LEAP 2025

English Language Arts

2017 CBT Practice Test

Grade 3

Communication Assistance Script

This script is to be used by the Teacher, Test Administrator, or Interpreter to assist in signing the test for students who have the accommodation *Communication Assistance*. This is a secure document and must be kept in a locked, secure area before and after testing. It must be returned immediately to the School Test Coordinator after the scheduled testing has ended for the day. When testing is completed, the School Test Coordinator must return the script to the District Test Coordinator.

DEPARTMENT of EDUCATION

Louisiana Believes

Instructions for Signing the Test

This script is written as it should be signed to the student. Pause when <pause> is inserted in text.

Session 1

English Language Arts

The purpose of the Online Practice Test is to help prepare you for the Spring LEAP 2025 test. The practice test will allow you to become familiar with the online testing format, to practice using the online tools, and to respond to the types of questions you will answer on the Spring LEAP 2025 test.

Read each passage and question carefully. To move through the passage(s), use the pointer tool to move the scroll bar up and down.

To answer test questions, you may have to click on answer bubbles, type in a response box (sessions 1, 2, and 3 only), or follow the item-specific directions.

There are online tools available as you move through the test. For example, you can use the **Next** and **Back** buttons to move from question to question, the **Flag** button to mark any question you want to return to, and the **Review/End Test** button to review your answers. If you have questions about any of the online tools, select the **Help** button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you cannot go back into the session.

Test Screen

This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

Today you will read and think about the folktales "Coyote and Fire" and "How Big Bear Stuck to the Sky." As you read these texts, you will gather information and answer questions about how the illustrations help you understand the folktales so you can write an essay. *<pause>*

Read the folktale "Coyote and Fire." Then answer the questions. *<pause>*

Coyote and Fire *<pause>*

A Folktale from the Pacific Northwest *<pause>*

by D.M. Souza *<pause>*

1 Long ago when the world was young, people did not have Fire. They ate their meat and salmon raw. When cold winds blew, or snow covered the ground, they could not warm their houses. Only the skookums had Fire. These three evil sisters lived high on a mountain and would not share with anyone. *<pause>*

2 One icy cold winter, the people met Coyote on the road. "Please, Coyote," they begged, "capture Fire from the skookums or we will freeze." *<pause>*

3 "I will do what I can," he said. *<pause>*

4 That night Coyote climbed the snow-covered mountain where the skookums lived. When he reached the top, he spotted Fire in the distance. Moving closer, he saw one of the skookums sitting in front of a house, warming herself by Fire. *<pause>*

5 For a long time Coyote watched until the skookum went to the door and called, "Sister, sister, get up. It's your turn to guard Fire." *<pause>*

6 The second sister appeared and took her place. After a while, she called the third sister. Coyote could hear the sleepy one yawning and groaning loudly inside. *<pause>*

7 "She is taking so long to come out, maybe I could seize Fire now," Coyote whispered to himself. "But the skookums are swift. They would surely catch me before I got very far. I must think of a good plan." *<pause>*

8 Coyote thought and thought, but his mind was foggy. So he asked his sisters, the three huckleberries who lived in his stomach. They were wise. They would surely know what to do. And they did. *<pause>*

9 Carefully, Coyote listened to their plan. Then he went back down the mountain and called together all the animals to tell them what they must do. *<pause>*

10 The next evening Coyote trudged up the mountainside again. Patiently he watched while the first two skookums took their turns in front of Fire. When the last sister was called, again only yawns and groans drifted outside. *<pause>*

11 Quick as an arrow, Coyote raced into the open, seized a burning stick, and ran across the snowy field. *<pause>*

12 "*Aieee*, a thief!" Two skookums began chasing Coyote and throwing ice and snow at him. *<pause>*

13 Coyote's legs moved faster and faster. His feet barely touched the ground. Still, the skookums came closer. He could feel their fiery breath on his fur. One of the skookums grabbed the tip of his tail. Her hot hand burned it black. (Even today all coyotes have black tips on their tails.) *<pause>*

14 At last Coyote reached a thicket of shrubs and fell to the ground exhausted. Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside. For a minute the skookums were confused. But soon they were racing after Cougar. *<pause>*

15 When Cougar reached a grove of trees, Fox was waiting. She took the burning stick and ran until she came to a tall tree. There Squirrel grabbed the flaming torch, raced up the trunk, and jumped from branch to branch. She leaped along even as the flickering flame burned a black spot on the back of her neck, and her tail curled forward. (Even today squirrels have black spots on their necks and their tails curl forward.) *<pause>*

16 At the forest's edge, the skookums almost caught up with Squirrel. That's when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer. One animal after another passed Fire on, keeping it just out of reach of the skookums, until it became a tiny hot coal. *<pause>*

17 Frog swallowed the coal and hopped away, but he wasn't quick enough. A skookum grabbed hold of his tail. So Frog took the biggest leap he had ever taken and left his tail in the skookum's hand. (Even today frogs do not have tails.) *<pause>*

18 Finally Frog slipped into a river and swam to the other side. By now he was too tired to jump again. He spit out the coal, and it landed on Wood. Wood swallowed it. *<pause>*

19 The skookums looked at one another. Neither one knew how to take Fire from Wood. With a heavy sigh and a shrug of their shoulders, they turned back and returned home to their still sleeping sister. *<pause>*

20 Meanwhile, Coyote told all the people to stand in a circle around Wood. He gathered branches and leaves and piled them high. Then he began rubbing two pieces of Wood together. *<pause>*

21 Minutes passed. The people watched. Suddenly sparks flew up. Coyote blew and blew as Fire slipped out of Wood. The flames danced higher and higher, and the people came closer, smiling when they felt Fire's warmth. Now they could cook their food and warm their homes. (Even today people know how to draw Fire out of Wood.) *<pause>*

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Question 1.

Part A *<pause>*

What is the meaning of **trudged** as it is used in paragraph 10?

A. leaped high

B. curled tightly

C. walked slowly

D. floated around

Part B *<pause>*

Which sentence from the folktale helps the reader understand the meaning of **trudged**?

A. "That night Coyote climbed the snow-covered mountain where the skookums lived." (paragraph 4)

B. "His feet barely touched the ground." (paragraph 13)

C. "Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside." (paragraph 14)

D. "That's when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer." (paragraph 16)

Question 2.

Part A *<pause>*

Which statement explains why Coyote steals Fire from the skookums?

A. The skookums are evil, and Coyote wants to trick them.
B. Coyote seeks power and wants to rule all the people and animals.
C. The people are cold, and Coyote agrees to help them.
D. Coyote enjoys challenges and can do things that no one else can do.

Part B *<pause>*

Which sentence from the passage **best** supports the answer in Part A?

