including features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1)
- 40a.** Locate and integrate information from a variety of grade-appropriate resources, including multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) (ELA-5-M2)
- 40b.** Locate and integrate information from a variety of grade-appropriate resources, including electronic sources (e.g., Web sites, databases) (ELA-5-M2)
- 40c.** Locate and integrate information from a variety of grade-appropriate resources, including other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)
- 41.** Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)
- 42a.** Gather and select information using data-gathering strategies/tools, including surveying (ELA-5-M3)
- 42b.** Gather and select information using data-gathering strategies/tools, including interviewing (ELA-5-M3)
- 42c.** Gather and select information using data-gathering strategies/tools, including paraphrasing (ELA-5-M3)
- 43a.** Generate grade-appropriate research reports that include information presented in a variety of forms, including visual representations of data/information (ELA-5-M3)
- 43b.** Generate grade-appropriate research reports that include information presented in a variety of forms, including graphic organizers (e.g., outlines, timelines, charts, webs) (ELA-5-M3)
- 43c.** Generate grade-appropriate research reports that include information presented in a variety of forms, including works cited lists and/or bibliographies (ELA-5-M3)

- 44.** Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4)
- 45a.** Give credit for borrowed information following acceptable use policy, including integrating quotations and citations (ELA-5-M5)
- 45b.** Give credit for borrowed information following acceptable use policy, including using end notes (ELA-5-M5)
- 45c.** Give credit for borrowed information following acceptable use policy, including creating bibliographies and/or works cited lists (ELA-5-M5)
- 46.** Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)

Introduction

The purpose of this book is to familiarize you with the *integrated* Louisiana Educational Assessment Program (*i*LEAP) Grade 7 English Language Arts test. Students across the state of Louisiana take the *i*LEAP test to give educators a chance to evaluate students' mastery of the state curriculum. By using this book to prepare for these tests, you will acquire useful knowledge that should improve your test scores. You will learn techniques for answering multiple-choice and open-ended questions, and you will gain experience in answering various types of questions that you can apply to the *i*LEAP test and to other standardized tests.

The *i*LEAP test

The *i*LEAP test measures your skills in English language arts. There are four sections in this test.

- Part 1: Writing
- Part 2: Using Information Resources
- Part 3: Reading
- Part 4: Language

The Writing section asks you to write an essay in response to a prompt. In Using Information Resources, you will answer multiple-choice questions after examining several resources on the same topic. The Reading section includes a Vocabulary section with multiple-choice questions and a Reading Comprehension section that includes several reading passages and multiple-choice questions about each passage. The Language section includes multiple-choice questions that test your knowledge of spelling, capitalization, punctuation, usage, and expression.

Understanding the test-taking tips and techniques in this book and completing the practice test will help you do better on the *i*LEAP test in two ways.

1. It will help you become familiar with the types of questions found on this test.
2. It will help you learn and practice the skills and techniques of smart test taking.

Test-Taking Tips and Techniques

General Tips for Test Taking

Here are some general tips for taking standardized tests:

- Stay positive. Thinking positively will help you achieve better results!
- Read every question carefully. Some questions are tricky; make sure you know what you are being asked.
- Fill in answer bubbles completely on the answer sheet.

Read the Questions First

On the iLEAP test, you will read a variety of passages from stories, essays, articles, and poems, and you might need to examine maps, charts, and other graphics. You will then answer questions that test your understanding of these passages.

You might think the best approach is to first read each passage slowly to absorb every detail and then read the questions. But that is usually not the best way to take a test. You will make better use of your time by reading the questions first to find out what to look for and then reading the passage.

Read each question carefully and scan the answer choices. Then read the passage. Knowing what the questions ask and how the answers are worded will free you from trying to remember every detail of the passage, and allow you to focus on its main idea and on what the questions require.

Use the Process of Elimination

When you are not sure of an answer on a multiple-choice question, the best thing to do is to use the *process of elimination* to select an answer. Most multiple-choice questions on tests give you four answer choices, but only one of the choices is the right answer. Figuring out which three answer choices are incorrect is just as good as figuring out which one answer choice is correct. This is where the process of elimination can help. Here is an easy example.

Imagine that you are a contestant on a game show. The host asks you the following question: “What is the capital of the country of Nepal?” If you answer correctly, you will win one million dollars. You are given the following four possible answers:

- Tokyo
- Cairo
- Beijing
- Kathmandu

Do you know the capital of Nepal? Even if you don’t, you can still win the money! Use the process of elimination by completing the following two steps:

Step 1

Eliminate the answer choices that you THINK are probably wrong.

Step 2

Choose from the remaining answer choices. The fewer the answer choices you have to pick from, the better chance you have of choosing the correct answer.

Let’s see how it works with this question. Which cities above do you know are NOT the capital of Nepal? You may know that Tokyo is the capital of Japan, so it’s probably not also the capital of Nepal. Cairo is the capital of Egypt, and Beijing is the capital of China, so neither of those is likely to be the correct answer. That leaves you with only Kathmandu. Kathmandu is probably the capital of Nepal. Even if you don’t know the capital of Nepal, the *process of elimination* makes you a millionaire!

Now let's see how the process of elimination can help on a question you might see on a test like the iLEAP test. Use the example and the steps below to learn how to apply this test-taking technique.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack onto the living room sofa. Her mother put down her newspaper and looked up in surprise. "That Roberta is so irksome!" Laura proclaimed in a loud voice.

1 In the passage, the word irksome means

- A kind.
- B bright.
- C annoying.
- D friendly.

Step 1

Read the question and answer choices. This will help you know what to look for as you read the passage. The question asks you to look for the word *irksome* in the passage.

Step 2

Read the passage carefully. In the passage, Laura is obviously upset. You read that she "stormed up the stairs" and "slammed the door." Obviously Roberta has done something that Laura doesn't like.

Step 3

Review the answer choices. From your work in Step 2, you know that Laura would probably not describe Roberta as *kind* or *friendly*. Answer choices A and D must be wrong. Eliminate them.

Step 4

The process of elimination has helped, because you now have only two answer choices instead of four. Even if you don't know what *irksome* means, you have a much better chance of picking the correct answer. Of the remaining answer choices, which one seems like the best answer, B or C? Reread the passage and think about what Laura is feeling. Because she seems upset with Roberta, answer choice C, *annoying*, is probably the best answer.

Remember to use the process of elimination on every multiple-choice question that you can't answer right away. Even if you can eliminate only one answer choice, you have increased your chances of choosing the correct answer.

Find the Main Idea

Whenever you read a passage in a standardized test, make sure you focus on understanding the *main idea* of the passage. The main idea is the most important idea or opinion that the author expresses in the passage. Understanding the main idea can help you answer questions about the passage as a whole, and about the meaning and importance of specific details.

When determining the main idea of a selection, pay close attention to titles, headings (if there are any), and the first and last sentences of paragraphs.

Let's see how finding the main idea can help on a question you might see on the iLEAP test. Look at the following example and the steps below to learn how to apply this test-taking strategy.

Although most people think of an “ice age” as a period thousands of years ago when glaciers covered much of North America, some scientists think of “ice ages” in a different way. To them, a major ice age is a period in which there are large ice sheets near Earth’s poles and on mountains. As a matter of fact, we’re still living in a major ice age that started millions of years ago.

