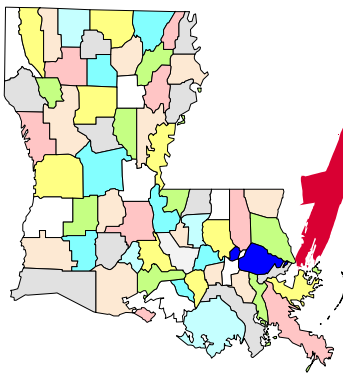
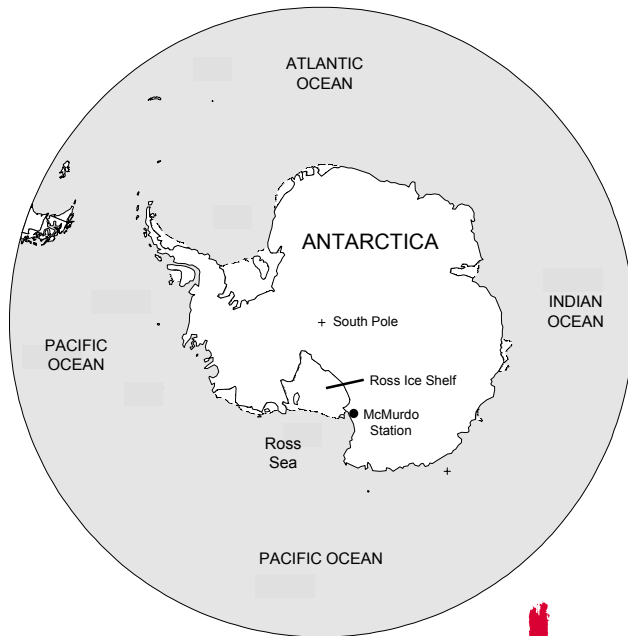


Student's Name _____

Successful Test Taking[®]

ENGLISH LANGUAGE ARTS 8



LEADERSHIP RESOURCES[®]

August 2003 Edition

Dear Educator

This sample represents only a portion of the **LEADERSHIP RESOURCES®** Successful Test Taking® English Language Arts 8 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 test also has a writing prompt, a proofreading part with 8 multiple-choice items, and a Using Information Resources section with 6 multiple-choice and 3 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.

PLACE YOUR ORDER TODAY.

Make your purchase order or check payable to:

LEADERSHIP RESOURCES



LEADERSHIP RESOURCES®

303 Court Street

Port Huron, MI 48060

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Successful Test Taking[®]

English Language Arts 8

Table of Contents

Preface	3
Test Taking Tips	4
Test Taking Strategies	6
Introduction to Part One -	
Reading and Responding	8
Literary Text.....	8
Informational Text.....	11
General Information for the Student	14
Reading Practice Test #1	15
Part One - Reading and Responding	15
Part Two - Writing	33
Part Two - Proofreading	38
Part Three - Using Information Resources ...	40
Reading Practice Test #2	45
Part One - Reading and Responding	46
Part Two - Writing	63
Part Two - Proofreading	70

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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**

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. Then, 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 answer the questions correctly.
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.

Informational text is often found in newspapers, magazines, textbooks, and other kinds of reading required for school, work, and life. It is fact-filled text.

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.

Read the selection “Deep Freeze” and answer the following questions.

DEEP FREEZE

Antarctica is the fifth largest of Earth’s seven continents. It is the land mass at the “bottom” of the globe surrounding the South Pole. It covers about one-tenth of Earth’s surface. This southernmost continent does not have forests, prairies, or farmland. What it does have is bitter cold temperatures, strong winds, and millions of square miles of ice.

Antarctica was the last continent on Earth to be discovered. Often hidden by fog and fierce storms, the continent remained unseen until the early 19th century. Early inspections showed little reason for further exploration: the continent appeared to lack people, forests, land animals, and natural resources. It was almost one hundred years after the discovery of Antarctica that anyone bothered to explore beyond the coastal regions of the continent. In 1911, a group of explorers reached the South Pole.

One reason for the lack of exploration of Antarctica is the continent itself. The land and climate are not very welcoming to anyone. In winter, air temperatures are about minus 40° F in the coastal areas and they fall to more than minus 100° F in the inland regions. Summer is not much better, when the thermometer averages about 0° F in the coastal areas and minus 30° F in the inland areas. During the winter months, the continent is in total darkness for up to three months. In the summer, it remains daylight 24 hours a day for about three months.

