

Chapter 1: *i*LEAP English Language Arts, Grade 5

This section describes the overall design of the *i*LEAP English Language Arts (ELA) test to be administered to students in grade 5. Test specifications, sample test questions, and scoring rubrics are provided so that teachers may align classroom practices with the state assessment.

Test Structure

The ELA test consists of four parts, or subtests, which are administered over two days. Two parts, or subtests, are administered on the first day of testing and two on the second day.

Day One

Part 1: Writing

Part 2: Using Information Resources

Day Two

Part 3: Reading

Part 4: Language

The ELA test includes:

- Norm-referenced test (NRT) items from the survey battery (short form) of the Iowa Tests of Basic Skills[®] (ITBS). Most of the items measure Louisiana Grade-Level Expectations (GLEs). The survey battery is used to provide national norms.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

Item Types

The ELA test has ninety-nine (99) multiple-choice items and one writing prompt.

The multiple-choice items consist of an interrogatory stem and four or five answer options. These items assess a student's knowledge and conceptual understanding, and responses will be scored 1 if correct and 0 if incorrect.

In the Writing section of the assessment, students develop a composition in response to a specific topic, or writing prompt. Administration procedures for the Writing test require students to draft and edit the composition in the test booklet and write the final draft in the answer folder. The composition is scored according to Louisiana's writing rubric for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

The NRT Component

The ITBS survey battery is the NRT component of the *i*LEAP ELA assessment. Sample questions that show what the questions are like and show how to mark answers are provided at the beginning of each subtest. This part of the assessment measures standards 1, 2, 3, 6, and 7.

Standard 1

Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 3

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

Standard 6

Students read, analyze, and respond to literature as a record of life experiences.

Standard 7

Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

The survey battery is designed to 1) obtain information that can support instructional decisions made by teachers in the classroom, 2) provide information to students and their parents for monitoring student growth from grade to grade, and 3) examine the yearly progress of grade groups as they pass through the school's curriculum. All questions are in multiple-choice format and have four or five answer options each. The survey battery is a **timed** test. Table 6 presents the testing times and the number of questions for each subtest.

Table 6: Grade 5 Survey Battery Test Lengths and Times

Test	Time (min.)	No. of Questions
Reading		
Vocabulary	5	12
Reading Comprehension	25	20
Language		
Spelling, Capitalization, Punctuation, Usage and Expression	30	51
Total	60	83

The descriptions that follow briefly summarize the content and skills measured by each test of the survey battery.

Reading

Vocabulary

Each vocabulary question presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. Approximately equal numbers of nouns, verbs, and modifiers are tested.

Reading Comprehension

The reading comprehension section includes passages that vary in length from a few lines to a full page. The passages are drawn from fiction, fables, tales, poetry, interviews, diaries, biographical sketches, science and social studies materials, and other nonfiction. The reading difficulty level of each piece is appropriate to the grade level. Passages with higher reading difficulty levels are generally shorter and of high interest.

At grade 5, there are thirty-two (32) multiple-choice questions in the Reading test. The distribution across all items is 59 percent for standard 1, 9 percent for standard 6, and 31 percent for standard 7. Approximately two-thirds of the questions require students to draw inferences or to generalize about what they have read.

Language

The Language test contains multiple-choice questions about spelling, capitalization, punctuation, and usage and expression.

Spelling

Each spelling question presents four words, one of which may be misspelled, and a fifth option, *No mistakes*, if no error is present. This format permits the testing of four spelling words for each test question. Errors in the tested words are based on common substitutions, reversals, omissions, or unnecessary additions.

Capitalization

Capitalization questions present undercapitalization and overcapitalization errors in three contextual lines. Students identify the line of text containing an error, or they choose a fourth option, *No mistakes*, if no error is present. Standard capitalization of names and titles, dates and holidays, places, organizations and groups, and other words is tested.

Punctuation

Punctuation questions present underpunctuation and overpunctuation errors in three contextual lines. Students identify the line of writing in which an error occurs, or they choose a fourth option, *No mistakes*, if no error is present. Standard practice in the use of end punctuation, commas, apostrophes, quotation marks, colons, and semicolons is tested.

Usage and Expression

Usage questions and expression questions contain one or two sentences arranged in three lines. For usage, students must identify the line containing usage errors, or they may select *No mistakes* if they believe no error is present. Errors in the use of verbs, personal pronouns, modifiers, or in word choice are included. For expression, students must choose the best or most appropriate way of expressing an idea in a sentence or paragraph. Choices involve issues of conciseness, clarity, appropriateness of expression, and the organization of sentence and paragraph elements.

The CRT Component

The CRT component of the ELA assessment was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana’s content standards, benchmarks, and GLEs. Separate committees reviewed the items for potential bias and sensitive material. This component of *iLEAP* measures aspects of standards 2 and 5.

Standard 2 (Writing)

Students write competently for a variety of purposes and audiences.

Standard 5 (Using Information Resources)

Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Writing

This part of the assessment asks students to write a composition in response to a writing prompt. At grade 5, the mode of writing will be narrative or expository. The Writing test is **untimed**, but students should be given a minimum of one hour to plan, write, and check their work. Students are allowed to use dictionaries and thesauruses for the Writing test.

