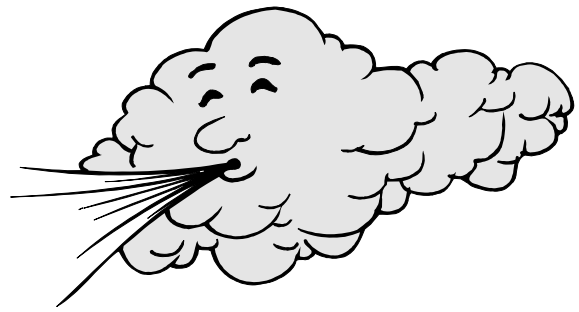
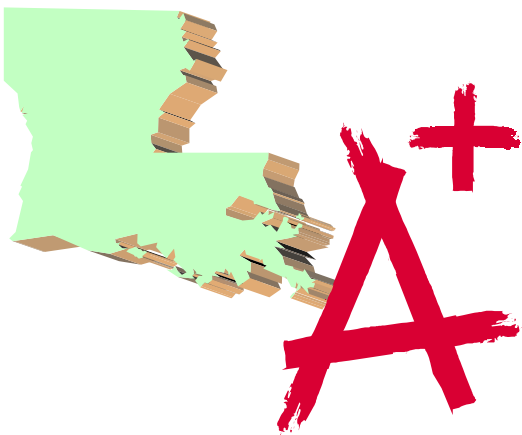


Student's Name _____

Successful Test Taking[®]
ENGLISH
LANGUAGE ARTS 4



LEADERSHIP RESOURCES[®]

August 2003 Edition

Dear Educator

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® English Language Arts 4 LEAP 21 book (August 2003 Edition). The actual book is 72 pages and contains **two** practice tests.

The first test contains a Reading and Responding part of 4 selections with 21 multiple-choice and 9 short-answer questions. The first test also has a writing prompt, a proofreading part with 8 multiple-choice items, and a Using Information Resources section with 7 multiple-choice and 2 short-answer questions.

The second practice test contains 4 selections with 20 multiple-choice and 9 short-answer questions in the Reading and Responding part, a writing prompt, and a proofreading part with 8 multiple-choice items.

The actual book is printed on newsprint, is consumable, and is sold in a set of 30 books for \$52.00.

Also included in this sample are 2 pages of the teacher's guide. The teacher's guide identifies the specific benchmark each question assesses.

LEADERSHIP RESOURCES® publishes similar LEAP 21 preparation books for Grades 4 and 8 for both English Language Arts and Mathematics.

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Successful Test Taking®

English Language Arts 4

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August 2003 Edition

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Successful Test Taking[®]

Preface

This test taking book has been developed to help you take an English Language Arts test, as well as review strategies you already use in reading and writing.

A good test:

- A. confirms what you already know,
- B. helps you to see where you can use what you know,
- C. shows you new ideas while taking the test.

Please note that this book was made to help you learn how to prepare for and take tests. It is **not**, however, a complete model of your state test. This book was developed to provide you with typical items that might be tested.

Test taking is complicated. By studying tests and how they are written, you can become a better test taker. The reading and writing strategies you use in the classroom and in daily life can be used here as well.

As you work with this book, try to do your best work. Doing your best work is a mirror of your ability and effort.

**Don't Forget To
Use Your Common Sense**

Test Taking Tips

Here are some helpful hints.

I. Before coming to school on the test days:

- A. **Get some rest.** It's not very smart to try to do your best work when you are tired.



- B. **Eat something** in advance, such as cereal, toast, or fruit, and have some milk or fruit juice. You already know that a good breakfast will give you the energy you need to do well in school.



- C. **Come prepared.** You may be provided with a pencil that has an eraser, but bring one anyway. Also, bring a book or magazine to entertain yourself if you finish the test early.

- D. **Arrive on time.** Tests take energy. Don't spend all your energy rushing to get to school on time. Allow yourself plenty of time to get to school on the test days.