Antarctica is 98 percent ice and two percent barren rock. The polar ice sheet formed over thousands of years and now covers about five million square miles of the continent. Parts of the ice sheet are over 2½ miles thick. Sections of Antarctica’s ice sheet, called ice shelves, are huge floating slabs of ice that ring the continent. The largest is the Ross Ice Shelf, which is about the same size as France. Sometimes large icebergs up to 60 miles wide break off the ice shelves and drift out to sea. Antarctica contains about 90 percent of the world’s ice. Scientists estimate that if the ice sheet were to melt, the world’s oceans would rise by about 200 feet!

The entire continent of Antarctica is actually a desert, despite being blanketed by the polar ice sheet. Less than eight inches of annual precipitation fall on the continent. It is one of the world’s driest deserts. The interior regions receive only about two inches of precipitation per year. The precipitation that does occur falls as snow or ice.

Very little plant, insect, or animal life exists in Antarctica because of the harsh climate and the lack of soil. Hardy moss and algae cling to the two percent of the continent that is rock. Only small insects survive. The largest form of life found in the inland regions of the continent is the housefly! The waters surrounding the continent thrive with marine animals such as whales, seals, penguins, seabirds, and fish. Varieties of seaweed grow in the surrounding frigid ocean waters.

No single nation controls Antarctica. Since 1961, the Antarctic Treaty governs the continent. Nations that sign this treaty agree to use the continent only for peaceful scientific research. They promise not to conduct nuclear experiments or explosions on it. Nations cannot dump nuclear waste anywhere on the continent.

Today, 17 nations operate 36 scientific research stations in Antarctica. Most of the stations are located near the coast, with a few situated in the interior regions. Many of these stations house about a dozen scientists, but some have much larger populations. Almost all the stations operate year-round. Only a minimum number of people work at the remote stations during the bitter winter months.

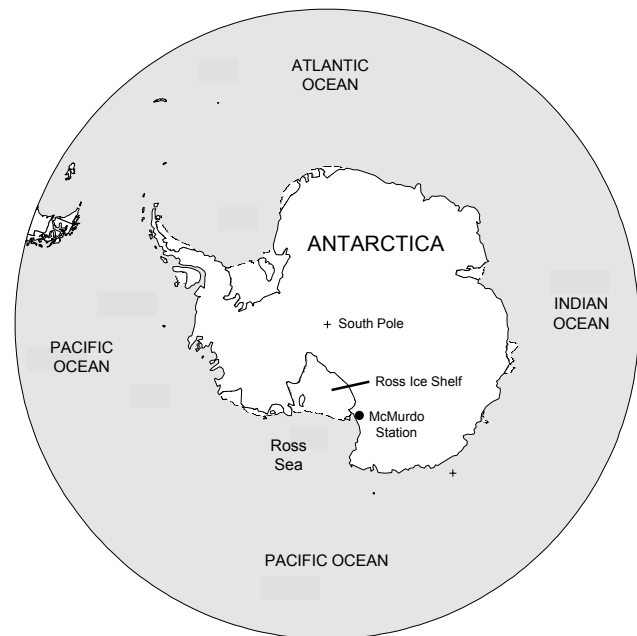
McMurdo Station is the largest scientific base. It can accommodate a few thousand people in hotel-like dormitories. McMurdo is like a small town, complete with a store, bank, movie theater, chapel, airstrip, and laboratories and workshops. Smaller stations do not have as many “luxuries.” For some stations, their only contact with the outside world is by radio.

These brave groups of scientists conduct research and experiments in a number of fields. Marine biologists examine the food chain of ocean creatures. Antarctica has a large number of fossils. Some scientists study the fossils to track the ancient breakup of Earth’s supercontinent into the seven smaller continents Earth has today. Others measure the movement and layers of Antarctica’s ice sheet to determine Earth’s weather patterns and climate changes. Geologists have discovered rich mineral and coal deposits buried beneath Antarctica’s ice and rock.