Students are directed to focus attention on the:

- purpose and focus of the composition,
- intended audience,
- recommended length of the composition, and
- important elements that will be considered evaluating the composition.

Students also are given a Writer’s Checklist to consult as a reference. Because of the heavy emphasis of standard 3 (conventions of writing) on the survey battery, student compositions will be scored only for the dimensions of Composing and Style/Audience Awareness (dimensions 1 and 2).

Using Information Resources

In this part of the assessment, students are provided four to six reference sources, which they use to answer eight multiple-choice questions. All reference sources are related to a specific topic. They are realistic, grade-appropriate materials that a fifth-grader might find in a library and use in preparing a project or report. Test questions reflect realistic uses of the sources. This subtest is **untimed**, but students should be given about forty minutes to review the materials and answer the questions.

The reference sources may include:

- articles from encyclopedias, magazines, newspapers, and textbooks;
- parts of books such as tables of contents, copyright pages, glossaries, and indexes;
- visual aids such as maps, graphs, tables, charts, illustrations, schedules, and diagrams; and
- electronic sources such as screen shots of online card catalogs, Web site pages, and search engine result screens.

Scoring Information for Writing

Student compositions are scored from 2 to 8 points, according to Louisiana's scoring rubric for Writing, in the dimensions of Composing and Style/Audience Awareness.

Dimension	Possible Points
Composing	4 (1 to 4 pt. scale)
Style/Audience Awareness	4 (1 to 4 pt. scale)

Each student composition is scored by two readers, with scores averaged for each dimension. For example:

Dimension	Reader 1	Reader 2	Average
Composing	3	4	3.5
Style/Audience Awareness	2	2	2
Total Score			5.5

Louisiana Scoring Rubric for Writing

The general rubric used to score both dimensions of Writing is:

4	The writer demonstrates consistent , though not necessarily perfect, control of almost all of the dimension's features.
3	The writer demonstrates reasonable , but not consistent, control of most of the dimension's features indicating some weakness in the dimension.
2	The writer demonstrates enough inconsistent control of several features to indicate significant weakness in the dimension.
1	The writer demonstrates little or no control of most of the dimension's features.

Control is the ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each dimension. Specific features within the dimensions follow:

The Composing dimension includes the focusing, supporting, and structuring that a writer does to construct an effective message for a reader. The writer crafts that message by focusing on a central idea, providing elaboration of ideas to support the central idea, and delivering the central idea and its support in a unified, organized text.

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

The **Style/Audience Awareness dimension** comprises features of linguistic expression: how a writer purposefully shapes and controls language to affect readers. This dimension focuses on the expressiveness, specificity, rhythm of the piece, and on the writer’s presence or voice.

Score Point	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 • over-extended 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

English Language Arts Test Specifications

Table 7 provides the test specifications for the grade 5 *iLEAP* ELA assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 7: Grade 5 English Language Arts Test Specifications

Standards	% of Total Points
Standard 1	19
Standard 6	3
Standard 7	10
Standard 2	11
Standard 3	48
Standard 5	8
Total	100

Ninety-one 1-point MC items plus the 8-point Writing prompt equals a 99-point test.

Standards, Benchmarks, and GLEs Assessed

Louisiana’s English Language Arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. GLEs further define the knowledge and skills students are expected to master by the end of each grade or high school course. The GLEs for each grade are developmentally appropriate and increase in complexity to build the knowledge and skills students need. For example, the prekindergarten GLE “participate in group-shared writing experiences that include rhyming and descriptive words” begins the development of the concept “recognizing and applying literary devices.” In subsequent grades, GLEs build on this foundational literary concept.

Most of the grade 5 standards, benchmarks, and GLEs are eligible for assessment on the grade 5 *iLEAP*. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *iLEAP*. GLE numbers 31, 44, and 46 focus on use of technology or resources unavailable during the test; therefore, they cannot be assessed in a multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level.

Explanation of Codes

GLEs are numbered consecutively at each grade level and grouped according to standard.

Standards 1, 6, and 7 relate to reading comprehension skills.

Standards 2 and 3 relate to writing processes and conventions of language.

Standard 4 relates to speaking and listening skills, which are **not** assessed on *iLEAP*.

Standard 5 relates to research skills.

ELA codes are arranged by content area, standard number, grade cluster (E, M, H), benchmark number, and GLE number. The first part of the code is always ELA. The second part indicates the standard number. The third part indicates the grade cluster and benchmark number. The fourth part indicates the GLE number. Table 8 provides three examples of ELA codes.

Table 8: Examples of English Language Arts Codes

Code	Translation
ELA-1-E4-GLE 5	English Language Arts, Standard 1, Elementary, Benchmark 4, GLE 5
ELA-4-M1-GLE 32	English Language Arts, Standard 4, Middle School, Benchmark 1, GLE 32
ELA-3-H3-GLE 25	English Language Arts, Standard 3, High School, Benchmark 3, GLE 25

The following chart presents **all** grade 5 ELA standards, benchmarks, and GLEs.