II. When you get to school on the test days:

- A. Find a comfortable place to work. This may mean not sitting next to your friends. Remember, your goal is to do your best on the test. Sit where you can concentrate and do well.
- B. Follow along when the teacher gives the test directions. Ask your teacher to explain the directions if you do not understand them.
- C. Some tests are confusing. You may know the answer, but you must correctly fill in the bubble on the answer sheet or write your answer on the blank lines to get credit for your answer.
- D. Unless your teacher tells you otherwise, **mark in the test book**. Most test books will not be used again, so mark away! Do any work you need to right on the test book pages.
- E. Don't waste all of your time on one item. It is OK to skip a question and return to it later. Make finding the item you skipped easy for yourself by putting a large * next to it.
- F. If you come across an item that just seems impossible, skip it and move on. But don't give up on the whole test altogether. Some test writers put in very hard items at first. Don't let them defeat you when they do this. Keep going!
- G. For multiple-choice questions, mark the BEST answer. If you are not sure of an answer, go ahead and guess wisely. But don't just mark any answer. You probably already know that at least one of the answers is incorrect. Mark out all incorrect answer choices even if you can't completely figure out the correct answer. This will make guessing wisely easier.
- H. For short-answer questions, clearly explain your thinking.
- I. Do your own work. Copying is not right. When you copy, you run the risk of miscopying; and the person you copy from may be wrong.
- J. Review your multiple-choice answers when you are finished to be sure you chose the BEST answer. Reread your answers to short-answer questions to make sure they are clear and complete.
- K. Most tests are too long, and you will get tired. Keep at it, even if you need to stretch your back and arms. It may help to look at the ceiling or out a window from time to time.
- L. **Smile**. Tests are important, but they aren't the end of the world. Remain calm. Do the best you can.

Successful Test Taking Strategies for Answering Multiple-Choice Questions in English Language Arts

1. In Part One - Reading and Responding, skim each question before reading the selection. Try to get a “feel” for what the answers might be. For Part Three - Using Information Resources, skim each question before using the reference materials.
2. Ask and answer, “What do I know? What am I being asked to do?”
3. Read the selection or use the reference materials. Try to get the “big picture” or main point. Pay attention to details. Underline or highlight key words or ideas.
4. Read the questions.
5. For the Reading and Responding, Proofreading, and Using Information Resources parts, there will be four answer choices for each question in this book. Look at each answer choice. Mark out all incorrect answer choices.
6. Look back at the selection as often as necessary to find the best answer.
7. Make an educated guess if you really don't know.
8. Then, mark the BEST answer right in this book by filling in the circle (bubble) to the left of the answer you chose. Completely fill in only one bubble.
A correct answer is worth one point.

Multiple-Choice Sample Question

For this type of question you will select the answer and then fill in the circle (bubble) next to it. Look at the sample test question below about a boy named John whose brother was not able to make it home for John's birthday party.

- 1** John was unhappy at the end of the story. Which BEST states why John was disappointed?
- (A) His dad took the car away.
 - (B) His brother didn't come home.
 - (C) He didn't get what he wanted.
 - (D) He didn't like his birthday cake.

For this sample question, the answer selected was **B**. Therefore, the circle next to **B** was filled in.

Successful Test Taking Strategies for Answering Short-Answer Questions in English Language Arts

These questions will be found in Part One and Part Three. They require you to think about an answer to a question and then write the answer consisting of several sentences. Short-answer questions require you to explain (tell) why and support your answer with reasons, details, and/or with examples from the selection or reference materials. You will use about 5 minutes to answer each question. A complete answer is worth 2 points.

1. **READ:** Read the short-answer questions and any directions carefully. Ask yourself, “What do I know? What is the question asking me to do? Who is my audience?”
2. Next, read the selection or use the reference materials. Look for and underline or highlight key words or ideas.
3. Try to get the “big picture” or main point. Pay attention to details.
4. **THINK:** Use the writing process to help you think:
 - Brainstorm for ideas by recalling what you already know.
 - Group (organize) all your ideas with an idea map/graphic organizer, if necessary.
 - Look over your map/graphic organizer, and order your ideas and topics for writing.
5. **EXPLAIN:** Begin writing on the lines provided. Explain your answer clearly and completely. **Use details from the selection or reference materials.** Try to fill up all the lines when you write your answers. If you can't, that's OK as long as you write a complete answer.
6. Remember that someone will be reading your answer. Make sure your explanation is clear and complete so that the reader understands your thinking.
7. Read what you have written to revise and edit.