Scientists still debate about the causes of ice ages. One popular theory points to the stars. Our solar system consists of the sun, several planets, and millions of smaller objects. Our sun is one of about 400 billion stars in the Milky Way galaxy, all of which rotate around the center of the galaxy. Our sun makes one complete orbit around the galaxy in about 240 million years. As it does so, it passes through four great “arms” of the galaxy—areas that are especially crowded with stars. Some scientists believe that the periods when our sun’s path moves through these galactic arms correspond to the periods of the great ice ages on Earth.

1 What is one possible cause of ice ages?

- A a change in the number of objects in the solar system
- B a change in Earth’s rotation
- C the sun’s path through the arms of the Milky Way
- D a change in the distance between Earth and the Milky Way

Step 1

Read the question first. From reading the question, you can determine that the passage will discuss causes of ice ages and refer to at least one possible cause. From reading the answer choices, you can reasonably guess that either “change” or “arms” will be an important word in the answer to the question.

**Step
2**

Identify the main ideas of the passage. A look at the first sentence of each paragraph tells you that the second paragraph probably contains the information you need to answer a question about the causes of ice ages.

The first sentence of that paragraph presents the main idea that there is a debate over the causes of ice ages. Looking more closely at the paragraph, you will notice that the last sentence contains the key word “arms.” You’ll also notice that the last sentence refers to the ice ages on Earth. So choice C—the sun’s path through the arms of the Milky Way—is most likely the best answer.

Answering Open-Ended Questions

On the *i*LEAP test, you will encounter one or more open-ended questions. These kinds of questions are sometimes called constructed-response questions because you need to “construct,” or build, your own responses to the questions using your own words. You may be asked to respond to a writing prompt by completing a chart, writing a few words, writing a sentence or two of explanation, or writing an essay.

Unlike multiple-choice questions, a constructed-response question usually has no single correct answer. You will need to read the instructions carefully and then respond to the question using your own words. Usually, you will be instructed to use evidence from the passage to support your response.

Answers to constructed-response questions can receive full or partial credit. You should try to answer the questions even if you are not sure of the correct answer. If you answer a portion of the question correctly, you will receive a portion of the points.

On the Writing part of the *i*LEAP test, you will be asked to write a constructed-response essay. This essay is evaluated with an 8-point rubric. You can earn the most points with a response that is correct, complete, logical, and appropriate. Midrange points are awarded for a response that is only partially correct, complete, and appropriate or is somehow flawed in its reasoning. No response, or a response that fails to deal with the question, earns 0 points.

Using Information Resources

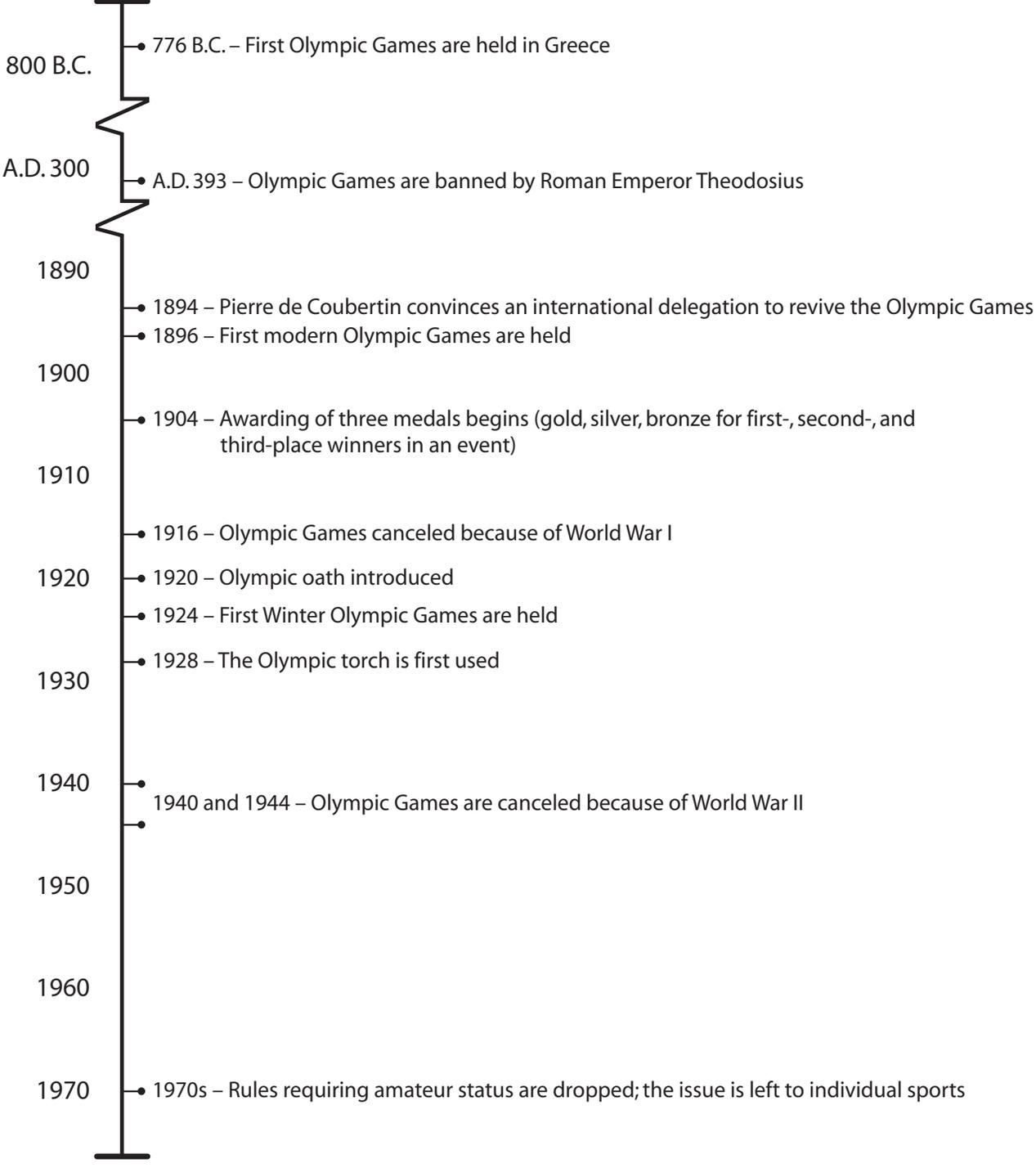
Another section of the Louisiana language arts iLEAP test is called **Using Information Resources**. This section will provide four or more information sources on the same topic. These sources might be Web sites, tables of contents, charts, graphs, or texts from various sources. Multiple-choice questions in this section may ask you to locate information, interpret the sources, or put together information from more than one source.

When you take this part of the test, first skim the information resources. Pay attention to the contents and organization of each source, but don't try to memorize details. For example, you might notice that a time line contains historical facts and is organized chronologically. You might also find that a piece of fiction or biography covers several different time periods and even includes a flashback—a jump to a previous period of time.

After skimming the sources, approach each multiple-choice question by reading it carefully and scanning the answer choices. Choose or predict the correct response, and then refer back to the information sources to check your prediction. If you have difficulty with a question, use the process of elimination to find the best answer.

Look at the following four passages about the Olympic Games to learn how to answer these types of questions.

Olympic Games Time Line



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OLYMPIC GAMES SOURCES FROM COLOSSALSEARCH.COM

Olympics.org

This official site has information on the history of the Olympic Games. Olympic records are listed for all sports. The site also features news of Olympic sporting events.

USolympics.com

This site of the U.S. Olympic team includes information about U.S. Olympic athletes. It has facts on teams, records, and sports. See video of recent Olympic events.

Olympians.org

Biographies of Olympic medalists from all over the globe and all periods of history are featured. Find photos, interviews with athletes, and background information.