GRADE 5
ENGLISH LANGUAGE ARTS STANDARDS, BENCHMARKS, AND GLEs

Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmarks	Grade-Level Expectations
<p>ELA-1-M1: using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)</p>	<ol style="list-style-type: none"> 1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> • using context clues (e.g., definition, restatement, example, contrast) • using structural analysis (e.g., base words, roots, affixes) • determining word origins (etymology) • using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1) 2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1) 3. Identify the meanings of idioms and analogies (ELA-1-M1) 4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1)
<p>ELA-1-M2: interpreting story elements (e.g., mood, tone, style) and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism) within a selection</p>	<ol style="list-style-type: none"> 5. Identify and explain story elements, including: <ul style="list-style-type: none"> • theme development • character development • relationship of word choice and mood • plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2) 6. Identify and explain literary devices in grade-appropriate texts, including: <ul style="list-style-type: none"> • how word choice and images appeal to the senses and suggest mood, tone, and style • foreshadowing • flashback (ELA-1-M2)
<p>ELA-1-M3: reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500–1,000 words)</p>	<ol style="list-style-type: none"> 7. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> • fiction • nonfiction • poetry • songs (ELA-1-M3)

ELA-1-M4: interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific)	8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)
ELA-1-M5: adjusting reading rate according to texts and purposes for reading (e.g., problem solving, evaluating, researching)	
Standard Six: Students read, analyze, and respond to literature as a record of life experiences.	
Benchmarks	Grade-Level Expectations
ELA-6-M1: comparing/contrasting and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups	9. Identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
ELA-6-M2: identifying, comparing and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (e.g., novels, drama)	10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2)
ELA-6-M3: classifying and interpreting various genres according to their unique characteristics	11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> • fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels) • nonfiction (e.g., biography, autobiography, informational text) • poetry (e.g., lyric, narrative) • drama (e.g., one-act play or skits) (ELA-6-M3)

Standard Seven: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Benchmarks	Grade-Level Expectations
<p>ELA-7-M1: using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts</p>	<p>12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> • sequencing events and steps in a process • summarizing and paraphrasing information • identifying stated and implied main ideas and supporting details • comparing and contrasting literary elements and ideas • making simple inferences and drawing conclusions • predicting the outcome of a story or situation with reasonable justification • identifying literary devices (ELA-7-M1)
<p>ELA-7-M2: using reasoning skills (e.g., categorizing, prioritizing), life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts</p>	<p>13. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)</p> <p>14. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)</p>
<p>ELA-7-M3: interpreting the effects of an author’s purpose (reason for writing) and viewpoint (perspective)</p>	<p>15. Explain an author’s purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)</p> <p>16. Explain how the author’s viewpoint (perspective, bias) is reflected in the text (ELA-7-M3)</p>
<p>ELA-7-M4: using inductive and deductive reasoning skills across oral, written, and visual texts</p>	<p>17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> • identifying cause-effect relationships • raising questions • thinking inductively and deductively • generating a theory or hypothesis • skimming/scanning • distinguishing facts from opinions and probability (ELA-7-M4)

Standard Two: Students write competently for a variety of purposes and audiences.	
Benchmarks	Grade-Level Expectations
ELA-2-M1: writing multiparagraph compositions (150–200 words) that clearly imply a central idea with supporting details in a logical, sequential order	<p>18. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:</p> <ul style="list-style-type: none"> • an established central idea • important ideas or events stated in sequential or chronological order • elaboration (e.g., fact, examples, specific details) • transitional words and phrases that unify points and ideas • an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1) <p>19. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p>
ELA-2-M2: using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions	<p>20. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> • word choices (diction) appropriate to the identified audience and/or purpose • vocabulary selected to clarify meaning, create images, and set a tone • information/ideas selected to engage the interest of the reader • clear voice (individual personality) • variety in sentence structure (ELA-2-M2)
ELA-2-M3: identifying and applying the steps of the writing process	<p>21. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> • selecting topic and form • prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers) • drafting • conferencing (e.g., peer and teacher) • revising based on feedback and use of various tools (e.g., Writer’s Checklist, rubrics) • proofreading/editing • publishing using technology (ELA-2-M3)

<p>ELA-2-M4: using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, essays)</p>	<p>22. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)</p> <p>23. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> • how-to essays • stories that incorporate dialogue, characters, plot, setting, and sensory details (ELA-2-M4)
<p>ELA-2-M5: identifying and applying literary devices (e.g., symbolism, dialogue)</p>	<p>24. Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia (ELA-2-M5)</p>
<p>ELA-2-M6: writing as a response to texts and life experiences (e.g., personal and business letters)</p>	<p>25. Write for various purposes, including:</p> <ul style="list-style-type: none"> • formal and informal letters that state a purpose, make requests, or give compliments • evaluations of media, such as films, performances, or field trips • explanations of stories and poems using retellings, examples, and text-based evidence (ELA-2-M6)
<p>Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.</p>	
<p>Benchmarks</p>	<p>Grade-Level Expectations</p>
<p>ELA-3-M1: writing fluidly and legibly in cursive or printed form</p>	
<p>ELA-3-M2: demonstrating use of punctuation (e.g., colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations</p>	<p>26. Use standard English punctuation, including:</p> <ul style="list-style-type: none"> • parentheses and commas in direct quotations • commas to set off appositives and introductory phrases • use quotation marks around dialogue (ELA-3-M2) <p>27. Capitalize the first and other important words in titles and proper nouns (ELA-3-M2)</p>
<p>ELA-3-M3: demonstrating standard English structure and usage by using correct and varied sentence types (e.g., compound and compound-complex) and effective personal styles</p>	<p>28. Write paragraphs and compositions following standard English structure and usage, including:</p> <ul style="list-style-type: none"> • varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory) • agreement of subjects and verbs in complex sentences • sentences without double negatives • correct sentence fragments and run-on sentences (ELA-3-M3)