Short-Answer Sample Question

- 1 Sometimes, even the best made plans get ruined. Tell what John should have done.

John should have still tried to have fun and enjoy his birthday party even though his brother couldn't come home. John could still have fun with the people who did come to the party.

Introduction to Part One - Reading and Responding

There are two kinds of selections in Part One. The first kind of selection is **literary** text. Literary text is usually fiction, but does not have to be. This kind of text tells a story. It requires you to use certain reading strategies that go with this kind of text. **Literary** text is discussed on pp. 10-12.

The other kind of selection is **informational** or expository text. This kind of text is often found in newspapers, magazines, textbooks, and other kinds of reading required for school, work, and life. It is fact-filled text. See pp. 13-15 for more about **informational** text.

CHALLENGE:

Work with a partner or small group. Think about your life. Brainstorm examples of when you use literary text and when you use informational text in your daily life. Think about reading, listening, speaking, or viewing. Record your ideas in the appropriate column below.

LITERARY

EXAMPLE: watching a movie

INFORMATIONAL

EXAMPLE: buying clothes and
reading the labels

LITERARY TEXT

The seven components of literary text are:

Characters - who are the main characters?
- who are the minor characters?

Setting - where and when does the story take place?

Plot or Events - what happens in the story?

Problem or Conflict - what is the problem?
- why is it a problem?

Solution - how is the problem solved?

Mood - what is the feeling of the story?

Theme - what lesson does the story teach us?

Effective readers find the answers to these questions to construct meaning (to make sure they understand the story).

13 Strategies for Test Taking in Reading

◆ LITERARY TEXT ◆

PREPARING TO READ A TEST SELECTION

1. READ the title, and PREDICT what the story is about.

- The title is _____
- The story is about _____

2. LOCATE illustrations.

- What information do they suggest? _____

3. SKIM the questions.

- Underline, circle, or highlight key words.
- I will look for these answers _____

AS YOU READ THE TEST SELECTION

4. LOOK for answers.

- Read the story to find answers to the questions.
- Remember to construct meaning. Do YOU understand the story?

5. IDENTIFY the main characters.

- The main characters are _____
- Describe each character in about 3 words _____

6. IDENTIFY the setting.

- Where does the story happen? _____
- When does the story happen? _____

7. NAME the main events (plot).

- Important actions are _____

8. FIND the problem (conflict). All good stories have one.

- The main problem is _____
- The problem is important because _____

9. IDENTIFY the solution.

- The problem is solved by _____

10. IDENTIFY the mood.

- This story made me feel _____

11. IDENTIFY the themes.

- This story's themes teach me something about _____
- How does this story teach me about this? _____

USE THE SELECTION TO ANSWER THE QUESTIONS

12. ANSWER all questions.

- Reread the questions carefully.
- Mark out incorrect answers to each multiple-choice question.
- Circle or * any question you skip and need to return to later.
- Look back in the text for answers you do not know.
- Remember to READ, THINK, and EXPLAIN when writing your answers to short-answer questions.

13. MARK/WRITE the correct answer right in this book.

INFORMATIONAL TEXT

Informational text is used daily by most readers.

Effective readers use these strategies to construct meaning (to make sure they understand the selection):

Read the title and major headings.

Recall what you may already know about the subject.

Look at pictures, graphs, and charts.

Read the summary.

Skim the questions to be answered.

Read the selection and **identify:**

- ◆ The selection's purpose.
- ◆ Descriptions, definitions, and details in the selection.
- ◆ Problems and solutions discussed in the selection.
- ◆ The conclusions reached in the selection.