Olympichistory.com

This site has an overview of the history of the Olympic movement. It describes the ancient Olympic Games.

MyOlympics.com

Read interviews with current Olympic team members. MyOlympics.com features news stories about current sports events and chat rooms with Olympians.

OlympicsToday.com

This site has coverage of the Olympic Games. It provides scores and play-by-play accounts. Sports journalists write comments on the current Olympic Games.

OG.com

See outstanding moments from the Olympic Games. This site links to other sites about the Olympics.

Olympics2008.com

Read an update on the Olympic Games in Beijing, China. See photos of facilities.

Olympics2012.com

Learn about the Olympic Games in London, England. This site shows schedules and event locations.

Excerpt from a travel brochure

Enjoy a Visit to the U.S. Olympic Training Centers

Three U.S. Olympic Training Centers welcome visitors. See where athletes train for the Olympic Games. Marvel at the beautiful surroundings. Free tours are held year-round.

Colorado Springs, Colorado

Tour the state-of-the-art facilities in the magnificent Rocky Mountains, where the high altitude provides an extra challenge for training.

- Two sports centers for gymnastics, weightlifting, boxing, basketball, volleyball, wrestling, and more
- Olympic-swim pool with viewing areas for filming athletes
- Cycling track
- Indoor shooting center, the third largest in the world
- Sports medicine center
- Visitor center with Hall of Fame, restaurants, and shops

Chula Vista, California

This is the only warm-weather U.S. Olympic Training Center. It features year-round outdoor training. Located on 150 acres, the center offers facilities for soccer, track and field, tennis, canoeing, cycling, archery, field hockey, rowing, and softball.

- Softball facility and field hockey facility
- Outdoor archery range with 50 lanes—the largest in North America
- Soccer complex, tennis complex, and track and field complex
- Boathouse and rowing course
- Cycling course
- Visitor center and shop

Lake Placid, New York

Discover state-of-the-art facilities at the site of the 1980 Winter Games.

- Sports medicine center
- Sports science center, with equipment for analyzing performance
- Speed skating and figure skating rinks
- Ski area and Olympic jumping complex
- Shop with Olympic items

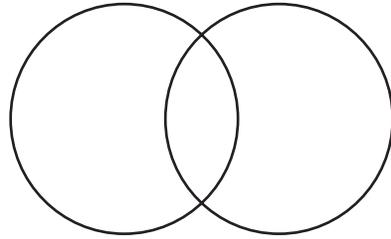
The Lake Placid Olympic Center mainly assists athletes in eight sports: figure skating, ice hockey, luge, skeleton, skiing, speed skating, biathlon, and bobsled. The center is also used for synchronized swimming, water polo, canoeing, rowing, handball, wrestling, boxing, and tae kwon do.

Sample Questions

1 Look at the following Venn diagram based on Colossalsearch.com search results. Which information should be placed in the overlapping area of the two circles?

- A History of the Olympic movement
- B Chat room with Olympic athletes
- C Interviews with athletes
- D Videos of Olympians

My Olympics.org Olympians.org



2 What can be determined using the Olympic Games Time Line?

- A How the Olympic Games are organized
- B Where the Olympic Games started and developed
- C Who won medals in past Olympic Games
- D When upcoming Olympic events take place

3 Which Web site would probably be most useful to find information about Olympic records?

- A OlympicsToday.com
- B Olympics2008.com
- C Olympics.org
- D USolympics.com

4 Use the Olympic Games Time Line to determine which of the following occurred before athletes began taking the Olympic oath.

- A An Olympic torch was carried around the world.
- B First-, second-, and third-place medals were awarded.
- C Rules requiring athletes to be amateurs were changed.
- D The Winter Olympics began.

5 According to the travel guide, which is the best place to train for the U.S. Olympic bobsledding team?

- A Chula Vista
- B Lake Placid
- C Colorado Springs
- D Lake Placid or Colorado Springs

Tips for Using Information Resources questions

Step 1

Read over the question, scan the answer choices, and predict the correct answer. In question 2, for example, by reading the answer choices you might be able to predict that the correct response is B. In question 4, you may remember the chronology and be able to predict that the correct response is B, but most likely you will need to refer to the timeline.

Step 2

Review the passage that relates to the question to verify your prediction and answer the question correctly. For example, in question 5, you may be able to predict that bobsledding training is offered only at Lake Placid, but comparing the information about the three training centers will verify that B is the correct response.

Step 3

Gather information from more than one source if the question asks about a comparison or a number of sources. For example, in question 1 you must find a topic that two sources have in common. Looking over the Web site contents, you'll find interviews with athletes in both Olympians.org and Myolympics.com, so A is the correct response.

Step 4

Decide on the best response after you eliminate the ones that are obviously incorrect. For example, in question 1, you would eliminate any answers that appear on only one Web site, leaving you with C as the correct response. In question 3 you would eliminate the web sites that don't mention Olympic records, leaving you with C as the correct response.

Mark correct responses on your test. These are the correct responses for the practice questions on page 12: 1 C, 2 B, 3 C, 4 B, 5 B.

Tips for Testing-Time

Knowing the format of the *i*LEAP test and being familiar with the types of questions you will likely find on this test will help you do better on the test. There are several other things you can do before and during the test that will help improve your results.

Before the Test

Here are a few things you can do before taking the *i*LEAP test to help you prepare for the test and avoid anxiety.

- Know the test date. Ask your teacher to provide you with test dates for the *i*LEAP test. Record the dates in a personal calendar.
- Know why you are taking the test. Ask your teacher to explain the purpose of the *i*LEAP test.
- Get a good rest the night before each test. Being tired on test days will slow you down and make it harder for you to concentrate.
- Eat a normal breakfast and lunch on test day. Eating too little or too much may make you feel sluggish during the tests.

During the Test

Here are a few things you can do during the *i*LEAP test to help you improve your performance.

- Focus on the test. You will be taking the *i*LEAP test in a room full of other students. Try not to be distracted by them.
- Read the test instructions carefully. Look at the sample questions provided in the Instructions of the Test. They will inform you what the questions will be like and how to mark your answers.
- Keep track of time. This is a timed test. Pace yourself to be sure you will complete each section of each test within the specified time.
- Use all the time you have. If you finish a section of the test early, reread the last items in that section and check your answers.

***i*LEAP Grade 7 English Language Arts Practice Test**

Today you will be taking a Practice test for the *i*LEAP Grade 7 English Language Arts Test. Here are several important things to remember as you take this Practice test.

1. Read each question carefully. Make sure you understand what is being asked.
2. Write your answers neatly and clearly on the Practice Test answer sheets. Answers you write in the test booklet will not be scored.
3. For multiple-choice questions, mark only one answer choice for each question. Be sure you fill in the circle next to your choice on the Practice Test answer sheets. If you change an answer, make sure that you erase your old answer completely.
4. For the first question, you will have to compose a well-organized essay. As you are working on this essay, keep the following in mind:
 - Your audience is your classmates; use appropriate language.
 - Include supporting details and examples to explain your ideas to your readers.
 - Write clearly and check your work for proper spelling, grammar, and punctuation.
 - After you have written your answer, check it over to make sure it says what you want it to say.

Writing

Below is a writing prompt that is similar to one you might see on the *i*LEAP English Language Arts Test. This question is worth 8 points.

Directions: Read the topic in the box below and write a well-organized multiparagraph composition of about 150 to 200 words. Be sure to use appropriate language, to include supporting details and examples, to write clearly, and to check your work. Write your answer on the answer sheet.