ELA-3-M4: demonstrating understanding of the parts of speech to make choices for writing	29. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • using same verb tense throughout when appropriate • selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)
ELA-3-M5: spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary	30. Spell high-frequency, commonly confused, frequently misspelled words correctly (ELA-3-M5) 31. Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)
Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.	
Benchmarks	Grade-Level Expectations
ELA-4-M1: speaking intelligibly, using standard English pronunciation and diction	32. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1) 33. Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
ELA-4-M2: giving and following directions/ procedures	34. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2) 35. Restate or describe oral directions/procedures for tasks (ELA-4-M2)
ELA-4-M3: using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations	36. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3) 37. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)
ELA-4-M4: speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)	38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4) 39. Deliver formal and informal presentations for a variety of purposes, including: <ul style="list-style-type: none"> • book reports • personal experiences • explanations of projects (ELA-4-M4)
ELA-4-M5: listening and responding to a wide variety of media	40. Evaluate media for various purposes, including: <ul style="list-style-type: none"> • effectiveness of organization and presentation • usefulness and relevance of information (ELA-4-M5)

<p>ELA-4-M6: participating in a variety of roles in group discussions (e.g., facilitator, recorder)</p>	<p>41. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> • explaining the effectiveness and dynamics of group process • applying agreed-upon rules for formal and informal discussions • assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)
<p>Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</p>	
<p>Benchmarks</p>	<p>Grade-Level Expectations</p>
<p>ELA-5-M1: identifying and using organizational features of printed text, other media, and electronic information (e.g., microprint, CD-ROM, e-mail)</p>	<p>42. Locate and select information using a variety of organizational features in grade-appropriate resources, including:</p> <ul style="list-style-type: none"> • complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) • frequently accessed and bookmarked Web addresses (ELA-5-M1)
<p>ELA-5-M2: integrating information sources</p>	<p>43. Locate and integrate information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> • multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias) • electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic (ELA-5-M2)
<p>ELA-5-M3: locating, gathering, and selecting information using formal outlining, paraphrasing, interviewing, and surveying to produce documented texts and graphics</p>	<p>44. Locate, gather, and select information using data-gathering strategies, including:</p> <ul style="list-style-type: none"> • surveying • interviewing • paraphrasing (ELA-5-M3) <p>45. Generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> • visual representations of data/information • graphic organizers (e.g., outlines, timelines, charts, webs) • bibliographies (ELA-5-M3)
<p>ELA-5-M4: using available technology to produce, revise, and publish a variety of works (e.g., documented research reports, investigative reports, annotated bibliographies)</p>	<p>46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4)</p>

<p>ELA-5-M5: citing references using various formats (e.g., endnotes, annotated bibliographies)</p>	<p>47. Give credit for borrowed information following acceptable use policy, including:</p> <ul style="list-style-type: none"> • integrating quotations and citations • using endnotes • creating bibliographies and/or works cited lists (ELA-5-M5)
<p>ELA-5-M6: identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)</p>	<p>48. Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps (ELA-5-M6)</p>

Sample Test Items: Grade 5 English Language Arts

The prompts, resource materials, reading passages, and items below are representative of prompts, questions, and passages that will appear on actual tests.

Writing Prompts

Below are two writing topics similar to topics that will appear on an *iLEAP* English Language Arts test. One is an expository prompt and one is a narrative prompt.

Sample Writing Prompt A

Read the topic in the box below and write a well-organized multiparagraph composition of about 125 to 175 words. Be sure to follow the suggestions listed under the box.

Your teacher has asked you to write a composition about a time you discovered something special.

Before you begin to write, think about a time you discovered something special. Perhaps it was a special book, a song, or a toy. Perhaps it was a person or an animal. How did you discover it? What happened?

Now, write a multiparagraph story about a time you discovered something special.

- Your composition should have at least two paragraphs.
- Include details and enough information so your teacher will understand what happened.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Description:

This prompt assesses a student's ability to write in narrative mode. Other prompts may invite students to write in descriptive mode and may take the form of essays or letters.

Sample Writing Prompt B

Read the topic in the box below and write a well-organized multiparagraph composition of about 125 to 175 words. Be sure to follow the suggestions listed under the box.

Your class is creating a book about the weather. Your teacher has asked you to write about your favorite kind of weather.

Before you begin to write, think about your favorite kind of weather. What about this weather do you enjoy? Why is it your favorite kind of weather?

Now write a multiparagraph composition that identifies your favorite kind of weather and explains why it is your favorite.