10 Strategies for Test Taking in Reading

◆ INFORMATIONAL TEXT ◆

PREPARING TO READ A TEST SELECTION

1. IDENTIFY the topic.

- The topic is _____
- I already know this about _____

2. LOCATE graphic organizers.

- The headings tell me _____
- The pictures tell me _____
- The captions tell me _____
- The chart/graph explains to me _____

3. READ the summary.

- The main points are _____

4. SKIM the questions.

- Underline, circle, or highlight key words.
- I will look for these answers _____

AS YOU READ THE TEST SELECTION

5. GO find answers.

- Read the article to find answers to the questions.
- Remember to construct meaning. Do YOU understand the article?

6. SEARCH for author's purpose.

- The purpose of the article is to _____

7. LOOK for descriptions, definitions, and details.

- The author describes these things _____
- The author describes with these examples _____

8. IDENTIFY types of information.

- Main Idea _____
- Cause and Effect _____
- Compare and Contrast _____
- Sequence of Events or Procedures _____
- Problem and Solution _____
- Drawing Conclusions _____

USE THE SELECTION TO ANSWER THE QUESTIONS

9. ANSWER all questions.

- Reread the questions carefully.
- Mark out incorrect answers to each multiple-choice question.
- Circle or * any question you skip and need to return to later.
- Look back in the text for answers you do not know.
- Remember to READ, THINK, and EXPLAIN when writing your answers to short-answer questions.

10. MARK/WRITE the correct answer right in this book.

A Reading Test-Taking Plan

Use this checklist to work your way through the process.

Check off each item as you do it:

Read the title. Does it make you think of anything?
Predict what the selection will be about.

Look at all the pages of the selection.

Read the headings throughout the text.
Determine the subject matter of what you will be reading.

Look for **boldface** words, *italics*, and numbers.
Also, read any graphs, charts, or captions. What do they refer to?

Get the main idea by reading the summary.

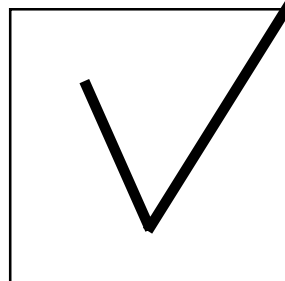
Read the questions and notice important words.
Examples:

- not
- most likely
- difference
- main
- except
- most
- the author would probably agree
- selection
- of the following

Read the selection. Look for the main idea and details.

Answer the questions.

Reread the selection as needed.



Read the selection “Mail Call” and answer the questions that follow.

MAIL CALL

Most people have seen the small white and blue postal vans used by mail carriers. Every day these vans zip up and down the streets of our country delivering mail. You may think that these postal vans deliver the mail to all Americans. In fact, most of us do get our mail this way. But in one small village in our country, the mail carriers do not use vans. For over 100 years, the village has received its mail in a very unusual way.

At the bottom of the Grand Canyon in Arizona is the tiny village of Supai. It is not easy to get to Supai. The area is very rugged and isolated. The nearest town is 75 miles away. All roads end at the rim of the Grand Canyon. The nearest road ends about 8 miles from the village. The trail from this road down to the village is too steep and narrow for cars and trucks to use. The only way for people to reach the village is by foot, horseback, or helicopter. The mail reaches the village on the backs of mules.

About 500 people live in Supai. The village has a coffee shop, clinic, school, and post office. Everything the people eat, need, or want must be brought to Supai by mules or helicopters. It is very expensive to transfer things by helicopter, so the people use mules. All the things the people of Supai need, including food and furniture, are delivered in the mail by mules, every week, five days a week.

Each week, the villagers in Supai order their food, supplies, and the other things they need by telephone from different stores far away. A big truck then collects all the items that have been ordered and takes them to a post office in a town 75 miles from Supai. Postal workers sort the mail going to Supai into boxes and bags. Then they put postage on each box and bag. It can get very expensive. It takes about \$5.00 to mail each box or bag. On a busy day, the mules may haul 275 boxes and bags of food to Supai. That’s a lot of postage!

