3rd Grade ELA

Chapter 1: *i*LEAP English Language Arts, Grade 3

This section describes the overall design of the *i*LEAP English Language Arts (ELA) test to be administered to students in grade 3. Test specifications, scoring rubrics, and sample test questions are provided so that teachers may align classroom practices with the state assessment.

Test Structure

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

Day One

Part 1: Writing

Part 2: Using Information Resources

Day Two

Part 3: Reading

Part 4: Language

The ELA test includes:

- Norm-referenced test (NRT) items from the survey battery (short form) of the Iowa Tests of Basic Skills[®] (*ITBS*). Most of the items measure Louisiana Grade-Level Expectations (GLEs). The survey battery is used to provide national norms, which compare our students' results with the results of other students in the nation who took the test.
- Criterion-referenced test (CRT) items. These items are aligned with Louisiana GLEs and were specifically developed to measure GLEs not assessed by NRT items.

The NRT Component

The *ITBS* survey battery is the NRT component of the *i*LEAP ELA assessment. This part of the assessment measures standards 1, 2, 3, and 7. Standard 6 (Students read, analyze, and respond to literature as a record of life experiences) is not tested at grade 3.

Standard 1

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

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 3

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

Standard 7

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

The survey battery is designed to 1) obtain information that can support instructional decisions made by teachers in the classroom, 2) provide information to students and their parents for monitoring student growth from grade to grade, and 3) examine the yearly progress of grade groups as they pass through the school's curriculum. All questions are in multiple-choice format and have four or five answer options each. The survey battery is a **timed** test. Table 1.1 presents the testing times and the number of questions for each subtest.

Table 1.1: Grade 3 Survey Battery Test Lengths and Times

Test	Time (min.)	No. of Questions
Reading		
Vocabulary	5	10
Reading Comprehension	25	17
Language		
Spelling, Capitalization, Punctuation, Usage and	30	43
Expression		
Total	60	70

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

Reading

Vocabulary

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

Reading Comprehension

The reading comprehension section includes passages that vary in length and are drawn from fiction and nonfiction. The reading difficulty level of each piece is appropriate to the grade level. Passages with higher reading difficulty levels are generally shorter. Approximately two-thirds of the items require students to draw inferences or to generalize about what they have read.

Language

Spelling

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

Capitalization

For these items, students identify the line of text containing a capitalization error or they choose a fourth option, *No mistakes*, if no error is present. Standard capitalization of names and titles, dates and holidays, places, organizations and groups, and other words is tested.

Punctuation

For these items, students identify the line of writing in which a punctuation error occurs, or they choose a fourth option, *No mistakes*, if no error is present. Standard practice in the use of end punctuation, commas, apostrophes, quotation marks, and colons is tested.

Usage and Expression

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

NOTE: Some of the items in this section measure GLEs in standard 2 and are reported with the writing score. What this means is that the total number of points possible in standard 2 listed on the report includes the score students receive on their written composition (up to 8 possible points) PLUS the number correct on the standard 2 items found in the Language test (3 to 4 items depending on the form).

The CRT Component

The CRT component of the ELA assessment was developed specifically for Louisiana. Committees of Louisiana educators reviewed all items for content and alignment with Louisiana's content standards, benchmarks, and GLEs. This component measures aspects of standards 2 and 5.

Standard 2

Students write competently for a variety of purposes and audiences.

Standard 5

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

The Writing Session and the Scoring of the Written Composition

To better prepare our students for the Common Core State Standards, the writing prompts on the transitional assessments will focus on a key instructional shift—writing grounded in textual evidence. Instead of responding to a "stand alone" writing prompt, students will be expected to read one or two passages and then write a composition that includes evidence from the text(s) in the response. At grade 3, the writing prompt may direct students to write a story, explain something, or give their opinion.

The Writing test is **untimed**, but students should be given a minimum of 60 minutes to read the passage(s), plan and write their compositions, and check their work. Students are given a Writer's Checklist and are provided with dictionaries and thesauruses.