A. "'Please, Coyote,' they begged, 'capture Fire from the skookums... .'" (paragraph 2)
B. "When he reached the top, he spotted Fire in the distance." (paragraph 4)
C. "He could feel their fiery breath on his fur." (paragraph 13)
D. "One of the skookums grabbed the tip of his tail." (paragraph 13)

Read the Native American folktale “How Big Bear Stuck to the Sky.” Then answer the questions. *<pause>*

How Big Bear Stuck to the Sky *<pause>*

A Native American Legend *<pause>*

Retold by Kathleen Muldoon *<pause>*

1 Once upon a time when Earth was young, Winter ruled. Snow and ice covered mountains and rivers, fields and forests. So hard was the floor between Earth and Sky that Sun could not peek through to warm the ground. *<pause>*

2 Animals that survived this harsh cold hunted to provide what little food they could for their young. A big bear, called Fisher because the magic in his tail helped him catch fish, decided it was time to bring Summer to Earth. *<pause>*

3 So Fisher invited all of Earth’s creatures to a meeting. *<pause>*

4 “We will find a way to warm Earth,” he said. “Sun will bring grass and flowers and birds. We must reach the Great Spirit and ask for help. Who will go with me to the place where Earth is closest to Sky?” *<pause>*

5 Otter, Lynx, and Wolverine agreed to accompany Fisher on his journey. They traveled across frozen lakes and rivers. Icy twigs snapped as they tramped through snowy woods. They climbed hills and slid through valleys. *<pause>*

6 Fisher swished his magical, stubby tail in the frigid waters and caught fish for them to eat along the way. After many days, he led them to the top of the tallest mountain on Earth, so high it almost tickled Sky. *<pause>*

7 There Fisher stood on his back paws and stretched, swiping his front claws on Sky’s floor. But he made only a tiny scratch. He could not break through to Sky. *<pause>*

8 “Let me try,” cried Otter. *<pause>*

9 He jumped so high his head thumped the sky floor. Otter fell back to Earth and WHOOSH! Down the mountain he slid, riding on his belly all the way to the bottom. *<pause>*

10 Next Lynx took a step back and pounced at Sky. THUNK! She hit her head so hard that she fell unconscious [not awake because of an injury] to the snow. Wolverine pushed her aside. *<pause>*

11 "I am the strongest," he growled. *<pause>*

12 Wolverine leaped against Sky's floor, once, twice, three times. Finally, he caused the tiniest of cracks to appear. He jumped again and again, widening the crack into a hole. Soon Wolverine climbed through the sky hole, followed by Fisher. *<pause>*

13 All at once, birds of every color and size surrounded them. Some swooshed through Wolverine's hole and flew over Earth, spreading Sky's warmth with each flap of their wings. *<pause>*

14 Soon Sun sent its rays through the hole, and Fisher and Wolverine watched as snow on the mountain-top began to melt. *<pause>*

15 "We must make the hole bigger," Fisher said. He twitched his magic tail. Then, using his sharp teeth, he gnawed off more pieces of the sky floor. *<pause>*

16 Suddenly a band of Sky People ran toward them. *<pause>*

17 "Stop, thieves," they cried, brandishing [waving something in anger or excitement] bows and arrows. "Stop stealing our warmth!" *<pause>*

18 Wolverine escaped through the hole and tumbled down the mountainside back to Earth. But Fisher kept working. By the time the Sky People reached him, he'd widened the hole enough so that Sun could warm Earth for half of every year. *<pause>*

19 Fisher ran from the Sky People's arrows and climbed to the top of a tall tree. But one arrow struck Fisher's tail and he began falling. Before he could hit Sky's floor, the Great Spirit, admiring Fisher's persistence [the quality of refusing to give up], took pity on the bear. He adorned [decorated] Fisher with stars, and set him in a place of honor in the sky. If you look to Sky on a starry night, you will see him there still. *<pause>*

20 The Great Bear constellation, also called Ursa Major, is one of the largest and easiest star groupings to find in the sky. This is because one group of stars within it looks like a soup ladle and is called the Big Dipper. It forms the back end and tail of the whole constellation, which resembles a bear. *<pause>*

21 On a clear night, if you study the northern sky, you will see Ursa Major if you look first for the Big Dipper. Ursa Major is highest in the spring sky and lowest in the autumn because, according to Native American legend, Bear is looking for a place to hibernate [to rest or be inactive for the winter] before winter. *<pause>*

("How Big Bear Stuck to the Sky" by Kathleen Muldoon, illustrations by Robert Meganck from Spider Magazine's November/December 2011 issue, copyright © 2011 by Carus Publishing Company. Reprinted by permission of Spider Magazine.)

Question 3.

Part A *<pause>*

Which phrase matches the meaning of **frigid** as it is used in paragraph 6 of “How Big Bear Stuck to the Sky”?

A. very cold

B. very thick

C. full of light

D. full of stars

Part B *<pause>*

Which detail from “How Big Bear Stuck to the Sky” **best** supports the answer to Part A?

A. “. . . across frozen lakes and rivers.” (paragraph 5)

B. “. . . caused the tiniest of cracks to appear.” (paragraph 12)

C. “. . . sent its rays through the hole... .” (paragraph 14)

D. “... you will see Ursa Major... .” (paragraph 21)

Question 4

Part A*<pause>*

What is the central message of “How Big Bear Stuck to the Sky”?

A. Stealing is never the right thing to do.
B. Working hard to complete a task will be rewarded.
C. Real friends do not abandon each other, especially in times of need.
D. People will fight to protect what is theirs, even if they should share it.

Part B *<pause>*

Which sentence from “How Big Bear Stuck to the Sky” supports the answer to part A?

A. “So hard was the floor between Earth and Sky that Sun could not peek through to warm the ground.” (paragraph 1)
B. “He jumped again and again, widening the crack into a hole.” (paragraph 12)
C. “Wolverine escaped through the hole and tumbled down the mountainside back to Earth.” (paragraph 18)
D. “Before he could hit Sky’s floor, the Great Spirit, admiring Fisher’s persistence, took pity on the bear.” (paragraph 19)

Question 5.

Show the correct sequence of the events from “How Big Bear Stuck to the Sky” by dragging and dropping the events into the boxes. *<pause>*

Sky People chase Fisher and Wolverine. *<pause>*

Wolverine breaks the sky floor open. *<pause>*

The animals meet to decide how to bring warmth to Earth. *<pause>*

Fisher is given a place to live in the sky. *<pause>*

Wolverine and Fisher climb through the sky hole. *<pause>*

First

Second

Third

Fourth

Fifth

First, blank, second, blank, third, blank, fourth, blank, fifth, blank.

Refer to the folktales "Coyote and Fire" and "How Big Bear Stuck to the Sky." Then answer the question. *<pause>*

Question 6.

Look at the illustrations from the folktales. Write an essay describing how each illustration helps the reader understand the characters' actions in each folktale. Be sure to use evidence from **each** folktale to support your response.

Please be sure you have answered all of the questions. *<pause>*

Click on the question line to move to that question. *<pause>*

Once you have finished taking the test, click the "End Test" button to end your test. *<pause>*

To continue testing, click the "Return to Questions" button. *<pause>*

Are you done with your test? Be sure you have answered all of the questions. *<pause>*

To continue testing, select "Return to Review." To turn in your test, select "Submit." *<pause>*

Session 2

English Language Arts

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Test Screen

This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

Today you will research life in the Arctic. You will read the article "Life in a Deep Freeze" and a passage from the article "Inuit." As you review these sources, you will gather information and answer questions about life in the Arctic so you can write an essay. *<pause>*

Read the article "Life in a Deep Freeze." Then answer the questions. *<pause>*

Life in a Deep Freeze *<pause>*

by Sandra Markle *<pause>*

How do animals survive the Arctic's c-c-cold winters? *<pause>*

1 It's noon and dark and very cold—minus 30 degrees Fahrenheit. Snow and ice blanket the region. Strong winds blow across ice-covered ocean waters. It's winter in the Arctic, one of the harshest environments on Earth. But, for many animals, this place is home. *<pause>*

2 So just where is the Arctic? It's about as far north as you can go. It's the North Polar region—the Arctic Ocean plus the lands bordering it. The landscape varies from high, icy mountains to tundra. That's a treeless plain where a layer of soil remains frozen all year. Arctic animals have adapted well to their surroundings with some rather clever survival tactics. *<pause>*