A postal worker loads the mail into a trailer and drives it to the rim of the Grand Canyon. At the same time, a group of men herds a team of about 15 mules up the steep trail from Supai. This group meets the postal worker who drove the trailer and they unload the mail. The mule drivers use ropes to tie the boxes and bags onto the mules’ backs. Each mule carries about 200 pounds. The mule drivers must be careful when they

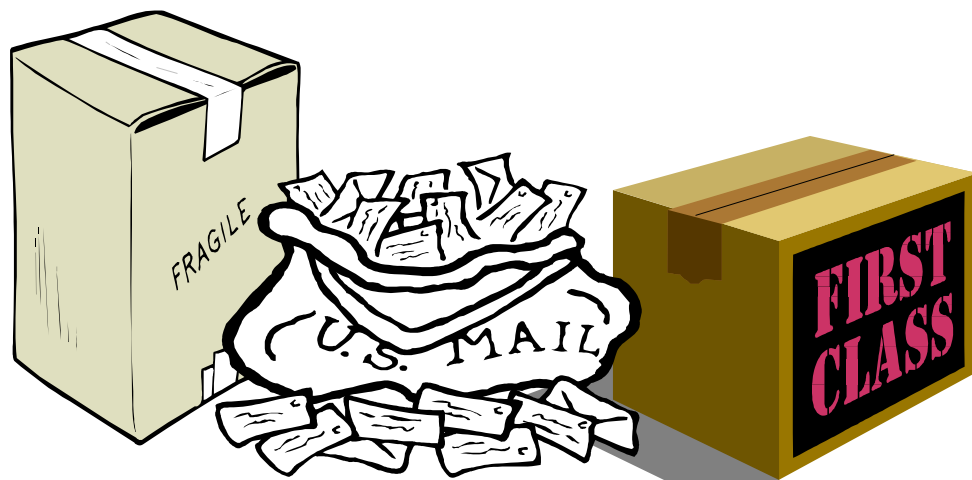


tie boxes of eggs, bread, and potato chips. Otherwise, they will end up with boxes of egg shells and crumbs. The largest delivery took 137 mules to carry all the mail down to the village.

Getting the mail to Supai is a dangerous job. The eight mile long trail is very steep and full of curves and sharp rocks. The drivers lead their teams of mules carefully. The mules must travel in single-file on the trail. If the mules crowd each other, one may fall over the edge and down to the bottom of the canyon. A pile of white bones at the bottom of the canyon shows what can happen if there is a problem on the trail.

The weather is the worst part of the job. In summer, the temperature might reach over 100 degrees before noon. Sudden storms may bring flood waters rushing over the steep trail. Winter also brings dangerous weather. In winter, the mules wear shoes with spikes on the bottom to help them grip the trail through the ice and snow. No matter what the weather, the mail must go through.

It takes 3 to 5 hours to travel down the trail. The mule team reaches the village of Supai in the afternoon. At the tiny post office, a worker sorts the mail. The drivers herd the mules into their corrals and the animals receive food and water. Tomorrow they will begin their mail route again.



24 Why do you think a road does not go into the village of Supai?

25 According to the selection, dangers getting the mail to the village include

- (A) landslides, floods, and ice.
- (B) crowds, bones, and rocks.
- (C) heat, floods, and egg shells.
- (D) rocks, heat, and ice.

26 Write a summary for the selection “Mail Call”.

- 27 After reading this selection, what conclusion can be made about mules?
- (A) They are strong.
 - (B) They are lazy.
 - (C) They can travel the trail by themselves.
 - (D) They are shaky on rough ground.
- 28 Why do you think the weather is the worst part of the job?
- (A) The heat spoils most of the food being delivered to the village.
 - (B) It takes longer to deliver the mail if the weather is too hot or too cold.
 - (C) The mule drivers never know what kind of weather to expect on the trail.
 - (D) The heat in summer and the snow and ice in winter can be very dangerous.
- 29 According to the selection, why doesn't the village use a helicopter to receive mail?
- (A) It is more expensive to transport things by helicopter than by mule team.
 - (B) Helicopter pilots think it is too dangerous to fly into the Grand Canyon.
 - (C) The villagers like to get their mail from the mules.
 - (D) The mule team can carry more boxes and bags than a helicopter can.
- 30 Which of the following MOST LIKELY would happen if the mules crowded each other on the canyon trail?
- (A) The post office might have to find another way to deliver mail to the village.
 - (B) The mule drivers would become frightened.
 - (C) A mule might fall over the edge of the trail.
 - (D) Postal workers would refuse to follow the mules on the trail.