GLE 15, GLE 19

1 Imagine you live in a world where it is impossible for people to lie. What is this world like? How are the relationships between people affected?

Before you begin to write, think about an everyday situation, such as going to school or having dinner with your family. Would this situation be different if no one could lie?

Now write a multiparagraph composition about living in a world where no one can lie.

Using Information Resources

Directions: In this portion of the *iLEAP* English Language Arts Practice Test, you are asked to look at reference materials and then use the materials to answer the questions on pages 25 and 26.

Research Topic: Helen Keller

Suppose you want to find out more about Helen Keller for a report you are writing. This test contains six different sources of information about Helen Keller. The information sources and the page numbers where you can find them are listed below.

1. Article titled “Winning the Battle” (page 18)

2. Excerpts from the book *Music for the First Time* by Jan MacDonald

a. Copyright page (page 19)

b. Table of Contents (page 20)

3. Model bibliographic entries (page 21)

4. Results of a search on the word “braille” Using ColossalSearch.net (page 22)

5. Time line of Helen Keller’s life (page 23)

6. Chart of braille alphabet (page 24)

Directions: Skim pages 18 through 24 to become familiar with the information in each source. You do not have to read every word on the pages because these are reference sources. Once you have skimmed through the pages, answer the questions on pages 25 and 26. Use the information sources to answer the questions. You may look back at the sources as you work through the questions.

1. Article titled “Winning the Battle”

When Helen Keller first applied to Radcliffe College, she was rejected. The dean of the school did not believe that she would be able to keep up with the other students. But Helen Keller would not take “no” for an answer. She wrote the dean a letter. “Dear sir,” she wrote, “a true soldier does not acknowledge defeat before the battle.” When Keller was finally accepted at Radcliffe, she proved everyone wrong. She graduated *cum laude*, which is a high honor. She also mastered several languages, including Latin and Greek. She was an accomplished horse rider, and she enjoyed swimming, sailing, and flying. These would be extraordinary accomplishments for anyone. However, they were especially extraordinary for Helen Keller. She had to conquer the challenges of blindness and deafness as well.

Helen Keller was not born blind and deaf. She lost her sight and hearing when she was a year and a half old, after a bout with scarlet fever. If she had lived today, doctors would probably have been able to prevent her loss of sight and hearing. Unfortunately, when Keller was born in 1880, medicine was less developed than it is today. Keller’s early years were not promising. Her parents had no idea how to enter their daughter’s dark and silent world. She became a wild and unruly child.

Luckily, Mr. and Mrs. Keller were wise and determined people. They hired a specially trained teacher, Anne Sullivan, to live with the family and to educate their daughter. It was with the help of Anne Sullivan that Helen Keller first discovered the key to communicating and traded a solitary existence for a world of new experiences.

2. Excerpt from the book *Music for the First Time* by Jan MacDonald
a. **Copyright page**

The McGraw-Hill Companies

Cover design by Ronald F. Seitz

Cover photo courtesy of Renee Graybird Photography, LLC

Published by:
Accidental Press
43 Rochester Road
Huntsville, AL
USA

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ISBN: 09-87654-43-3210

This book was printed on recycled paper.

2. Excerpt from the book *Music for the First Time* by Jan MacDonald
b. Table of Contents

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Author’s Note: A Controversial Therapy	90

3. Model bibliographic entries

The following sample bibliographic entries were created using guidelines from the *MLA (Modern Language Association) Handbook for Writers of Research Papers*. They show some acceptable formats for bibliographic entries.

A Book by a Single Author

Cook, Michelle. How to Live Frugally. Chicago: Youngs, 1980.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Delano, Robert, and Ritchie Reeves. Sweet Success. London: Sievers, 2002.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

“Wetlands.” Encyclopedia of the Environment. 2005.
(Title of article) (Name of Encyclopedia) (Year)

An Article from a Magazine or Other Periodical

Tober, Danielle. “Christmas.” Mothers and Daughters 20 November 1999: 15–22.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

5. Results of a search on the word “braille” using ColossalSearch.net

ColossalSearch.net

Braille | ColossalSearch!

Results 15–19 of about 16,356,998

All About Braille

Everything you ever wanted to know about how and why braille was invented, how it came to be accepted, how it is used today, and braille-reading devices. Includes a detailed history of braille and its effects on those affected by loss of sight.
www.all-about-braille.net

Jenn’s Braille Books

Everything you need to have access to a variety of literature. Large-print books, braille books, books on tape. Romances, historical fiction, science fiction, classics, and more. Accepts Visa, MasterCard, and electronic checks. Educational discounts available.
www.jennsbooks.org

Biography: Louis Braille

A page dedicated to the life and achievements of Louis Braille, inventor of the braille alphabet. With links to advocacy groups for blind, deaf, and other disabled people.
www.famousbiographies.net/BrailleBio

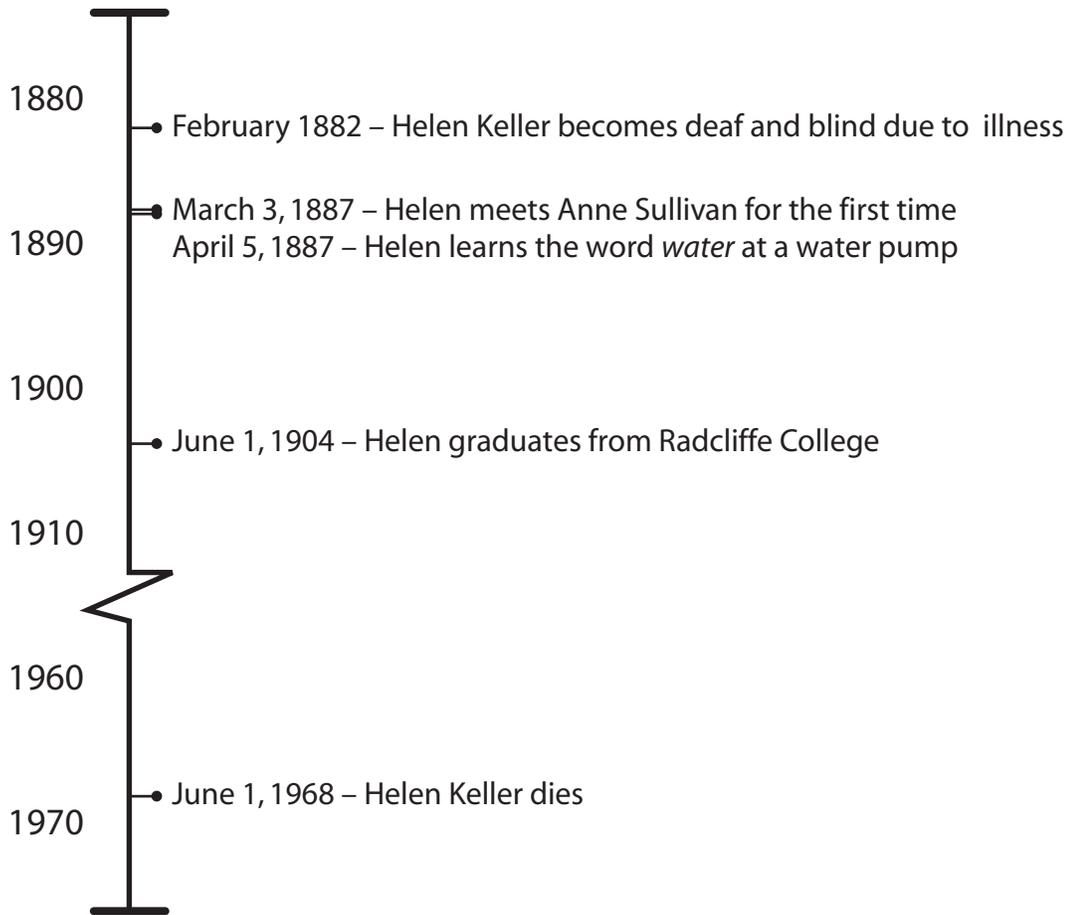
G-B-108 Text Scanner

Scan Technologies’ handheld text scanners are better than braille: they translate any written text into spoken words. Train schedules, restaurant menus, and cash register receipts can be read aloud by this revolutionary technology.
www.scan-tech.net