ESCAPE ARTISTS *<pause>*

3 Some Arctic animals have found clever ways to wait out the long, harsh winters. *<pause>*

4 ***Grizzly Bear:*** This bear spends all spring, summer, and fall eating and storing up fat. Then the bear goes into a special type of sleep. During its winter sleep, the grizzly lives off its stored fat. To conserve energy, the bear's internal temperature drops a few degrees. Its heart rate slows down too. *<pause>*

5 ***Collared Lemming:*** This furry relative of mice and rats changes its coat from grayish brown to white in winter. It also grows longer front claws. With their claws, lemmings dig tunnels under the wind-packed snow. There they live, protected from the cold and their predators. *<pause>*

THE LAYERED LOOK *<pause>*

6 For some animals, being fat means staying alive. That's especially true for animals that hunt and live in the icy waters of the Arctic Ocean. *<pause>*

7 ***Walrus:*** This animal keeps warm even while digging for clams along the bottom of cold ocean waters. Under its inch-thick hide, the walrus has a nearly six-inch layer of blubber, or fat, to block out the cold. During deep-sea dives, warm blood shifts away from the skin surface to inside the body. This helps the walrus keep its body heat stable at about 99°F. When the walrus moves ashore, blood flows back to the skin. *<pause>*

8 ***Harp Seal:*** Protected by a thick layer of blubber, the harp seal spends most of its time in icy waters. The seal is a fast swimmer and can stay underwater for 30 minutes at a time. Its speed in the water allows it to escape its predator, the polar bear. In late winter, females climb onto a chunk of ice to give birth. A seal pup is born with a white, fluffy coat, but no blubber. The pup keeps the coat until it develops a layer of blubber. And that happens fast. On a diet of fat-rich mother's milk, a pup can gain over 80 pounds in just three weeks. *<pause>*

DRESSED FOR WINTER *<pause>*

9 Like you, many Arctic animals change their coats with the seasons. In winter these animals replace their summer coats with thicker ones to keep them warm when temperatures plunge. They'll wear their winter coats for a long time. Arctic winters can last for eight months. *<pause>*

10 ***Arctic Hare:*** The arctic hare living in the northernmost part of the Arctic stays white all year. But its fur coat grows thicker and longer in winter. The hare has small ears, which protect it too. Can you figure out how? Less skin is exposed to the cold, and small ears lose less body heat than larger ears. *<pause>*

11 ***Musk Ox:*** This animal has lots of hair to keep it warm. In fact the native Inuit people call it *umingmak*, meaning "the animal with skin like a beard." The musk ox's shaggy outer coat covers everything but its feet. Underneath this outer layer of long, coarse hair is even more hair—a soft, woolly coat. The musk ox sheds this undercoat when the weather gets warmer. Musk oxen also have curved hooves with sharp rims. That gives them solid footing on icy slopes. *<pause>*

12 ***Snowy Owl:*** Feathers keep this bird warm. The snowy owl's entire body—even its legs and toes—is covered with soft, fluffy feathers. On top of this coat is still another coat of overlapping feathers. When temperatures drop, the owl crouches on the ground behind an object that can block the wind. The owl stays still. Flying would use up precious heat energy. *<pause>*

13 ***Arctic Fox:*** As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat. The new coat keeps the fox warm as well as hidden from predators, like the wolf. A special blood flow system helps the fox hang onto its normal body temperature. Warm blood flowing toward the fox's legs heats up the cool blood returning from its feet. That means that the arctic fox has a warm body and cold feet. Having cold feet helps too. Ice doesn't stick to cold toes. *<pause>*

("Life in a Deep Freeze" by Sandra Markle, copyright © 2002 by Sandra Markle. Used by permission of National Geographic Stock. All rights reserved.)

Question 7.

Part A *<pause>*

The author of "Life in a Deep Freeze" begins the article with the question: *<pause>*

How do animals survive the Arctic's c-c-cold winters? *<pause>*

Which answer to this question reveals the main idea of the article?

A. Some animals have fur that changes color with the seasons. Having white fur in the winter helps the animals hide from their predators. Thick fur also keeps the animals warm.
B. Animals like the musk ox have a thick outer layer of hair and an undercoat of soft wool. The musk ox can shed the undercoat in the summer when the weather gets warmer.
C. Animals use more than one adaptation for surviving in a cold environment. Different animals use different tactics to keep warm, blend in, and hide from their predators.
D. Several types of animals have thick layers of blubber. Thick layers of fat can keep animals warm even when they are swimming in icy water. The blubber blocks out the cold.

Part B *<pause>*

Which sentence from the article supports the answer to Part A?

A. "But, for many animals, this place is home." (paragraph 1)
B. "Arctic animals have adapted well to their surroundings with some rather clever survival tactics." (paragraph 2)
C. "For some animals, being fat means staying alive." (paragraph 6)
D. "As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat." (paragraph 13)

Question 8.

Part A *<pause>*

How do the section headings: **ESCAPE ARTISTS**, **THE LAYERED LOOK**, and **DRESSED FOR WINTER** help readers better understand the information in the article?

A. They help readers locate specific places where animals live.

B. Their unusual titles show readers why animals have found clever survival tactics.

C. They divide the information about how animals adapt in different ways.

D. Their descriptive titles help readers understand the challenges of living in the Arctic.

Part B *<pause>*

Section headings in the article contain key details about animals in the Arctic. *<pause>*

Drag each characteristic that is typical of Arctic animals into the space in the chart with the correct subheading. *<pause>*

You will select **two** characteristics for each section heading. *<pause>*

Arctic Animal Characteristics	Section Headings
	Escape Artists
	The Layered Look
	Dressed for Winter

The columns of the table are labeled: “Arctic Animal Characteristics,” and “Section Headings.” *<pause>*

The section headings are: “Escape Artists,” “The Layered Look,” and “Dressed for Winter.” *<pause>*

Sleeping all winter; covered with feathers; using fat to block the cold; growing another coat; digging under the snow; protected by blubber.

Read the passage from the article “Inuit.” Then answer the questions. *<pause>*

from “Inuit” *<pause>*

by Carol White *<pause>*

1 In one of the most remote places in the world, the Canadian Arctic, a people have survived over a thousand years. They are the Inuit. For the Inuit, the Arctic is a place teeming with life. Depending on how far north they live, the Inuit find everything from caribou herds and polar bears to beluga whales. The Inuit have adapted themselves to the various regions they inhabit. At one time they were considered to be among the healthiest people in the world. This is no longer the case; the Inuit lifestyle has changed dramatically over the past decades. The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life. *<pause>*

2 Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world. *<pause>*

Way of Life *<pause>*

3 When you live in an environment that has few plants, there is a very good chance you will become a hunter. The Inuit pride themselves on being great hunters. The Inuit had lots of sea and land animals to hunt. The most important of these were the caribou and the seal. These two animals provided the Inuit with food. Their skin was used for clothing, blankets, tents and boats and their oil was used for cooking and lamps. Bones, ivory and wood were used to make tools. Other animals the Inuit hunted were the walrus, whale, polar bear, musk ox, fox and wolf. *<pause>*

Food *<pause>*

4 Because edible plants are scarce in the Arctic, the Inuit ate mostly meat they got from hunting. They ate animals such as caribou, seals, walruses, polar bears, arctic hares, musk oxen, birds such as ptarmigan, and fish such as arctic char, salmon and whitefish. In the summer they also gathered berries and other edible plants. *<pause>*

Clothing *<pause>*

5 Seal or walrus intestine is waterproof, and the Inuit scraped, cleaned, soaked and dried the intestines to make waterproof clothing. This kept the people dry, which was important since water freezes quickly in the North. People can get into a lot of trouble if they get wet in the Arctic and then freeze. Besides waterproof clothing, the Inuit also made parkas of caribou fur to wear in the cold winter. *<pause>*