Answer Key & Teacher's Guide

Successful Test Taking®

ENGLISH LANGUAGE ARTS 4

August 2003 Edition

LEADERSHIP RESOURCES®

303 Court Street, Port Huron, MI 48060 800.257.7157 Fax 810.985.7157

Successful Test Taking®


This *Successful Test Taking*® English Language Arts 4 book is specifically designed to assist teachers and students as they incorporate the information and skills contained in the Louisiana English Language Arts Content Standards into their learning environment. The book is an **essential teaching resource** for educators interested in preparing their students for the Louisiana Educational Assessment Program (LEAP). Students will see the book as a helpful **learning tool** to master important reading and writing skills.

NOTE: There are **two** practice tests in this book. Both are equally challenging (Test #2 does not have a Using Information Resources part), so teachers can administer either test first.

Using "Successful Test Taking®"

1. After each student receives a Successful Test Taking® English Language Arts 4 book, let them know they can write and mark their answers in the English Language Arts 4 book.
2. Use pages 3-5 to discuss preparation and aids to test taking.
3. On pages 6-8, review with your students the strategies for answering the two different types of reading questions on the Louisiana Educational Assessment Program.
4. Have students turn to the Introduction to Part One - Reading and Responding on page 9 and discuss it with them. Then, review the literary text (pp. 10-12), informational text (pp. 13-15), and the Reading Test Taking Plan (p. 16) material if you wish. This material can be reviewed at any time, or not at all.
5. On page 17, go over the General Information for the Student so each student understands how the book is organized.
6. Next, have students begin either practice test. We suggest the test be broken into five sessions: 1. Reading and Responding (first two selections); 2. Reading and Responding (remaining selections); 3. Writing; 4. Proofreading; 5. Using Information Resources. (There is no Using Information Resources in Test #2.)
7. The other practice test can be administered in a similar fashion as the first test.
8. The Reading and Responding, Writing and Proofreading, and Using Information Resources portions of the LEAP 21 are conducted over a period of two days. You may wish to spend more time and/or days using this book than is actually spent on the LEAP.

9. For both practice tests, there are 59 questions and 77 possible points in the Reading and Responding portion of the book. In the Writing and Proofreading portion, there are a possible 40 points: 16 proofreading questions (each worth one point), along with two writing prompts (worth a possible 24 points). In the Using Information Resources portion, there are 9 questions and 11 possible points.

10. **Remind students to continue reading until they reach a stop sign  in their books, at which point students stop. Students may not go on until you tell them to do so.**

FLESCH-KINCAID GRADE LEVEL READABILITY SCALE FOR ALL SELECTIONS

(BASED ON NUMBER OF SYLLABLES PER WORD AND
SENTENCE LENGTH IN WORDS)

Selection Title	Page #	Grade Level
Our Planet Earth (IT)	18	4.40
Why the Sky is Far Away (LT)	22	4.30
Pizza Money (LT)	25	4.40
Mail Call (IT)	28	5.00
Pilgrims & Indians Cooperate (IT)	47	6.77*
A New Life (LT)	50	4.50
Ghost Towns Hide a Lively Past (IT)	54	5.30
The Speech (LT)	58	4.10

LT = Literary Text
IT = Informational Text

* Most students will be able to read these selections. The levels are higher because of the Native-American names.

Introduction to Part One - Reading and Responding

Page 9

Some examples of literary text are:

- listening to story time at the library
- telling a younger child a fairy tale
- reading a story book or the comics
- watching cartoons or a comedy show
- telling ghost stories around the campfire
- listening to a song on the radio

Some examples of informational text are:

- following a recipe
- reading instructions for building a toy or model
- listening to the teacher give directions for taking a test
- reading or listening to sports scores or game details
- looking at a map
- giving a friend directions to your house
- giving your address or telephone number to a friend