Inter-Braille Community

An online chat using an amazing new Web interface for the blind. Meet others who share your interests, who understand the difficulties you face, and who will encourage you to succeed! Registration is free, and necessary software is available for the low price of \$29.99!
www.inter-braille.org

6. Time Line of Helen Keller's Life



7. Chart of braille alphabet

						
A	B	C	D	E	F	G
						
H	I	J	K	L	M	N
						
O	P	Q	R	S	T	U
						
	V	W	X	Y	Z	

GLE 40b

- 2 Which resource would you use to find information about a device that helps blind people read printed text?
- A The chart of the braille alphabet
 - B The Scan Technologies link from the ColossalSearch.net search
 - C “Winning the Battle”
 - D The copyright page of *Music for the First Time*

GLE 39a

- 3 On which page of *Music for the First Time* would you most likely find information about the illness that caused Jan MacDonald’s hearing loss?
- A Page 3
 - B Page 11
 - C Page 19
 - D Page 26

GLE 41

- 4 Which of the Web sites listed on the ColossalSearch.net search would probably be the most reliable resource for information about new braille technologies?
- A All About Braille
 - B G-B-108 Text Scanner
 - C Jenn’s Braille Books
 - D Biography Louis Braille

GLE 42c

- 5 Why did the dean of Radcliffe College hesitate to admit Helen Keller?
- A He did not think she could succeed.
 - B He did not want to have to make special arrangements for her.
 - C He did not think she was very nice.
 - D He did not like disabled people.

GLE 46

- 6 The symbol •• in the braille alphabet stands for which letter?
- A Z
 - B M
 - C C
 - D P

GLE 43b

7 What could you add to the time line using information from “Winning the Battle”?

- A Helen graduates from Radcliffe College in 1904.
- B Helen meets Anne Sullivan in 1887.
- C Helen dies in 1968.
- D Helen is born in 1880.

GLE 45c

8 Which of the following bibliographic entries for *Music for the First Time* is correct?

- A MacDonald, Jan. “Music for the First Time.” Huntsville: Accidental Press, 2004.
- B MacDonald, Jan. Music for the First Time. Huntsville: Accidental Press, 2004.
- C Jan MacDonald. Music for the First Time. Huntsville: Accidental Press, 2004.
- D MacDonald, Jan. Music for the First Time. Accidental Press: Huntsville, 2004.

GLE 46

9 What important event in Helen Keller’s life occurred in 1882?

- A She met Anne Sullivan for the first time.
- B She graduated from college.
- C She became deaf and blind.
- D She learned the word *water*.

Reading

This portion of the *i*LEAP English Language Arts Test contains two sections: vocabulary and reading comprehension. In the first section, you are asked to answer vocabulary questions. In the second section, you are asked to read a passage and then answer questions about that passage.

Vocabulary

Directions: Questions 10 through 23 ask you to identify meanings of words in context. Choose the word or phrase that has about the same meaning as each underlined word.

GLE 1b

10 preview the movie

- A see again
- B see before
- C know before
- D know again

GLE 1b

11 geothermal energy

- A produced by heat from the sun
- B produced by heat from fire
- C produced by heat from the earth
- D produced by heat from electricity

GLE 1b

12 write a biography

- A story of someone's life
- B epic poem
- C book about nature
- D scientific article

GLE 1b

13 an ageless story

- A not modern
- B unlikely
- C long
- D never outdated

GLE 1a

14 **fundamental privilege**

- A basic
- B daily
- C secondary
- D complex

GLE 1a

15 **He spoke distinctly.**

- A honestly
- B clearly
- C quietly
- D angrily

GLE 1a

16 **The foliage is lovely this time of year.**

- A moonlight
- B snow
- C plant life
- D weather

GLE 1b

17 **transmit a message**

- A receive
- B send
- C remember
- D write

GLE 1b

18 **imported goods**

- A brought in
- B sent out
- C important
- D meaningless

GLE 1b

19 He looked at the manuscript.

- A family home
- B written document
- C computer
- D vegetables

GLE 1a

20 standard procedure

- A problem
- B emotion
- C disorder
- D method

GLE 1b

21 the butterfly's metamorphosis

- A composition
- B nutrition
- C transformation
- D migration

GLE 1b

22 an equitable solution

- A unjust
- B quick
- C slow
- D fair

GLE 1b

23 ongoing investigation

- A rough
- B continual
- C temporary
- D unfair

Reading Comprehension

Directions: Read the following passage. Then answer questions 24–29 on your answer sheet.

from Little Men by Louisa May Alcott

- 1 The moment the bell rang next morning Nat flew out of bed, and dressed himself with great satisfaction in the suit of clothes he found on the chair. They were not new, being half-worn garments of one of the well-to-do boys; but Mrs. Bhaer kept all such cast-off feathers for the picked robins who strayed into her nest. They were hardly on when Tommy appeared in a high state of clean collar, and escorted Nat down to breakfast.
- 2 The sun was shining into the dining-room on the well-spread table, and the flock of hungry, hearty lads who gathered round it.... They all sat down to enjoy the Sunday-morning breakfast of coffee, steak, and baked potatoes, instead of the bread and milk fare with which they usually satisfied their young appetites. There was much pleasant talk while the knives and forks rattled briskly, for certain Sunday lessons were to be learned, the Sunday walk settled, and plans for the week discussed. As he listened, Nat thought it seemed as if this day must be a very pleasant one, for he loved quiet, and there was a cheerful sort of hush over every thing that pleased him very much; because, in spite of his rough life, the boy possessed the sensitive nerves which belong to a music-loving nature.
- 3 “Now, my lads, get your morning jobs done, and let me find you ready for church when the bus comes round,” said Father Bhaer, and set the example by going into the school-room to get books ready for the morrow....
- 4 Because of the troublesome cough Nat preferred to stay at home with the four small boys, and spent a happy morning in Mrs. Bhaer’s room, listening to the stories she read them, learning the hymns she taught them, and then quietly employing himself pasting pictures into an old ledger.
- 5 “This is my Sunday closet,” she said, showing him shelves filled with picture-books, paintboxes, architectural blocks, little diaries, and materials for letter-writing. “I want my boys to love Sunday, to find it a peaceful, pleasant day, when they can rest from common study and play, yet enjoy quiet pleasures, and learn, in simple ways, lessons more important than any taught in school. Do you understand me?” she asked, watching Nat’s attentive face.