6 At one point, scientists in Canada did a study to find out what the warmest winter clothes were. This included clothes that were sewn out of cloth, wool and other fabrics. The caribou jacket was the warmest by far. Even in winter, Inuit could not sleep with their jackets on because they got so hot that they would sweat. Sweat is dangerous in a cold climate because, like water, it freezes. *<pause>*

Shelter *<pause>*

7 At one time the Inuit had a summer home and a winter home. In the summer, the Inuit often lived in tents that they made from caribou hides with wooden frames. In the winter many Inuit lived in sod homes. They would dig a hole in the ground and pile rocks and sod all around the outside to make walls. Pieces of wood or whalebone were used as a frame for the roof, which the Inuit then covered with sod. In both the tents and the sod houses the Inuit built raised platforms at the back for sleeping. *<pause>*

8 The Inuit are famous for their igloos. An igloo is built of blocks of snow shaped into a dome. They were mostly used as temporary shelter during winter hunting trips. The igloo is one of the Inuit's best inventions. It is warm and easy to construct. Most Inuit today have settled in villages and live in houses. *<pause>*

(Selected text only from Inuit community article from The Kids' Site of Canadian Settlement, by Carol White. Copyright © Government of Canada. Reproduced with the permission of the Minister of Public Works and Government of Services Canada (2013).)

Question 9.

Part A *<pause>*

What does the word **teeming** suggest as it is used in paragraph 1 of “Inuit”?

A. challenging

B. abandoned

C. plenty

D. modern

Part B *<pause>*

Which **two** sentences from the article help readers understand the meaning of the word **teeming** as it is used in paragraph 1?

A. “In one of the most remote places in the world, the Canadian Arctic, a people have survived over a thousand years.” (paragraph 1)

B. “Depending on how far north they live, the Inuit find everything from caribou herds and polar bears to beluga whales.” (paragraph 1)

C. “At one time they were considered to be among the healthiest people in the world.” (paragraph 1)

D. “Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world.” (paragraph 2)

E. “They ate animals such as caribou, seals, walruses, polar bears, arctic hares, musk oxen, birds such as ptarmigan, and fish such as arctic char, salmon and whitefish.” (paragraph 4)

F. “In the summer they also gathered berries and other edible plants.” (paragraph 4)

Question 10.

How are the ideas in “Inuit” related to each other? Drag ideas from the List of Causes and Effects to complete the chart. *<pause>*

The chart has two columns. The title of the column on the left is “Causes.” The title of the column on the right is “Effects.” *<pause>*

The first row reads “The Inuit live in one of the harshest environments on the planet,” blank. *<pause>*

The second row reads blank, “Many Inuit are hunters, and they eat a lot of meat.” *<pause>*

The third row reads “Getting wet is dangerous in such a cold environment,” blank. *<pause>*

The fourth row reads blank, “The Inuit make jackets out of caribou hides that are extremely warm. *<pause>*

The fifth row reads “Southerners have brought modern technology to the Inuit,” blank. *<pause>*

List of Causes and Effects. *<pause>*

Few plants can grow in the Arctic. *<pause>*

The Inuit have adapted their lifestyle to survive in the Arctic. *<pause>*

The Inuit have changed their diet and way of life. *<pause>*

The Arctic is an extremely cold climate. *<pause>*

The Inuit make waterproof clothing. *<pause>*

Question 11.

Part A *<pause>*

What is the main idea of the passage from “Inuit”?

A. The Inuit are an ancient people living in a remote region.

B. The Inuit are skilled at surviving with only what nature provides.

C. The Inuit spend all their time hunting animals in order to survive.

D. The Inuit have become dependent on modern conveniences in the past few years.

Part B *<pause>*

Which sentence from the passage supports the answer to Part A?

A. “For the Inuit, the Arctic is a place teeming with life.” (paragraph 1)

B. “The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life.” (paragraph 1)

C. “Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world.” (paragraph 2)

D. “In the summer, the Inuit often lived in tents that they made from caribou hides with wooden frames.” (paragraph 7)

Refer to the article "Life in a Deep Freeze" and the passage from the article "Inuit." Then answer the question. *<pause>*

Question 12.

Your friend thinks it is impossible for people and animals to live in the Arctic. *<pause>*

Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from **both** articles in your letter.

Please be sure you have answered all of the questions. *<pause>*

Click on the question line to move to that question. *<pause>*

Once you have finished taking the test, click the "End Test" button to end your test. *<pause>*

To continue testing, click the "Return to Questions" button. *<pause>*

Are you done with your test? Be sure you have answered all of the questions. *<pause>*

To continue testing, select "Return to Review." To turn in your test, select "Submit." *<pause>*

Session 3

English Language Arts

The purpose of the Online Practice Test is to help prepare you for the Spring LEAP 2025 test. The practice test will allow you to become familiar with the online testing format, to practice using the online tools, and to respond to the types of questions you will answer on the Spring LEAP 2025 test.

Read each passage and question carefully. To move through the passage(s), use the pointer tool to move the scroll bar up and down.

To answer test questions, you may have to click on answer bubbles, type in a response box (sessions 1, 2, and 3 only), or follow the item-specific directions.

There are online tools available as you move through the test. For example, you can use the **Next** and **Back** buttons to move from question to question, the **Flag** button to mark any question you want to return to, and the **Review/End Test** button to review your answers. If you have questions about any of the online tools, select the **Help** button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you cannot go back into the session.

Test Screen

This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

Today you will read the story "A Once-in-a-Lifetime Experience." Pay close attention to the actions of the characters and the events in the story. Answer the questions to help you prepare to write a narrative story. *<pause>*

Read the story "A Once-in-a-Lifetime Experience." Then answer the questions. *<pause>*

A Once-in-a-Lifetime Experience *<pause>*

by Sandra Beswetherick *<pause>*

1 It was my idea to invite Derrick, the new kid in our neighborhood, on our annual father-and-son weekend trip. Derrick had never been camping or fishing. *<pause>*

2 "Great idea!" Dad said. "It'll be a once-in-a-lifetime experience for him, one he'll never forget." *<pause>*

3 Dad and I didn't realize how true that would turn out to be. *<pause>*

4 The car blew a tire on the way to our campsite. Not an impressive start. *<pause>*

5 "A minor setback, that's all," Dad said as Derrick and I tumbled out of the car to help. *<pause>*

6 It was dark by the time we reached the campsite, got the boat into the water, and set up the tent. There was a stiff, icy breeze blowing off the lake. *<pause>*

7 Derrick shivered as he examined the sky. "That isn't snow, is it?" *<pause>*

8 "Snow?" I said. *<pause>*

9 "It never snows in March!" Dad protested. *<pause>*

10 But those big flakes fell fast and heavy, blanketing the ground. *<pause>*

11 I burst out laughing. Derrick grinned. But Dad was horrified. He hustled us into the tent so we wouldn't catch pneumonia [get sick] or something. But first he made sure we didn't track any snow into the tent with us. *<pause>*

12 "We need to keep the floor dry," Dad insisted. "There's nothing worse than sleeping in wet sleeping bags." *<pause>*

13 He passed out sandwiches after we settled in. "Minor setback," he assured Derrick. "The snow should be gone tomorrow." Dad reached for the large bottle of cola to pour us each a drink. *<pause>*

14 Maybe the cola was warm, or maybe it had been jostled too much, because when Dad opened it, that bottle erupted like Mount Vesuvius. Cola overflowed like lava. Dad dropped the bottle. It rolled across the tent floor spewing its contents, and we ended up perched on our sleeping bags like castaways adrift [floating] in a cola sea. *<pause>*