- Your composition should have at least two paragraphs.
- Include specific details and enough information so your teacher will be able to understand what kind of weather you like and why it is your favorite.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student's ability to write in expository mode. Other prompts may invite students to write in narrative mode and may take the form of essays, stories, or letters.

Using Information Resources

Below is a set of reference sources that is representative of the types of materials that may be included in this section of the *iLEAP* English Language Arts test. All reference sources will be related to a single research topic, and students will use the sources to answer a set of multiple-choice questions. Questions 1 through 5 following these reference sources are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

Sample Using Information Resources Materials and Questions

Introduction: In this test, you are asked to look at some reference materials and then use the materials to answer the questions on pages __ and __.

Research Topic: Skyscrapers

Suppose you want to find out more about skyscrapers for a report you are writing. Four different sources of information about skyscrapers are contained in this test. The information sources and the page numbers where you can find them are listed below.

1. Article from the Magazine *Kids Learning*
“Skyscrapers” (page __)

2. Excerpt from the Book *Buildings and How They Work*
Some of the World’s Tallest Skyscrapers Chart (page __)

3. Page from the Web Site Skyscrapers.org
Interesting Facts about the Empire State Building (page __)

4. Excerpts from the Book *The Wonderful World of Skyscrapers*
a. Copyright Page (page __)
b. Table of Contents (page __)

Note: Model bibliographic entries for different types of documents are on page __.

Directions: Skim pages __ through __ to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed through these sources, answer the questions on pages __ and __. Use the information sources to help you answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.

1. Article from the Magazine *Kids Learning*
“**Skyscrapers**”

Kids Learning

May 2004



SKYSCRAPERS!

By Barbara Moss

What Is a Skyscraper?

A skyscraper is a very tall city building. But not all tall buildings are skyscrapers. A tall building is a skyscraper only if it has a roof, walls, and a steel structure and is used by humans as a place to work or live. The floors in a skyscraper are called stories.

Why Build Up?

That's easy. First, there's not a lot of available land in big cities. The land that is available is very expensive. By building up instead of across, a skyscraper that takes up only one or two blocks of city land can provide the same amount of space as several shorter buildings that require four or five blocks of city land.

What Made Taller Skyscrapers Possible?

The two inventions that made it possible to build buildings that were taller and taller were structural steel frames and elevators.

Structural Steel Frames Instead of being held up by walls that would have to be very, very thick to hold up such tall buildings, skyscrapers are supported by steel frames. The walls “hang” from the outside of the steel frame.

Elevators Very tall buildings must have a way to quickly move people about. Elevators are important because they can take people from the bottom of a skyscraper to the top in just a few seconds.

What's Inside a Skyscraper?

Some skyscrapers are so big they are like small cities. They can include offices, shopping malls, libraries, restaurants, places of entertainment, and post offices. Some skyscrapers are so big they even have their own zip code!

What Is the World's Tallest Skyscraper?

Currently, the Taipei [*Tie pay*] 101 in Taiwan is the world's tallest skyscraper. This building was completed in 2004. Taipei 101 also has the world's fastest elevators. The elevators in this building can transport passengers from the first floor to the 89th floor in just 39 seconds. Wow! 89 floors in less than a minute!

Although the Taipei 101 holds the record for now, it may not be the tallest building for long. At this very moment, engineers around the world are working hard to build taller buildings and faster elevators. The sky's the limit!

2. Excerpt from the Book *Buildings and How They Work*

Some of the World's Tallest Skyscrapers Chart


Some of the world's tallest skyscrapers are shown below. Heights are measured from the sidewalk to the top of each building. Antennas or flagpoles are not included in the measurement.

Some of the World's Tallest Skyscrapers

Building	Location	Stories	Height
Taipei 101	Taipei, Taiwan	101	1,670
Petronas Towers	Kuala Lumpur, Malaysia	88	1,483
Sears Tower	Chicago, Illinois	110	1,450
Jin Mao Building	Shanghai, China	88	1,380
Two International Finance Centre	Hong Kong	88	1,362
CITIC Plaza	Guangzhou, China	80	1,283
Shun Hing Square	Shenzhen, China	69	1,260
Empire State Building	New York, New York	102	1,250
Central Plaza	Hong Kong	78	1,227
Bank of China	Hong Kong	72	1,209
Emirates Tower One	Dubai, United Arab Emirates	54	1,165
Turtex Sky Tower	Kaohsiung, Taiwan	85	1,140
Aon Centre	Chicago, Illinois	80	1,136
John Hancock Center	Chicago, Illinois	100	1,127
Chrysler Building	New York, New York	77	1,023
Bank of America Plaza	Atlanta, Georgia	55	1,023
U.S. Bank Tower	Los Angeles, California	55	1,023

3. Page from the Web Site Skyscrapers.org
Interesting Facts about the Empire State Building

ADDRESS@ <http://www.Skyscrapers.org/EmpireStateBuilding.htm> **>>GO**



SKYSCRAPERS.ORG

SEARCH
by Location

SEARCH
by Name

SEARCH
by Size

SEARCH
by Year Built

Interesting Facts about the Empire State Building

If asked to name the most famous skyscraper in the world, many people would say the Empire State Building in New York City. Although it's not the tallest or even the most recent to be built, it is still one of the most well known of all skyscrapers. Here are some interesting facts about the Empire State Building.