- 6 “You mean to be good?” he said, after hesitating a minute.
- 7 “Yes; to be good, and to love to be good. It is hard work sometimes, I know very well; but we all help one another, and so we get on. This is one of the ways in which I try to help my boys,” and she took down a thick book, which seemed half-full of writing, and opened at a page on which there was one word at the top.
- 8 “Why, that’s my name!” cried Nat, looking both surprised and interested.
- 9 “Yes; I have a page for each boy. I keep a little account of how he gets on through the week, and Sunday night I show him the record. If it is bad I am sorry and disappointed, if it is good I am glad and proud; but, whichever it is, the boys know I want to help them, and they try to do their best for love of me and Father Bhaer.”
- 10 “I should think they would,” said Nat, catching a glimpse of Tommy’s name opposite his own, and wondering what was written under it.
- 11 Mrs. Bhaer saw his eye on the words, and shook her head, saying, as she turned a leaf, “No, I don’t show my records to any but the one to whom each belongs... only you and I will ever know what is to be written on the page below your name. Whether you will be pleased or ashamed to read it next Sunday depends on yourself. I think it will be a good report; at any rate, I shall try to make things easy for you in this new place, and shall be quite contented if you keep our few rules, live happily with the boys, and learn something.”
- 12 “I’ll try ma’am” and Nat’s thin face flushed up with the earnestness of his desire to make Mrs. Bhaer “glad and proud,” not “sorry and disappointed.” “It must be a great deal of trouble to write about so many,” he added, as she shut her book with an encouraging pat on the shoulder.
- 13 “Not to me, for I really don’t know which I like best, writing or boys,” she said, laughing to see Nat stare with astonishment.... “Yes, I know many people think boys are a nuisance, but that is because they don’t understand them. I do, and I never saw the boy yet whom I could not get on capitally with after I had once found the soft spot in his heart. Bless me, I couldn’t get on at all without my flock of dear, noisy, naughty, harum-scarum little lads, could I, my Teddy?” and Mrs. Bhaer hugged the young rogue, just in time to save the big inkstand from going into his pocket.
- 14 Nat, who had never heard anything like this before, really did not know whether Mother Bhaer was a trifle crazy, or the most delightful woman he had ever met. He was rather inclined to the latter opinion, in spite of her peculiar tastes, for she had a way of filling up a fellow’s plate before he asked, of laughing at his jokes, gently tweaking him by the ear, or clapping him on the shoulder, that Nat found very engaging.

15 “Now, I think you would like to go into the school-room and practice some of the hymns we are to sing to-night,” she said, rightly guessing the thing of all others that he wanted to do.

16 Alone with the beloved violin and the music-book propped up before him in the sunny window, while Spring beauty filled the world outside, and Sabbath silence reigned within, Nat enjoyed an hour or two of genuine happiness, learning the sweet old tunes, and forgetting the hard past in the cheerful present.

GLE 9c

24 Which sentence best sums up the main idea of this passage?

- A Nat is poor and needs to wear old clothes from rich boys.
- B Nat becomes accustomed to living in a new environment.
- C Mrs. Bhaer keeps a record of how the boys behave.
- D Nat learns to play hymns on a violin.

GLE 14a

25 Why does Mrs. Bhaer show each boy the record she keeps of him?

- A She wants the boys to compete against each other.
- B She wants the boys to be fearful of her.
- C She wants the boys to know they have disappointed her.
- D She wants the boys to behave well.

GLE 6

26 Which phrase best expresses the theme of this selection?

- A Humans versus nature
- B Finding trust and acceptance
- C Courage in the face of hardship
- D Good versus evil

GLE 3

27 Why does the author refer to the boys as “picked robins” who “strayed” into Mrs. Bhaer’s nest?

- A The author means that Mrs. Bhaer is like a mother bird taking care of her young.
- B The author means that Mrs. Bhaer looks like a mother robin.
- C The author means that the boys are as fat as robins.
- D The author means that the boys are likely to fly away from the nest.

GLE 2a

28 Read the following passage from the story:

“Bless me, I couldn’t get on at all without my flock of dear, noisy, naughty, harum-scarum little lads, could I, my Teddy?” and Mrs. Bhaer hugged the young rogue, just in time to save the big inkstand from going into his pocket.

What does this passage tell you about how Mrs. Bhaer feels about the boys?

- A Mrs. Bhaer worries that the boys will steal all her inkstands.
- B Mrs. Bhaer believes that all her boys are criminals.
- C** Mrs. Bhaer loves the boys and wants to help them to be good.
- D Mrs. Bhaer is indifferent to the boys but takes care of them out of duty.

GLE 2a

29 Why does the author tell us that Nat “really did not know whether Mother Bhaer was a trifle crazy, or the most delightful woman he had ever met”?

- A To show us that Nat doesn’t like other people
- B To make us question Mrs. Bhaer’s sanity
- C** To show us that Nat has not been treated kindly in the past
- D To illustrate that Nat is a very good judge of character

Directions: Read the following passage. Then answer questions 30–35 on your answer sheet.

Alligators

- 1 The grass in the marsh blows in the slight midday breeze. A gnarled log floats down the murky river as the summer sun beats down, warming the day. A fish swims lazily past the log. Suddenly, the front of the log begins to open, revealing razor-sharp teeth. It’s not a log after all. It’s an alligator, and the unsuspecting fish is about to become the alligator’s lunch.
- 2 Alligators are crocodilians. Along with their cousins, crocodiles and caimans, they are descended from a group of animals that is more than 200 million years old. This group included dinosaurs and other reptiles that once were the major life form throughout the world. In fact, the alligator is among the most advanced reptiles. Many of its organs, such as its four-chambered heart, resemble those of mammals more than they resemble those of other reptiles.

- 3 Alligators usually live in and around swamps and marshes, but they spend much of their time on dry land. Males usually grow to approximately twelve feet, and females usually grow to nine feet. Alligators have strong tails that are used for both defense and swimming, and their long bodies are covered with thick scales that act as armor. On a young alligator, these scales are dark with yellow bands, but most of the yellow fades as the animal grows older.
- 4 The color of the alligator isn't the only thing that changes as it grows. Young alligators eat insects and small fish. However, as alligators age, they may eat turtles, snakes, mammals, or even birds. Using their tails, alligators can propel themselves up out of the water to catch flying prey with their large teeth. Each alligator has about eighty teeth in its mouth, but these teeth are not used for tearing or chewing food. The teeth instead grab the alligator's prey and hold it until the alligator swallows the prey whole. While human teeth are replaced only once after they fall out, the alligator's loosely attached teeth can fall out and grow back numerous times. An average alligator may go through two thousand to three thousand teeth in its life.
- 5 An alligator's reproductive capacity is determined by its size. An alligator that is ready to reproduce will be about six feet long. As the time nears for the female to lay her eggs, she builds a large mound out of mud and rotting plants. She lays about twenty to fifty eggs on the mound and covers them with more vegetation until they are ready to hatch. Interestingly, the sex of the baby alligators isn't set genetically, as it is with most other animals. Instead, the temperature of the nest will determine whether the young will be male or female. Eggs that mature in low temperatures become female offspring, while higher temperatures yield males.
- 6 Alligators are quite different from crocodiles. While alligators can harm human beings, they are less dangerous than most crocodiles because they attack humans only when provoked. Alligators also look different from crocodiles. The mature alligator's snout is wider, and its body color is black, while crocodiles are brown. Most obviously, the crocodile has teeth that stick out of its mouth when its jaws are closed. All the alligator's teeth remain hidden inside its closed mouth.
- 7 Although alligators can harm people and are superior hunters, they provide some ecological benefits. "Gator holes," holes dug by alligators, collect rainwater, which supplies other animals with water through long droughts and periods without rain. Not only do other animals drink this water, but many animals lay their eggs in these holes. Additionally, alligators are a vital part of the ecological system because they keep the population levels of their prey stable.