15 Derrick clapped both hands over his mouth. His face turned red, and his cheeks ballooned out as if *he* were about to explode, too. From behind his hands came the snuffling and snorting of trapped laughter. *<pause>*

16 I tried to keep a straight face, out of respect for Dad—not just because he'd insisted that we keep the tent floor dry, but because he'd wanted this trip to be perfect. *<pause>*

17 "Minor setback," Dad muttered as we soaked up cola with our towels. *<pause>*

18 The next morning dawned bright and beautiful, much to Dad's relief. Derrick stood at the water's edge, admiring the clear still lake, the tree-lined shore, and the cloudless sky. *<pause>*

19 "Wait until you catch your first fish, Derrick," Dad said as he got the boat ready. "That's an experience you won't forget." Dad turned to me. "Right, Steve?" *<pause>*

20 "Right, Dad," I answered. *<pause>*

21 "And wait until you taste some fried, freshly caught fish for breakfast," Dad said. "Right, Steve?" *<pause>*

22 "Right, Dad," I said, although I thought Dad was trying a little too hard. *<pause>*

23 But Derrick didn't catch his first fish. In fact, none of us felt even a nibble on our lines. This wasn't a minor setback for Dad. This was a major disaster. *<pause>*

24 The silence grew. The still air settled hot and heavy. *<pause>*

25 I leaned over the side of the boat. "Fishy," I sang into the depths of the lake. "Come on, I know you're down there." It sure beat sitting around in silence. And we weren't catching any fish anyway. *<pause>*

26 Derrick joined in. "Fishy," he crooned, looking down into the water. "Here, fish, fish." When he turned back to me, his eyes were bulged, his mouth was puckered, and he was gulping down air the way a fish gulps water. The perfect fish-face! *<pause>*

27 I let out a whoop and made a fish-face of my own, my open hands on either side of my head for gills. "Fishy!" *<pause>*

28 Derrick and I turned our fish-faces toward Dad. There sat Dad with the goggled eyes and downturned frown of his favorite fish, the largemouth bass. "Fishy, fishy, bite my hook," he chanted in a throaty voice, "so I can take you home to cook." *<pause>*

29 Derrick hooted with laughter and fell into the bottom of the boat. Dad's bass frown upturned into a grin. *<pause>*

30 Lucky that Dad's mood improved when it did, because it was about then that the boat started sinking. *<pause>*

31 "Mr. Adams," Derrick asked, "should there be this much water in your boat?" *<pause>*

32 "Holy mackerel!" Dad yelled. He reached for the motor. "You guys, bail!

[scoop water out of the boat]" *<pause>*

33 We barely reached shore, the boat sloshing with water. *<pause>*

34 That night, as we sat around the campfire toasting marshmallows, Derrick admitted he'd been worried about coming on the trip. "But it's been incredible," he said. "I'll never forget it. Thanks for inviting me." *<pause>*

35 "You're welcome," said Dad. "We're glad you came." *<pause>*

36 "I wonder what will happen next?" Derrick asked, putting another marshmallow on his stick. *<pause>*

37 "Yeah," I said. "I wonder." *<pause>*

38 As for Dad, he smiled a brave smile. *<pause>*

(Copyright © 2006 by Highlights for Children, Inc., Columbus, Ohio.)

Question 13.

Part A *<pause>*

Read paragraph 14 from the story. *<pause>*

> Maybe the cola was warm, or maybe it had been jostled too much, because when Dad opened it, that bottle erupted like Mount Vesuvius. Cola overflowed like lava. Dad dropped the bottle. It rolled across the tent floor spewing its contents, and we ended up perched on our sleeping bags like castaways adrift in a cola sea. *<pause>*

What does **that bottle erupted like Mount Vesuvius** mean as used in the paragraph?

A. The cola bottle was open and floating in the water.

B. The cola was bubbling and spilling out.

C. The cola bottle was moving around.

D. The cola was hot.

Part B *<pause>*

Which detail from paragraph 14 supports the answer to Part A?

A. “. . . the cola was warm.. .”

B. “. . . jostled too much.. .”

C. “... over flowed like lava.”

D. “. . . perched on our sleeping bags.. .”

Question 14.

Part A *<pause>*

Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?

A. It helps Dad feel better, and he joins in.

B. It upsets Dad, and the boat almost sinks.

C. It surprises Dad, and he lets go of the motor.

D. It leads Dad to a solution, and they catch fish.

Part B *<pause>*

Choose **two** details from paragraphs 28 through 33 that support the answer to Part A.

A. “. . . his favorite fish, the largemouth bass.”

B. “‘Fishy, fishy, bite my hook,’ he chanted... .”

C. “Dad’s bass frown upturned into a grin.”

D. “. . . the boat started sinking.”

E. “‘. . . should there be this much water in your boat?’”

F. “We barely reached shore... .”

Question 15.

Drag and drop into the chart the way that Dad responds to each event during the camping trip. Not every response will be used. *<pause>*

Events	How Dad Responds
Derrick asks if it is snowing.	
The boys make fish faces.	
Derrick asks if there should be water in the boat.	

The chart has two columns and three rows. The column titles are: “Events,” and “How Dad Responds.” *<pause>*

Row 1: Derrick asks if it is snowing, blank. *<pause>*

Row 2: The boys make fish faces, blank. *<pause>*

Row 3: Derrick asks if there should be water in the boat, blank. *<pause>*

The responses are: *<pause>*

Dad feels sad that the trip was not a success. *<pause>*

Dad hurries the boys into the tent. *<pause>*

Dad gets everyone to work together to make it safely back to shore. *<pause>*

Dad talks about how much fun it is to catch fish. *<pause>*

Dad starts to feel happier. *<pause>*

Question 16.

Part A *<pause>*

What is a central message of the story?

A. People may be surprised by the weather.

B. People can be happy even when things go wrong.

C. Sometimes it is easy to prepare for new things.

D. Something that is here today may be gone soon.

Part B *<pause>*

Which sentence from the story supports the answer to Part A?

A. "There was a stiff, icy breeze blowing off the lake." (paragraph 6)

B. "'The snow should be gone tomorrow.'" (paragraph 13)

C. "'We're glad you came.'" (paragraph 35)

D. "As for Dad, he smiled a brave smile." (paragraph 38)

Question 17. *<pause>*

This story tells about Derrick's first camping trip. *<pause>*

Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry. *<pause>*

Read the passage from *Pordy's Prickly Problem*. Then answer the questions. *<pause>*

from *Pordy's Prickly Problem* *<pause>*

by Janette Oke *<pause>*

© Janette Oke/Nancy Munger/Jennifer Parker

1 It wasn't that I didn't want to climb. After all, porcupines are supposed to climb. It seemed that it would be fun up in the tree with Mother. And it wasn't that I wanted to stay on the ground all alone. It was scary being there all by myself. *<pause>*

2 But the tree was so tall and so straight. It seemed such a long, long way up to the lowest branch. The little nails on the ends of my toes felt too weak to dig into the bark and keep my body from falling. If I fell—it was such a long, long way down. And the ground, where I would land with a thump, was so hard. I just knew it would knock the wind right out of me. *<pause>*

3 I looked up at Mother again and whimpered in fright. *<pause>*

4 "Come on, Pordy," she coaxed for the tenth time. "Come on up. You're not safe down there." *<pause>*

5 I looked up at the tall tree with its branches that seemed to reach up to the sky. I felt a lot safer right where I was than where Mother wanted me to be. *<pause>*