- It took more than 3,000 workers a little more than a year to build.
- Its steel frames weigh 60,000 tons.
- Looking out from its observatory on a clear day, one can see 80 miles in all directions.
- It contains more than 10 million bricks; 6,000 windows; 70 miles of water pipes; 3,194,547 light bulbs; and more than 4,500 miles of electrical wire.
- It has 1,576 steps between the lobby and the 86th floor.
- It is the workplace for about 25,000 people. They move through the building using 73 elevators.
- For 41 years, it was the tallest skyscraper in the world.
- Each month it produces about 1,000 tons of garbage. That is the same as the weight of about 20 adult elephants.
- Each year it is visited by more than 3 million tourists.

MORE >>

[History of Skyscrapers](#)

[Construction Skyscrapers in the News](#)

[Statistics](#)

[Empire State Building/Facts](#)

[Links to Skyscraper Web Sites](#)

4. Excerpt from the Book *The Wonderful World of Skyscrapers*
a. Copyright Page

**Published by
Porter Publishing
155 Millennium Avenue
Boston, Massachusetts 03888**

Library of Congress Cataloging-in-Publication Data
Hollingsworth, Michael
The Wonderful World of Skyscrapers
I. Title.
ISBN: 11-5555-33-6777

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Book design by Connor James

Manufactured in the United States of America

November 1999

4. Excerpt from the Book *The Wonderful World of Skyscrapers*
b. Table of Contents

Table of Contents

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Frank Lloyd Wright and His “Mile High Scraper”	56–58
The Bionic Tower	59–60
Index	61–62
Glossary	63–64

Model Bibliographic Entries

The following sample bibliographic entries are adapted from the *MLA* (Modern Language Association) *Handbook for Writers of Research Papers*. They show some acceptable ways to write bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.
(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

Baraty, Joseph, and Rosa Garcia. Marsh Birds. New York: Wenday, 1982.
(Authors) (Title of work) (City) (Publisher) (Year)

An Encyclopedia Entry

“Dwarfed Trees.” Encyclopedia Americana. 1958.
(Title of article) (Name of encyclopedia) (Year)

A Magazine Article

Chen, David. “Floating Down the River.” Our Wildlife 9 July 1988: 120–25.
(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

National Wildlife Group. Swamp Life. Washington: National Wildlife Group, 1985.
(Name of organization) (Title of work) (City) (Publisher) (Year)

1 On which pages of the book *The Wonderful World of Skyscrapers* would you find information about the John Hancock Center in Chicago?

- A** Pages 42–44
- B** Pages 45–46
- C** Pages 50–51
- D** Pages 52–54

Correct response: D

Match to GLE: This item measures ELA-5-M1-GLE 42: locate and select information using a variety of organizational features in grade-appropriate resources. This item measures a student’s ability to use a table of contents; other items may require students to use indexes, Web page directories, or other organizational features to locate information.

2 To find information about the elevators in the Taipei 101 building, which resource would be most useful?

- A** “Skyscrapers” from the magazine *Kids Learning*
- B** The Some of the World’s Tallest Skyscrapers chart from the book *Buildings and How They Work*
- C** The table of contents from the book *The Wonderful World of Skyscrapers*
- D** The page from the Web site Skyscrapers.org

Correct response: A

Match to GLE: This item assesses ELA-5-M2-GLE 43: locate and integrate information from grade-appropriate resources. These items measure a student’s ability to choose the best source for locating a specific piece of information.

- 3 Look at the chart based on information on the page from the Web site Skyscrapers.org.

History	Contents	People
Was the tallest skyscraper for 41 years	Has 70 miles of water pipes	Visited by more than 3 million tourists each year

Which information goes in the blank under the History column?

- A Built in about a year
- B Workplace for 25,000
- C Has steel frames that weigh 60,000 tons
- D Generates 1,000 tons of garbage each month

Correct response: A

Match to GLE: This item measures ELA-5-M3-GLE 45: generate grade-appropriate research reports that include information presented in a variety of forms, including visual representations of data/information; graphic organizers (e.g., outlines, timelines, charts, webs); and bibliographies. Items testing this GLE will generally require students to process information and to fill in part of an outline, a chart, or a diagram.

4 What is the acceptable bibliographic entry for the book *The Wonderful World of Skyscrapers*? Refer to the model bibliographic entries.

- A** Michael Hollingsworth: The Wonderful World of Skyscrapers. Boston: Porter Publishing, 1999.
- B** Hollingsworth, Michael. The Wonderful World of Skyscrapers. Boston: Porter Publishing, 1999.
- C** Michael Hollingsworth. “The Wonderful World of Skyscrapers.” Boston: Porter Publishing, 1999.
- D** Hollingsworth, Michael. “The Wonderful World of Skyscrapers.” Boston: Porter Publishing, 1999.

Correct response: B

Match to GLE: This item measures ELA-5-M5-GLE 47: give credit for borrowed information following acceptable-use policy, including creating bibliographies and/or works cited lists. This item requires students to identify the correct bibliographic entry for a source following a model. Other items may ask students to refer to a model and locate relevant information from a copyright page, then determine the correct way to complete a partial entry.