- 8 Alligators inhabit the southeastern United States between South Carolina and Texas. The majority of them live in Louisiana and Florida. The American alligator was placed on the endangered species list in the 1960s. Once alligators were made a protected species, hunting them became illegal. As a result, the alligator population boomed, and, in 1987, alligators were removed from the list.

GLE 4a

30 What is one way alligators and crocodiles are similar?

- A They are both black.
- B They both have teeth that stick out of their mouth when it is closed.
- C They are both crocodilians.
- D They are equally dangerous to humans.

GLE 4a

31 If you saw an alligator making a large mound of mud and plants, what would you conclude?

- A The alligator is about to attack.
- B The alligator is about to lay eggs.
- C The alligator is about to sleep.
- D The alligator is about to eat a fish.

GLE 4a

32 Which of the following is most likely to have happened when alligators were removed from the endangered species list in 1987?

- A They stopped digging “gator holes.”
- B Their population began to increase.
- C Many people bought alligators as pets.
- D People began to hunt them again.

GLE 12

33 What was most likely the author’s purpose for writing this selection?

- A To inform the reader
- B To frighten the reader
- C To persuade the reader
- D To entertain the reader

GLE 14e

34 Which paragraph discusses the differences between alligators and crocodiles?

- A Paragraph 3
- B Paragraph 4
- C Paragraph 5
- D Paragraph 6**

GLE 9c

35 Which of the following is a detail that supports the main idea of paragraph 7?

- A The temperature of the nest will determine whether the young will be male or female.
- B Holes dug by alligators collect rainwater that supplies other animals with water.**
- C Alligators can harm people and are superior hunters.
- D Alligators provide some ecological benefits.

Directions: Read the following poem. Then answer questions 36–40 on your answer sheet.

The Road Not Taken by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth.

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same.

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

GLE 8c

36 Which line of the poem contains alliteration?

- A “Two roads diverged in a yellow wood”
- B “Because it was grassy and wanted wear”
- C “In leaves no step had trodden black”
- D “I doubted if I should ever come back”

GLE 8c

37 What is the rhyme scheme of this poem?

- A ABABA
- B ABABB
- C ABAAB
- D AABBA

GLE 9b

38 Which of the following best paraphrases the lines “Though as for that the passing there/Had worn them really about the same”?

- A Many people had passed by the roads.
- B One road was much more worn than the other.
- C Nobody had ever used the roads.
- D The two roads were equally worn down.

GLE 9a

39 Which event in the poem happens first?

- A The speaker looks down one road until it disappears from sight.
- B The speaker goes down the road less traveled.
- C The speaker regrets not being able to go down both roads.
- D The speaker thinks about telling this story in the future.

GLE 3a

40 The image of a person standing at a place where “two roads diverged” symbolizes which of the following?

- A Making choices in life
- B Living through hard times
- C Being at peace with nature
- D Regretting the past

Directions: Read the following excerpt from a story. Then answer questions 41–45 on your answer sheet.

from The Gorilla and the Bear

- 1 The gorilla stood at the entrance to the bear’s cave. “Come out, bear! Come out, bear!” the gorilla shouted. “I am the strongest beast in the jungle!”
- 2 The bear lumbered out of his cave and stared at the gorilla. “Why did you disturb me from my nap?” the bear asked.
- 3 “Because I am the strongest beast in the jungle,” the gorilla repeated boastfully as he beat upon his chest with his fist. “See that rock over there?” the gorilla asked. “I bet that I can lift it over my head.”
- 4 The gorilla marched over to a large boulder and raised it high above his head. Then he tossed the stone at the bear’s feet. “Now you try it,” the gorilla commanded. The bear yawned and scratched his hip with one of his large, sharp claws. Then he reached down and lifted the boulder over his head with equal ease.
- 5 “Are you satisfied now?” the bear asked.
- 6 “No!” the gorilla howled. “See that large tree over there?” The gorilla pointed to a large tree. “I bet that I can pull that tree from the ground.”
- 7 The bear watched the gorilla strut over to the tree and wrap his muscular arms around its trunk. Then the gorilla took a deep breath and attempted to lift the tree. It would not budge.
- 8 “Let me try again,” the gorilla said.
- 9 “Step aside,” the bear casually said as he wrapped his own mighty arms around the tree.
- 10 It was then that the gorilla and the bear heard a bellowing laugh coming from behind them. They turned around to see a huge elephant standing in the clearing.
- 11 “Neither of you foolish creatures is the strongest beast in the jungle,” the elephant said. “I am.”
- 12 As the elephant approached the tree, the gorilla and the bear quietly stepped aside.

GLE 8a

41 What element of the story tells the reader this is fiction?

- A The story takes place near a bear's cave.
- B The elephant is stronger than the bear or the gorilla.
- C The story is about a competition.
- D The story includes animals that can talk.

GLE 8a

42 What type of story is "The Gorilla and the Bear"?

- A A folktale
- B An epic
- C An autobiography
- D An essay

GLE 9f

43 What will probably happen after the elephant approaches the tree in paragraph 12?

- A The elephant will go home.
- B The elephant will lift the stone over his head.
- C The elephant will try to pull the tree out of the ground.
- D The elephant will chase the bear and the gorilla away.

GLE 9a

44 What happens after the gorilla tries to lift the tree?

- A The bear pulls the tree out of the ground.
- B The gorilla asks for another try.
- C The bear picks up the stone.
- D The bear wakes up from his nap.

GLE 2b

45 Which event is the climax of the story?

- A The gorilla challenges the bear to a competition.
- B The gorilla lifts the stone over his head.
- C The bear wraps his arms around the tree.
- D The elephant arrives and laughs at the other two animals.

Language

This portion of the *i*LEAP English Language Arts Test asks you to find mistakes in writing.

Directions: Questions 46–55 ask you to look for mistakes in spelling. Choose the word that is not spelled correctly. When there is no mistake, choose the last answer, (No mistakes).

GLE 26

- 46 A acquainted
B existed
C reluctant
D observed
E (No mistakes)

GLE 26

- 47 A homesick
B perform
 C atmosfere
D explorer
E (No mistakes)

GLE 26

- 48 A descripsion
B information
C illusion
D transportation
E (No mistakes)

GLE 26

- 49 A autumn
B column
 C campain
D rough
E (No mistakes)

GLE 26

- 50 A immigrant
B important
C remember
 D resistence
E (No mistakes)

GLE 26

- 51 **A** excited
B definitely
C describe
D excede
E (No mistakes)

GLE 26

- 52 **A** finely
B familiar
C embarress
D rhyme
E (No mistakes)

GLE 26

- 53 **A** climb
B seperate
C receive
D remove
E (No mistakes)

GLE 26

- 54 **A** slight
B acuse
C elect
D protect
E (No mistakes)

GLE 26

- 55 **A** probably
B breakfast
C temperature
D neccessary
E (No mistakes)

Directions: Questions 56–65 ask you to look for mistakes in capitalization. Choose the answer with the same letter as the line containing the mistake. When there is no mistake, choose the last answer, (No mistakes).