Because of the heavy emphasis of standard 3 (conventions of writing) in the survey battery, student compositions will be scored only for the dimensions of Content and Style. Each dimension is worth up to 4 points for a possible total of 8 points. Student compositions are scored using two rubrics: one for Content and one for Style. There are two Content rubrics; one is used to score student compositions that respond to prompts with one passage; the other is for prompts with two passages. The Content and Style rubrics can be found on pages 5 though 7.

The Content Rubric considers how well students present their central idea; the development of that idea, including the appropriate and accurate use of information from the passage(s); and the organization of their ideas. The Style Rubric considers word choice; sentence fluency, which includes sentence structure and sentence variety; and voice, the individual personality of the writing.

CONTENT (One Passage): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer's ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	 focused central idea shows a complete understanding of the task 	 clear central idea shows a general understanding of the task 	 vague central idea shows a partial understanding of the task 	 unclear or absent central idea shows a lack of understanding of the task
ENT	A	composition without in cannot receive a score h	formation from the pass igher than a 2 in Conten	_
USE OF THE PASSAGE AND DEVELOPMENT	 includes well-chosen information from the passage to support central idea Passage information and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	 includes sufficient and appropriate information from the passage to support central idea Passage information and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	 includes insufficient or no information from the passage Ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	includes minimal or no information from the passage and/or the information shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	 Evidence of planning and logical order allows reader to easily move through the composition. clear beginning and ending effective linking words and phrases sense of wholeness 	 Logical order allows reader to move through the composition without confusion. has a beginning and ending some linking words and phrases 	 attempt at organization weak beginning, ending may lack linking words and phrases 	 random order no beginning or ending difficult for the reader to move through the response

CONTENT (Two Passages): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer's use of the text show an understanding of the passages and the writing task? Does the organizational structure strengthen the writer's ideas and make the composition easier to understand?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
CENTRAL IDEA	 focused central idea shows a complete understanding of the task 	 clear central idea shows a general understanding of the task composition without info	 vague central idea shows a partial understanding of the task 	unclear or absent central idea shows a lack of understanding of the task sages
AGE(S) AND MENT	includes well- chosen information from the passages to support central idea	• includes sufficient and appropriate information from at least one of the passages to support	 includes insufficient or no information from the passage(s) 	• includes minimal or no information from the passage(s) and/or the information shows a
USE OF THE PASSAGE(S) AND DEVELOPMENT	 Passage information and ideas are developed thoroughly. Details are specific, relevant, and accurate. 	 passages to support central idea Passage information and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. 	 Passage information and ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. 	shows a misunderstanding of the passage(s) minimal/no development Information is irrelevant, inaccurate, minimal, confusing.
ORGANIZATION	 Evidence of planning and logical order allows reader to easily move through the composition. clear beginning and ending effective linking words and phrases sense of wholeness 	Logical order allows reader to move through the composition without confusion. has a beginning and ending some linking words and phrases	 attempt at organization weak beginning, ending may lack linking words and phrases 	 random order no beginning or ending difficult for the reader to move through the response

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?

Score Point	4 Consistent, though not necessarily perfect, control; many strengths present	3 Reasonable control; some strengths and some weaknesses	2 Inconsistent control; the weaknesses outweigh the strengths	1 Little or no control; minimal attempt
WORD CHOICE	 precise effective vivid words and phrases appropriate to the task 	 clear but less specific includes some interesting words and phrases appropriate to the task 	genericlimitedrepetitiveoverused	 functional simple (below grade level) may be inappropriate to the task
SENTENCE FLUENCY	fluid, very easy to follow, because of variety in length, structure, and beginnings	 generally varied in length and structure Most sentences have varied beginnings. 	 little or no variety in length and structure Awkward sentences may affect the fluidity of the reading. same beginnings 	 simple sentences no variety Construction makes the response difficult to read.
VOICE (individual personality of the writing)	compelling and engaging	clear, but may not be particularly compelling	weak and/or inconsistent voice	 no voice Response is too brief to provide an adequate example of style; minimal attempt.