6 I curled up in a tight ball, tucked my neck in, and shut my eyes to block out the sight of the tree and Mother. *<pause>*

7 "Come on," Mother called again. *<pause>*

8 “I can’t,” I insisted. I was just too scared. *<pause>*

9 I watched Mother back all the way down the trunk. At first she said nothing, just drew me close and held me until my body stopped shaking. Then, still holding me, she talked softly. *<pause>*

10 “Now, Pordy,” she began. My name is really Pordillia, but Mother calls me Pordy. “Pordy, you have grown too big to stay in the nest on the ground. You must learn to eat from the trees now. We live up there.” Mother pointed up the tree to the high branches. *<pause>*

11 “It is too dangerous for us on the ground. We cannot run as fast as the fox or deer. We can’t hide as easily as the rabbits or weasels. We can’t dash for a tree as quickly as the squirrels. So we stay up there. Safe. Up in the branches. We have everything we need up there. Food. Water from the dew. A safe place to sleep. Everything.” *<pause>*

12 I nodded so Mother would know that I had been listening. *<pause>*

13 “You understand?” she prodded gently. *<pause>*

14 I nodded again. *<pause>*

(“Pordy’s Prickly Problem” copyright © 2001 by Janette Oke. Illustrated by Nancy Munger. Used by permission of Bethany House Publishers, a division of Baker Publishing Group. All rights reserved.)

Question 18.

Part A *<pause>*

What does the phrase **it would knock the wind right out of me** mean in paragraph 2 of the passage from *Pordy's Prickly Problem*?

A. Hitting the ground would harm Pordy.

B. Hitting the ground would surprise Pordy.

C. Hitting the ground would make a loud sound.

D. Hitting the ground would cause a strong breeze.

Part B *<pause>*

Which two details from paragraph 2 **best** support the answer to Part A?

A. ". . . toes felt too weak... ."

B. ". . . dig into the bark... ."

C. "... keep my body from falling."

D. ". . . such a long, long way down."

E. ". . . where I would land.. ."

F. "... was so hard."

Question 19.

Part A *<pause>*

How do the ideas in paragraph 11 build on ideas from paragraph 4 in the passage from *Pordy's Prickly Problem*?

A. Paragraph 4 tells where Pordy will be living, and paragraph 11 tells why.

B. Paragraph 4 introduces the idea that Pordy is safe, and paragraph 11 explains why.

C. Paragraph 4 shows Pordy's mother is unhappy, and paragraph 11 describes some of the reasons why.

D. Paragraph 4 tells why Pordy's mother wants her to climb the tree, and paragraph 11 gives more reasons why.

Part B *<pause>*

Which **two** details from the passage **best** support the answer to Part A?

A. "'Come on, Pordy,' ... ." (paragraph 4)

B. ". . . she coaxed for the tenth time." (paragraph 4)

C. "'You're not safe down there.'" (paragraph 4)

D. "'We cannot run as fast as the fox... .'" (paragraph 11)

E. "'So we stay up there.'" (paragraph 11)

F. "'Up in the branches.'" (paragraph 11)

Question 20.

Complete the chart based on what Pordy's mother says in the passage. Drag and drop the details that describe how different animals stay safe. Not all details will be used. *<pause>*

Animals	How They Stay Safe
deer	
weasels	
Pordy and her mother	

The chart has two columns and three rows. The column headings are: Animals, How They Stay Safe. *<pause>*

Row 1: deer, blank *<pause>*

Row 2: weasels, blank *<pause>*

Row 3: Pordy and her mother, blank *<pause>*

The details are: *<pause>*

Live in trees; climb fast; run quickly; stay very still; hide easily

Question 21.

Part A *<pause>*

What is Pordy **most** afraid of in the passage from *Pordy's Prickly Problem*?

A. getting into trouble
B. falling out of the tree
C. being away from Mother
D. staying on the ground alone

Part B *<pause>*

Which detail from the passage **best** supports the answer to Part A?

A. "... it would be fun up in the tree with Mother." (paragraph 1)
B. ". . . the tree was so tall and so straight." (paragraph 2)
C. "I curled up in a tight ball, tucked my neck in, and shut my eyes... ." (paragraph 6)
D. "I nodded so Mother would know... ." (paragraph 12)

Please be sure you have answered all of the questions. *<pause>*

Click on the question line to move to that question. *<pause>*

Once you have finished taking the test, click the "End Test" button to end your test. *<pause>*

To continue testing, click the "Return to Questions" button. *<pause>*

Are you done with your test? Be sure you have answered all of the questions. *<pause>*

To continue testing, select "Return to Review." To turn in your test, select "Submit." *<pause>*

Session 4

English Language Arts

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When you have completed the test, follow the directions on the screen to exit the session.

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Test Screen

This screen allows you to make sure that your computer is ready for testing. You should see three shaded circles below. Please raise your hand if you do not clearly see three circles.

Read the story “An Earful.” Then answer the questions. *<pause>*

An Earful *<pause>*

by Dale-Marie Bryan *<pause>*

1 “Your homework is to collect sounds,” Mrs. Olson said. She handed out sheets of paper shaped like giant ears. Then she held up a shiny blue kazoo. [a small musical instrument] “Everyone who gets an ‘earful’ will get one of these.” The class laughed. *<pause>*

2 Later, Jacob glared out the school bus window. Not fair, he thought. How could he collect enough sounds on his family’s farm? There were plenty of noises in town. If only he lived where tires squealed and sirens wailed. *<pause>*

3 Jacob scrambled off the bus when it screeched to a stop at his mailbox. But he wasn’t in the mood to wave as it drove away. *<pause>*

4 When he threw open the gate, it groaned like a ghost. That was how he felt about his homework. *<pause>*

5 On the porch, Jacob knelt beside the kittens curled on the rug. They sounded like tiny motors when they purred. *<pause>*

6 “I’m home!” Jacob called. He thumped his book bag down on a kitchen chair. *<pause>*

7 The rocker in the nursery stopped creaking. *<pause>*

8 “How was school?” his mother asked, walking in with his baby brother on her shoulder. She was patting his little back. *<pause>*

9 “I’ve got homework,” Jacob grumbled. *<pause>*

10 The baby burped, and Jacob laughed. “That’s what I think about it too!” *<pause>*

11 “Have a snack before you do your chores,” his mother said. She took the animal crackers down from the cupboard. *<pause>*

12 Jacob rattled the carton. Not many left. He crunched two tigers, three lions, and a seal, then gulped down some milk. *Grrr*, *roar, ork*! If only animal crackers were real. He would have plenty of noises to list! *<pause>*

13 Goldie, Jacob’s collie, woofed [a sound made by a dog] as Jacob walked toward the barn. Her puppies were yipping in a straw-filled stall. Jacob plinked [a sound made when an object hits metal] dog-food pellets into their pan, and the pups snuffled and crunched. *<pause>*

14 In the chicken house, Jacob shooed two cackling hens from their nests. He slipped their warm eggs into his pocket. Wouldn’t it be funny if he forgot about the eggs and they hatched? He’d have a peeping pocket! *<pause>*

15 In the corral, a black cow napped in the sun. Jacob woke her when he poured corn into her pan. “Moo, thank you!” she seemed to say. *<pause>*

16 *Tap*, *clatter*, *clink*. Dad drove the tractor into the yard. The lid on the tractor's smokestack [a pipe that lets out smoke] rattled when it chuffed [a sound made by a tractor] and chugged to a stop. *<pause>*

17 "How was school?" Dad asked, stepping down from the cab. *<pause>*

18 Jacob shrugged. "OK, I guess," he said. "I have some homework." *<pause>*

19 Jacob put the eggs in the kitchen, then climbed to his tree house. He could see Dad's beehives by the hay field. Six hives usually meant plenty of humming. But today he couldn't hear it over the scolding of the blue jays and the chattering of the sparrows. How could a person think? *<pause>*

20 "QUIET!" Jacob shouted. *<pause>*

21 Suddenly, he sat up straight. Cows mooed and puppies yipped. Chickens cackled in their yard. When Goldie began barking below, Jacob grinned. There were plenty of noises on the farm. "I hear you!" he called. *<pause>*

22 He hurried down from the tree. He had an earful of homework to do. *<pause>*

("An Earful" by Dale-Marie Bryan from HIGHLIGHTS FOR CHILDREN, INC. Copyright © 2005.)