5 Which skyscraper located in Chicago, Illinois, has at least 100 stories and a height of more than 1,200 feet?

- A** Taipei 101
- B** Aon Centre
- C** Sears Tower
- D** John Hancock Center

Correct response: C

Match to GLE: This item measures ELA-5-M6-GLE 48: interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps. This item measures a student’s ability to interpret information in a chart. Other items may require students to interpret information on another type of graphic organizer.

Vocabulary

Directions: Questions 6 and 7 ask students to identify meanings of words in a context. Students should choose the word or phrase with the same meaning as the underlined word in the stem.

6 Unravel the string

- A knot
- B twist
- C wind up
- D straighten out

Correct Response: D

Match to GLE: This item measures ELA-1-M1-GLE 1: identify word meanings using a variety of strategies: structural analysis.

7 A shout of glee

- A joy
- B pride
- C content
- D surprise

Correct Response: A

Match to GLE: This item measures ELA-1-M1-GLE 1: identify word meanings using a variety of strategies: context clues.

Reading

Following are two sample reading passages that show the type of passages that may be included in this part of the *iLEAP* English Language Arts test. After reading a passage, students will then respond to several multiple-choice items. Questions 8 through 17 are samples of the kinds of questions that may be asked on this part of the *iLEAP* English Language Arts test.

Directions: Questions 8 through 12 are based on the following passage.

An old man and his grandson were walking down a country road to town. The old man saw a piece of metal lying in the road.

“Pick up that piece of iron, Hans,” he said to the boy.

“Oh, Grandfather,” said the boy. “It’s just an old piece of junk, and it’s dirty.”

The old man said nothing. He stooped slowly and picked up the piece of iron. He put it in his pocket, and the two walked on.

Soon they reached the town. The old man sold the piece of iron for ten pieces of money. He bought a box of cherries with the money.

The old man and his grandson returned home by the same dusty road. The little boy was tired and thirsty. He walked slowly, a few steps behind his grandfather.

The old man noticed that the boy was tired. He let one of the cherries fall to the ground. The boy picked it up and ate it. The grandfather pretended not to notice. He dropped another cherry. The boy picked it up and ate it. The grandfather dropped another cherry and then another. Each time the boy picked up the fruit and ate it.

This went on until the cherries were gone. Then the old man turned and said to the boy, “If you had stooped once for the iron, you would not have had to stoop twenty times for the cherries.”

8 Why did the cherries taste so good to the boy?

- A** He liked cherries better than any other fruit.
- B** He thought he was stealing them from the old man.
- C** He had never tasted cherries.
- D** He was tired and thirsty.

Correct Response: D

Match to GLE: This item measures ELA-7-M1-GLE 12: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.

9 Why didn't the boy pick up the iron?

- A** He thought it had no value.
- B** He was ashamed of his grandfather.
- C** He thought it would be too heavy to carry.
- D** He did not want to take orders.

Correct Response: A

Match to GLE: This item measures ELA-7-M1-GLE 12: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.

10 Why did the old man make the boy pick up the cherries one by one?

- A** He wanted to punish the boy.
- B** He wanted to make the boy ashamed of his bad conduct.
- C** He wanted to teach the boy a lesson.
- D** He thought the boy was lazy and needed exercise.

Correct Response: C

Match to GLE: This item measures ELA-7-M1-GLE 12: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.

11 Which best describes the old man?

- A** He had a quick temper.
- B** He was cheerful and pleasant.
- C** He was a man of few words.
- D** He was impatient and demanding.

Correct Response: C

Match to GLE: This item measures ELA-1-M2-GLE 5: identify and explain story elements, including character development.

12 How did the old man most likely feel when the boy did not pick up the piece of iron?

- A** Frightened
- B** Angry
- C** Pleased
- D** Disappointed

Correct Response: D

Match to GLE: This item measures ELA-7-M1-GLE 12: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.

Directions: Questions 13 through 17 are based on the following passage.

Many years ago an ornamental vine was brought to this country from the Orient. In the South it grew very well. It made such a fine, shady screen for the front porch that almost everybody used it for this purpose. In fact, it wasn't long before people were calling the plant the "porch vine."

Then, in the 1920s, some scientists got interested in this plant, whose real name is kudzu. They noticed that it would grow almost anywhere in a warm climate. They also saw how quickly the other shoots sprouted. "Isn't there anything else we can use kudzu for?" they asked themselves.

The scientists began planting it in gullies to see if it would keep topsoil from being washed away in the heavy rains. "If it makes a good screen for the porch," they thought, "maybe it will make a good cover for the soil." And the plant did just that. Its long, trailing shoots spread over the ground quickly. At every joint it sent out roots that anchored the vines solidly into the ground. Then farmers discovered that cows liked to eat kudzu. They found it to be a very good plant for hay or pasture.

But the problem with kudzu is that it grows too well! Kudzu can also destroy valuable forests by preventing trees from getting sunlight. By 1972, kudzu was officially declared to be a weed, and some people wanted to change its name to the Vine That Ate the South!

13 Which of these happened first?

- A** Scientists experimented with kudzu as a cover crop.
- B** People in the South found that kudzu made a good porch screen.
- C** Farmers began using kudzu as feed for cows.
- D** Kudzu was planted on thousands of acres of land.