Antarctica’s unpolluted, thin, dry atmosphere is ideal for studying conditions above Earth. Perhaps the best known research conducted in Antarctica is the study of Earth’s ozone layer. In 1981, scientists found a hole in the ozone layer. This hole develops over the continent every spring and then, months later, almost disappears. Ongoing studies reveal the size of the ozone hole is increasing, but at a slower rate than before. The work of the Antarctic scientists has persuaded many nations to reduce or end the use of ozone-damaging pollutants.

Even the scientists in Antarctica are studied by other scientists. These scientists want to learn how the extreme climate and almost total isolation from the outside world affects the human body. Medical experts study the behavior of viruses. They examine the human body’s immune system and its ability to resist infections. Psychologists conduct sleep research.

Antarctica is the fifth largest of Earth’s seven continents. It is the land mass that surrounds the South Pole. Very little plant, insect, or animal life survives on the continent due to its extreme climate. Today, scientific research stations on the continent study many areas of interest to humans around the world.



Antarctica as it looks when viewed from the “bottom” of Earth. The white shaded area represents the polar ice sheet that almost completely covers the continent.

24 There is no such thing as a native Antarctic. Give FOUR reasons why humans cannot live anywhere on the continent other than the scientific research stations.

25 Which scientific discovery in Antarctica has impacted other nations the MOST?

- (A) discovering a hole in the ozone layer above the continent
- (B) finding rich mineral and coal deposits buried beneath the ice and rock
- (C) determining how Earth's weather patterns and climate have changed
- (D) learning how Earth's supercontinent broke up into seven smaller continents

26 Give THREE reasons why Antarctica was not explored until the early 20th century.

- 27 What was the author's MAIN purpose for writing this selection?
- (A) to explain why scientists work in research stations in Antarctica
 - (B) to emphasize why it is important to stop using ozone-damaging pollutants
 - (C) so readers understand why no one will ever live in Antarctica permanently
 - (D) to describe Antarctica and highlight its importance to Earth and its population
- 28 Why is Antarctica considered a desert even though it is covered by ice?
- (A) It receives less than eight inches of precipitation per year.
 - (B) It does not have liquid water anywhere on the continent.
 - (C) It does not have enough water to support animal life.
 - (D) The precipitation that does occur falls as snow or ice.
- 29 From a scientific standpoint, why might a scientist want to work in a research station in Antarctica rather than in a facility in his or her own country?
- (A) There is no other place on Earth where scientists from so many countries are able to work together on one continent.
 - (B) The climate, atmosphere, marine life, and local conditions in and around Antarctica cannot be duplicated in a laboratory somewhere else.
 - (C) Scientists can get more work done in Antarctica because there are fewer distractions there.
 - (D) The research stations in Antarctica are better equipped than in most countries.
- 30 What Antarctic feature do scientists study today to learn how Earth's land masses have changed over time?
- (A) Antarctica's mineral and coal deposits
 - (B) Antarctica's unpolluted, thin, dry atmosphere
 - (C) the movement and layers of Antarctica's ice sheets
 - (D) Antarctica's fossils



Answer Key & Teacher's Guide

Successful Test Taking®

ENGLISH LANGUAGE ARTS 8

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 8 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 (except Test 2 does not have a Using Information Resources part), so you can do either test first.

Using "Successful Test Taking®"

1. After each student receives a Successful Test Taking® English Language Arts 8 book, let them know they can write and mark their answers in the English Language Arts 8 book.
2. Use pages 3-5 to discuss preparation and aids to test taking.
3. On pages 6-7, 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 8 and discuss it with them. Then, review the literary text (pp. 8-10), and informational text (pp. 11-13) material if you wish. This material can be reviewed at any time, or not at all.
5. On page 14, 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 (the remaining two 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 carried out 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. 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 written prompts (worth a possible 24 points). In the Using Information Resources portion, there are 9 questions and 12 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
Solomon (LT)	15	8.00
The Chocolate (Pan) Cake (LT)	20	8.10
The Peanut Scientist (IT)	25	8.20
Deep Freeze (IT)	29	8.10
Emergency 911 (LT)	46	8.20
An American Tapestry (IT)	51	9.00
Coming to America (LT)	55	8.10
An Alien Invasion (IT)	59	8.40

LT = Literary Text

IT = Informational Text