Question 22.

Part A *<pause>*

Why is it important to the story that Mrs. Olson assigns the students in Jacob's class to collect sounds?

A. Her assignment makes it harder for Jacob to complete his chores.

B. Her assignment makes Jacob learn something new about his farm.

C. Her assignment helps teach Jacob about the need to do homework early.

D. Her assignment helps Jacob talk to his parents about something important.

Part B *<pause>*

Which sentence from the story supports the answer to Part A?

A. "'I'm home!' Jacob called." (paragraph 6)

B. "'I've got homework,' Jacob grumbled." (paragraph 9)

C. "How could a person think?" (paragraph 19)

D. "When Goldie began barking below, Jacob grinned." (paragraph 21)

Question 23

Part A *<pause>*

Why does Jacob think the homework assignment is unfair?

A. He wants to play in his tree house.
B. He thinks his farm does not have any noises.
C. He has to do his chores before doing his homework.
D. He knows his parents do not have time to help him with his homework.

Part B *<pause>*

Which sentence from the story supports the answer to Part A?

A. “If only he lived where tires squealed and sirens wailed.” (paragraph 2)
B. “‘How was school?’ his mother asked, walking in with his baby brother on her shoulder.” (paragraph 8)
C. “Jacob woke her when he poured corn into her pan.” (paragraph 15)
D. “He could see Dad’s beehives by the hay field.” (paragraph 19)

Question 24.

Drag and drop the events into the boxes to show the order from the story. *<pause>*

Jacob climbs into the tree house.	Jacob plays with kittens on the porch.	Jacob talks with his father by the tractor.	Jacob has a snack in the kitchen.	Jacob feeds the puppies in the barn.
#1	#2	#3	#4	#5

Jacob climbs into the tree house. *<pause>*

Jacob plays with kittens on the porch. *<pause>*

Jacob talks with his father by the tractor. *<pause>*

Jacob has a snack in the kitchen. *<pause>*

Jacob feeds the puppies in the barn. *<pause>*

There are five boxes labeled one through five.

Question 25.

Part A *<pause>*

What is the central message of “An Earful”?

A. Make sure to finish your chores before you play.
B. There is a lot happening no matter where you are.
C. Living on a farm is less exciting than living in a city.
D. Homework is difficult to do when there is work to be done.

Part B *<pause>*

Which paragraph from the story **best** supports the answer to Part A?

A. paragraph 2
B. paragraph 14
C. paragraph 21
D. paragraph 22

Read the passage from “What Is a Spacewalk?” Then answer the questions. *<pause>*

from “What Is a Spacewalk?” <pause>

by NASA *<pause>*

NASA—Public Domain

Ed White was the first American to perform a spacewalk. *<pause>*

Why Do Astronauts Go on Spacewalks? *<pause>*

1 Astronauts go on spacewalks for many reasons. Spacewalks let astronauts work outside their spacecraft while still in space. Astronauts can do science experiments on a spacewalk. Experiments can be placed on the outside of a spacecraft. This lets scientists learn how being in space affects different things. *<pause>*

2 Spacewalks also let astronauts test new equipment. They can repair satellites or spacecraft that are in space. By going on spacewalks, astronauts can fix things instead of bringing them back to Earth to fix. *<pause>*

How Do Astronauts Go on Spacewalks? *<pause>*

3 When astronauts go on spacewalks, they wear spacesuits to keep themselves safe. Inside spacesuits, astronauts have the oxygen they need to breathe. They have the water they need to drink. *<pause>*

4 Astronauts put on their spacesuits several hours before a spacewalk. The suits are pressurized. This means that the suits are filled with oxygen. *<pause>*

5 Once in their suits, astronauts breathe pure oxygen for a few hours. Breathing only oxygen gets rid of all the nitrogen in an astronaut’s body. If they didn’t get rid of the nitrogen, the astronauts might get gas bubbles in their body when they walk in space. These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists and knees. This pain is called getting “the bends” because it affects the places where the body bends. Scuba divers can also get “the bends.” *<pause>*

6 Astronauts are now ready to get out of their spacecraft. They leave the spacecraft through a special door called an airlock. The airlock has two doors. When astronauts are inside the spacecraft, the airlock is airtight so no air can get out. When astronauts get ready to go on a spacewalk, they go through the first door and lock it tight behind them. They can then open the second door without any air getting out of the spacecraft. After a spacewalk, astronauts go back inside through the airlock. *<pause>*

Astronauts on the International Space Station exit their spacecraft for a spacewalk through the Quest airlock.
<pause>

How Do Astronauts Stay Safe During Spacewalks? *<pause>*

7 When on a spacewalk, astronauts use safety tethers to stay close to their spacecraft. Tethers are like ropes. One end is hooked to the spacewalker. The other end is connected to the vehicle. The safety tethers keep astronauts from floating away into space. Astronauts also use tethers to keep tools from floating away. They tether their tools to their spacesuits. *<pause>*

8 Another way astronauts stay safe during spacewalks is by wearing a SAFER. SAFER stands for Simplified Aid for EVA Rescue. SAFER is worn like a backpack. It uses small jet thrusters to let an astronaut move around in space. If an astronaut were to become untethered and float away, SAFER would help him or her fly back to the spacecraft. Astronauts control SAFER with a small joystick, like on a video game. *<pause>*

(from “What Is a Spacewalk?” by NASA—Public Domain)

Question 26.

Part A *<pause>*

What does the word **thrusters** mean as it is used in paragraph 8 of the passage?

A. ropes that connect
B. machines that power
C. spacesuits that protect
D. bags that hold tools

Part B *<pause>*

Which detail from the passage helps the reader understand the meaning of **thrusters**?

A. “. . . hooked to the spacewalker.” (paragraph 7)
B. “... is worn like a backpack.” (paragraph 8)
C. “. . . fly back to the spacecraft.” (paragraph 8)
D. “. . . with a small joystick.. .” (paragraph 8)

Question 27.

Part A *<pause>*

How does the first picture in the passage support the idea that spacewalks can be dangerous for astronauts?

A. by showing how thin and light the spacesuits are

B. by showing an astronaut doing work in space

C. by showing how an astronaut is connected to a spacecraft

D. by showing a tool used on a spacewalk

Part B *<pause>*

Which detail from the passage **best** supports the answer to Part A?

A. “They can repair satellites or spacecraft that are in space.” (paragraph 2)

B. “Once in their suits, astronauts breathe pure oxygen for a few hours.” (paragraph 5)

C. “These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists and knees.” (paragraph 5)

D. “The safety tethers keep astronauts from floating away into space.” (paragraph 7)

Question 28.

Part A *<pause>*

What is the connection between paragraphs 4 and 5 of the passage?