Correct Response: B

Match to GLE: This item measures ELA-7-M1-GLE 12: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events.

14 Why is kudzu able to keep the soil from washing away?

- A** The plant soaks up much of the rain water.
- B** The plant has very long roots.
- C** The plant sends out many shoots, each with its own roots.
- D** The plant has wide, flat leaves.

Correct Response: C

Match to GLE: This item measures ELA-1-M3-GLE 7: answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including nonfiction.

15 What does paragraph 1 tell us?

- A** How kudzu protects the soil
- B** What kudzu looks like
- C** How kudzu was first used in this country
- D** When kudzu was first brought to this country

Correct Response: C

Match to GLE: This item measures ELA-7-M1-GLE 12: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated and implied main ideas.

16 What is the best heading for paragraph 3?

- A** “Growing habits of kudzu”
- B** “Conserving the soil”
- C** “Planting kudzu”
- D** “Discovering new uses for kudzu”

Correct Response: D

Match to GLE: This item measures ELA-7-M1-GLE 12: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated and implied main ideas.

17 **What do many people think of kudzu today?**

- A** They think it's a pest.
- B** They are worried it won't survive.
- C** They like its many uses.
- D** They think it's pretty.

Correct Response: A

Match to GLE: This item measures ELA-7-M1-GLE 12: demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting ideas.

Language Questions

The Language part of the ELA test requires students to find mistakes in writing. The directions tell what type of mistake to look for (organization, spelling, capitalization, punctuation, usage, or expression).

Below are sample NRT items similar to those that will appear in the Language section of the iLEAP English Language Arts test.

Directions: Questions 18 and 19 are based on the following paragraph.

¹It rained hard all day last Sunday. ²The first one looked old. ³All the pictures were black and white. ⁴I didn't recognize anyone. ⁵The women wore long, dark dresses, but all the men had beards. ⁶About halfway through the album, I found a picture of an old man. ⁷Underneath his picture, someone had written "Jeremiah Nixon." ⁸That was my great-grandfather's name. ⁹Suddenly, the afternoon didn't seem so boring.

18 Choose the best place to add the following sentence.

After looking around for something to do, I found a box of old photograph albums.

- A** Before sentence 1
- B** Between sentences 1 and 2
- C** Between sentences 5 and 6
- D** Between sentences 6 and 7

Correct Response: B

Match to GLE: This item measures ELA-2-M1-GLE 18: write multiparagraph compositions organized with important ideas stated in sequential or chronological order.

19 What is the best way to write the underlined part of sentence 5?

- A** and
- B** so
- C** yet
- D** (No change)

Correct Response: A

Match to GLE: This item measures ELA-3-M3-GLE 28: Write paragraphs and compositions following standard English structure and usage.

Directions: Questions 20 and 21 ask students to look for mistakes in spelling. Students should choose the word that is not spelled correctly. When there is no mistake, the student should choose the last answer (No mistakes).

- 20** **A** pocket
 B emty
 C mouth
 D deer
 E (No mistakes)

Correct Response: B

Match to GLE: This item measures ELA-3-M5-GLE 30: spell high-frequency, commonly confused, frequently misspelled words correctly.

- 21** **A** list
 B found
 C biger
 D glass
 E (No mistakes)

Correct Response: C

Match to GLE: This item measures ELA-3-M5-GLE 30: spell high-frequency, commonly confused, frequently misspelled words correctly.

Directions: Questions 22 through 25 ask students to look for mistakes in capitalization and punctuation. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 22** **A** Our family always eats
 B dinner in a restaurant when
 C one of us has a birthday.
 D (No mistakes)

Correct Response: D

Match to GLE: This item measures ELA-3-M2-GLE 27: capitalize the first and other important words in titles and proper nouns.

- 23** **A** The new ice cream store on
 B sunrise avenue gave away
 C free sodas when it opened.
 D (No mistakes)

Correct Response: B

Match to GLE: This item measures ELA-3-M2-GLE 27: capitalize the first and other important words in titles and proper nouns.

- 24** **A** Mrs Williams showed my sister
 B and me some pictures she
 C took when we were babies.
 D (No mistakes)

Correct Response: A

Match to GLE: This item measures grade 2 ELA-3-M2-GLE 28: use standard English punctuation, including periods in abbreviations.

- 25** **A** We picked only four quarts
 B of strawberries. There wasnt
 C time for us to pick more.
 D (No mistakes)

Correct Response: B

Match to GLE: This item measures grade 2 ELA-3-M2-GLE 2: use standard English punctuation, including apostrophes in contractions.

Directions: Questions 26 and 27 ask students to look for mistakes in standard English usage. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- 26** **A** Only me and her
 B know the shortcut
 C from school to downtown.
 D (No mistakes)

Correct Response: A

Match to GLE: This item measures ELA-3-M3-GLE 89: write paragraphs and compositions following standard English structure and usage.

- 27** **A** We were going home when
 B we seen a raccoon near
 C the parking lot dumpster.
 D (No mistakes)

Correct Response: B

Match to GLE: This item measures ELA-3-M3-GLE 28: write paragraphs and compositions following standard English structure and usage.