ELA-3-M2

- 56 **A** Next year, I am planning
B a trip to Mexico City because
C I am learning to speak spanish.
D (No mistakes)

ELA-3-M2

- 57 **A** Dear aunt Louise,
B I would love to see the photographs
C of your new house in Boston.
D (No mistakes)

ELA-3-M2

- 58 **A** To get to my house, take
B a Left on Duke Street and then
C a quick right onto Devoro Road.
D (No mistakes)

ELA-3-M2

- 59 **A** My Mother was born in
B the small town of
C Brownsville, Texas.
D (No mistakes)

ELA-3-M2

- 60 **A** The eiffel tower
B is one of the most famous
C landmarks in Paris.
D (No mistakes)

ELA-3-M2

- 61 **A** This year, my Birthday falls on
B a Saturday, which happens to
C be my favorite day of the week!
D (No mistakes)

ELA-3-M2

- 62 A The English exam is
B scheduled for September 19.
C Study Hard!
D (No mistakes)

ELA-3-M2

- 63 A Each year, thousands of
B people visit the Grand
C Canyon in Arizona.
D (No mistakes)

ELA-3-M2

- 64 A Once upon a time, there was
B a Princess. She was famous for
C her kindness and beauty.
D (No mistakes)

ELA-3-M2

- 65 A After the police officer
B gave my mom a speeding ticket,
C she drove much slower.
D (No mistakes)

Directions: Questions 66–85 ask you to look for mistakes in punctuation. Choose the answer with the same letter as the line containing the mistake. When there is no mistake, choose the last answer, (No mistakes).

GLE 23b

- 66 A Dear Mr. Fripp,
B I really liked your book
C *A Surfer's Handbook*.
D (No mistakes)

GLE 23b

- 67 A The Cagan family
B has traveled to: Israel,
C Mexico, and Canada.
D (No mistakes)

GLE 23a

- 68 A Yes you can see
 B the Northern Lights
 C from Fairbanks, Alaska.
 D (No mistakes)

GLE 23a

- 69 A Although I read it several years
 B ago *To Kill a Mockingbird*
 C is still my favorite book
 D (No mistakes)

GLE 23

- 70 A Dutch artist Vincent van
 B Gogh, creator of *The*
 C is my favorite painter. *Starry Night*.
 D (No mistakes)

GLE 23

- 71 A Our neighbor Henry Armitage,
 B always has his holiday
 C decorations up in October.
 D (No mistakes)

GLE 23a

- 72 A When my second-grade teacher
 B Yelled "Jordan" I
 C was very surprised.
 D (No mistakes)

GLE 23a

- 73 A Have you ever had
 B a turkey, cheese, and
 C sauerkraut sandwich. Amy?
 D (No mistakes)

GLE 23a

- 74 **A** After the fireworks, we
B drove home and
C went straight to bed.
D (No mistakes)

GLE 23a

- 75 **A** “The best way to peel an
B onion” she said, “is to
C do it quickly.”
D (No mistakes)

GLE 23b

- 76 **A** The traffic was terrible,
B the cars on the highway
C were hardly moving.
D (No mistakes)

GLE 23b

- 77 **A** The airplane was full; I was
B stuck between my little sister
C and a man in a business suit.
D (No mistakes)

GLE 23a

- 78 **A** “That spaghetti with
B meatballs sure looks
C good,” he said.
D (No mistakes)

GLE 23b

- 79 **A** After emerging from the
B freezing water; Jonas quickly
C ran to get his towel.
D (No mistakes)

GLE 23b

- 80 **A** The yellow sun was rising;
B its light was reflected
C in the still water of the lake.
D (No mistakes)

GLE 23a

- 81 **A** “Go fish” he said, laying his cards
B facedown on the table. I chose
C a card from the pile.
D (No mistakes)

GLE 23b

- 82 **A** Here’s a bit of helpful
B advice, You should always
C save room for dessert.
D (No mistakes)

GLE 23

- 83 **A** Ive smelled the milk in
B the refrigerator, and
C it’s definitely sour.
D (No mistakes)

GLE 23a

- 84 **A** “I can’t find that library book,”
B she cried “and it happens
C to be due today!”
D (No mistakes)

GLE 23b

- 85 **A** After it snowed all night; we used
B shovels to dig a maze in the
C backyard. My dog was very confused.
D (No mistakes)

Directions: Questions 86–96 ask you to look for mistakes in language usage. Choose the answer with the same letter as the line containing the mistake. When there is no mistake, choose the last answer, (No mistakes).

GLE 24b

- 86 **A** If a person likes cookies,
B they should learn
C to bake them.
D (No mistakes)

GLE 24b

- 87 **A** Someone needed to
B borrow a phone so
C they could call their mom.
D (No mistakes)

GLE 24c

- 88 **A** Our new Australian shepherd
B puppy is cute, but he
C hardly has no tail.
D (No mistakes)

GLE 24b

- 89 **A** My mom and dad
B always do their holiday
C shopping separately.
D (No mistakes)

GLE 24c

- 90 **A** That bag of potato
B chips did not last hardly
C five whole minutes!
D (No mistakes)

GLE

- 91 **A** I like every kind of candy
B bar accept the ones
C that contain coconut.
D (No mistakes)

GLE 24b

- 92 A I know my keys
B are around here somewhere,
C but I can't seem to find it.
D (No mistakes)

GLE 24c

- 93 A After yesterday, I
B will never eat
C no shrimp again.
D (No mistakes)

GLE 24

- 94 A The dentist said I needed
B to brush my teeth
C at least twice a day.
D (No mistakes)

GLE 24

- 95 A No one knew where
B the boy had hidden
C his birthday present.
D (No mistakes)

GLE 24

- 96 A They're team was exceptional.
B It won nearly
C every game it played.
D (No mistakes)

Questions 97–102 refer to the following paragraph.

¹Dutch artist Rembrandt van Rijn was born on July 15, 1606. ²His style of using light and shadow in his paintings brought drama and beauty to his work. ³Although he was well known at a young age for his paintings of religious, mythological, and historical scenes, he became famous for his portraits. ⁴He wanted to emphasize the contrast between light and dark in his paintings. ⁵In order to accomplish this goal, Rembrandt made the light areas of the painting lighter, as if someone were shining a spotlight on the people in the painting. ⁶He also made the shadowed areas of the painting very dark.

GLE 16

97 Which sentence expresses the main idea of this paragraph?

- A Sentence 1
- B Sentence 2
- C Sentence 3
- D Sentence 6

GLE 16

98 Which sentence should be removed from the paragraph?

- A Sentence 1
- B Sentence 3
- C Sentence 4
- D Sentence 6

GLE 15e

99 Your teacher asks you to revise this paragraph to include specific details that support the main idea. Which of the following sentences do you add?

- A Rembrandt made more than 300 etchings, which he printed on many kinds of paper.
- B Rembrandt was also a teacher; he took on many students and occasionally employed one of his pupils as an assistant.
- C Rembrandt painted many self-portraits in which he wore elaborate costumes.
- D Rembrandt's painting *Night Watch* was originally a daytime scene, but it had such deep shadows it looked like it was set at night.

GLE 16

100 Which sentence would be a good concluding sentence for this paragraph?

- A** These contrasts added to the beauty of Rembrandt's artwork.
- B** Rembrandt's difficult life was reflected in his paintings.
- C** Rembrandt's style was influenced by another artist, Leonardo da Vinci.
- D** Rembrandt's portraits are so realistic, some people think the people do not look pretty enough.

GLE 15d

101 What does the phrase "to accomplish this goal" refer to?

- A** Rembrandt's goal of becoming a famous artist
- B** Rembrandt's goal of painting religious, mythological, and historical scenes
- C** Rembrandt's goal of emphasizing the contrast between light and dark
- D** Rembrandt's goal of being a well-known portrait painter at a young age

GLE 17a

102 Suppose you needed to revise this paragraph for a younger audience. Which word or phrase could you substitute for "emphasize" in sentence 4?

- A** illustrate
- B** point out
- C** notice
- D** accentuate