A. Paragraphs 4 and 5 compare the air in a spacesuit to the air in the spacecraft.

B. Paragraphs 4 and 5 show the sequence of steps astronauts take to prepare for a spacewalk.

C. Paragraph 4 shows the solution to the problem of having gas bubbles in the blood described in paragraph 5.

D. Paragraph 4 shows the effects of staying in a spacesuit too long and paragraph 5 shows the causes.

Part B *<pause>*

Choose one detail from paragraph 4 and **one** detail from paragraph 5 that **best** support the answer to Part A.

A. “. . . put on their spacesuits.. .” (paragraph 4)

B. “. . . hours before a spacewalk.” (paragraph 4)

C. “. . . the suits are filled with oxygen.” (paragraph 4)

D. “... gets rid of all the nitrogen in an astronaut’s body.” (paragraph 5)

E. “. . . can cause astronauts to feel pain.. .” (paragraph 5)

F. “... affects the places where the body bends.” (paragraph 5)

Question 29.

Astronauts have many problems that must be solved in space. Drag each solution to its problem. Not all solutions will be used. *<pause>*

The chart has two columns and three rows. The column headings are “Problem,” “Solution.” *<pause>*

Row 1: There is no air or water in outer space; blank *<pause>*

Row 2: Tools can float away while astronauts are on a spacewalk; blank. *<pause>*

Row 3: The tethers that keep the astronaut close to the spacecraft can break; blank. *<pause>*

The solutions are: Astronauts do scientific experiments while in outer space. *<pause>*

Astronauts fix machines in space instead of bringing them back to Earth. *<pause>*

Astronauts wear a machine called SAFER that can fly them to their spacecraft. *<pause>*

Astronauts wear spacesuits that let them breathe and drink. *<pause>*

Astronauts use ropes to connect their objects to their spacesuits.

Question 30.

Part A *<pause>*

What is the relationship between the airlock doors and the safety of the astronauts on the spacecraft?

A. By making a special place between the inside of the spacecraft and outer space, the airlock doors make sure that air stays inside the spacecraft for the astronauts to breathe safely.
B. The airlock doors provide a safe place for astronauts to connect themselves to the spacecraft with special rope so they do not float away while on a spacewalk.
C. The airlock doors provide a safe place for astronauts to prepare for a spacewalk where they can breathe pure oxygen so they do not get “the bends.”
D. By making a special place between the air on the spacecraft and outer space, astronauts can safely check that their suits are working before they go into space.

Part B *<pause>*

Which detail from the passage supports the answer to Part A?

A. “. . . put on their spacesuits several hours before a spacewalk.” (paragraph 4)
B. “. . . astronauts breathe pure oxygen for a few hours.” (paragraph 5)
C. “. . . without any air getting out of the spacecraft.” (paragraph 6)
D. “. . . astronauts use safety tethers to stay close to their spacecraft.” (paragraph 7)

Question 31.

Part A *<pause>*

What is the main idea of the passage from “What Is a Spacewalk?”

A. Astronauts wear spacesuits that allow them to breathe and move in space.

B. Astronauts need special machines to study outer space.

C. Astronauts go on spacewalks to do important experiments.

D. Astronauts have special tools to stay safe and work in space.

Part B *<pause>*

Which **two** details from the passage support the answer to Part A?

A. “Astronauts go on spacewalks for many reasons.” (paragraph 1)

B. “This lets scientists learn how being in space affects different things.” (paragraph 1)

C. “They can repair satellites or spacecraft that are in space.” (paragraph 2)

D. “Once in their suits, astronauts breathe pure oxygen for a few hours.” (paragraph 5)

E. “This pain is called getting ‘the bends’ because it affects the places where the body bends.” (paragraph 5)

F. “When on a spacewalk, astronauts use safety tethers to stay close to their spacecraft.” (paragraph 7)

Read the poem “Shadows.” Then answer the questions. *<pause>*

Shadows <pause>

by April Pulley Sayre *<pause>*

Shadow of a flower,
Shadow of the moon.
Shadow of a tree trunk,
Shadow of the moon.
Searching for shadows,
we run, hop, stare…
at lots of shadows
here and there.
Dragonfly shadows
zip and pop.
Running horse shadows
never stop!
Our shadowy shapes
shift as we dance.
Leg kick! Leg kick!
Prance, prance, prance!
My friend catches
my shadow’s hand.
Hand in shadow,
we walk the sand.
A ball and its shadow
fall and meet,
rolling to my
shadow’s feet.
We outline shadows
with a piece of chalk.
But later they’ve moved
on the hot sidewalk.
A man keeps a shadow
under his hat.
An umbrella opens.
A shadow falls.
Splat!
Clouds move in—

35 sponging shadows away.
But the shadows return
with the sun. Let's play!
Hand shadows hop
through the tall, green grass.
40 Underwater shadows
Follow four fast bass.
Toe shadows walk
on the bottom of a creek.
Sudden scary shadows
45 make us shriek!
Bird shadows skim
over shrubs and rocks.
Sundial shadows
turn like clocks.
50 Tree shadows make
cool spots to rest.
I think I like
these shadows best.

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Question 32.

Part A *<pause>*

What does the word **shriek** mean as it is used in line 45 of the poem?

A. whisper
B. giggle
C. yell
D. flee

Part B *<pause>*

Which word in the lines supports the answer in part A?

A. walk (line 20)
B. scary (line 44)
C. skim (line 46)
D. turn (line 49)

Question 33.

Part A *<pause>*

Which phrase **best** describes the speaker in the poem?

A. someone willing to help others with an important task
B. someone comfortable performing before a large audience
C. someone who shares books with friends
D. someone who enjoys being outside

Part B *<pause>*

Which two details from the poem provide evidence for the answer to Part A?

A. “Our shadowy shapes” (line 13)
B. “My friend catches” (line 17)
C. “under his hat.” (line 30)
D. “through the tall, green grass.” (line 39)
E. “on the bottom of a creek.” (line 43)
F. “make us shriek!” (line 45)

Question 34.

Part A *<pause>*

How is the central message conveyed in “Shadows”?

A. through a description of things that make shadows
B. through a description of the actions of the speaker
C. through a description of how shadows move
D. through a description of the setting

Part B *<pause>*

Which lines from the poem give an example of the answer in Part A?

A. “Searching for shadows, we run, hop, stare.. .” (lines 5 to 6)
B. “We outline shadows with a piece of chalk.” (lines 25 to 26)
C. “But the shadows return with the sun. Let’s play!” (lines 36 to 37)
D. “Bird shadows skim over shrubs and rocks.” (lines 46 to 47)

Question 35.

Which evidence from the poem helps the reader know the speaker's feelings about shadows? *<pause>*

Drag evidence from the poem to the graphic organizer to show **three** examples of how the reader knows the speaker's feelings about shadows. *<pause>*

The options are: "Searching for shadows," (line 5) *<pause>*

"with a piece of chalk." (line 26) *<pause>*

"Sudden scary shadows" (line 44) *<pause>*

"turn like clocks." (line 49) *<pause>*

"cool spots to rest." (line 51) *<pause>*

Evidence of the Speaker's Feelings about Shadows

fearful	
curious	
creative	

Evidence of the Speaker's Feelings about Shadows. *<pause>*

Fearful, curious, creative *<pause>*

Please be sure you have answered all of the questions. *<pause>*

Click on the question line to move to that question. *<pause>*

Once you have finished taking the test, click the "End Test" button to end your test. *<pause>*

To continue testing, click the "Return to Questions" button. *<pause>*

Are you done with your test? Be sure you have answered all of the questions. *<pause>*

To continue testing, select "Return to Review." To turn in your test, select "Submit." *<pause>*

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