Using Information Resources

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

The reference sources may include:

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

English Language Arts Test Specifications

Table 1.2 provides the test specifications for the grade 3 *i*LEAP ELA assessment. The values in the table are approximations due to slight variations in the content across test forms.

Table 1.2:	Grade 3 En	iglish Lan	guage Arts	Test Speci	lications

Standard	Percentage of Total Points
Standard 1	21
Standard 6	0
Standard 7	10
Standard 2	14
Standard 3	45
Standard 5	9
Total	≈100

Seventy-eight 1-point multiple-choice items plus the 8-point Writing prompt equals an 86-point test.

Description of the English Language Arts Test and GLEs Assessed

Louisiana's English language arts content standards encompass reading, writing, researching, and listening and speaking. Each benchmark within a standard delineates what students should know and be able to do by the end of a grade cluster. GLEs further define the knowledge and skills students are expected to master by the end of each grade or high school course.

Most of the grade 3 standards, benchmarks, and GLEs are eligible for assessment on the grade 3 *i*LEAP. Some, however, do not lend themselves to statewide assessment. Standard 4, which focuses on speaking and listening skills, will not be assessed on *i*LEAP. GLE numbers 12 and 13 are not assessable in a multiple-choice format. GLE numbers 36, 48, and 50 focus on use of technology or resources unavailable during the test; therefore, they cannot be assessed in a multiple-choice format. It is important, however, that the skills represented by these GLEs are taught at this grade level.

Most of the items on the NRT form for a given grade align with the GLEs for that grade. For example, most items on the grade 3 NRT survey battery align with the grade 3 GLEs. However, some items may align with GLEs at a lower grade or at a higher grade. In addition, there may be a few items on an NRT form that do not align with the GLEs at any grade because the NRT is developed for nationwide use. This information is important to keep in mind when preparing students for the *i*LEAP assessments because teachers should make sure they cover the GLEs at grade 3 but also review related GLEs in earlier grades since they may be assessed on the NRT portion of the *i*LEAP test.

For reporting purposes, a student receives two scores: an NRT score, such as percentile rank, and a CRT score/achievement level. The NRT score includes all items on the NRT form. The CRT score/achievement level includes the CRT items and only those items on the NRT survey battery or on the NRT core battery that align with GLEs at or below the grade level assessed.

Table 1.3 provides a list of GLEs to be taught and tested during the transition. The table identifies the GLEs and the corresponding CCSS alignment.

Table 1.3: GLE Content To Be Taught and Tested in 2012–13 and 2013–14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
1	Decode words using knowledge of base words, root words, and common prefixes and suffixes	RF.3.3
2	Decode similar words (e.g., <i>supper</i> vs. <i>super</i>) using knowledge of basic syllabication rules	RF.3.3
3	Identify and explain words with multiple meanings using contextual clues	L.3.4
4	Demonstrate knowledge of the meanings of common prefixes and suffixes	L.3.4 RF.3.3
5	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations	L.3.4
6	Determine meanings of unfamiliar words using a variety of strategies, including: • knowledge of common antonyms, synonyms, homonyms, and homographs • use of context clues • identification of base words and root words	RL.3.4 L.3.4 L.3.5
7	Identify story elements, including: • theme • conflict • character traits, feelings, and motivation	RL.2.3 RL.3.2 RL.3.3

10	Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses	RL.3.2
12	Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression	RF.3.4
13	Read texts, chapter books, and informational materials silently at independent reading level	RL.3.10 RI.3.10
14	Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses	RL.3.9
17	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts	RI.K.3 RI.1.9 RI.2.9 RL.3.1 RL.3.6 RL.3.9 RI.3.1 RI.3.2 RI.3.7 RI.3.9
20	Explain the author's viewpoint using information from the text	RI.3.6
22	Write compositions of two or more paragraphs that are organized with the following: • a central idea • a logical, sequential order • supporting details that develop ideas • transitional words within and between paragraphs	W.3.4 W.3.2
23	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose	L.3.3
24	Develop compositions of two or more paragraphs using writing processes such as the following: • selecting a topic • prewriting using strategies such as brainstorming, locating information, and generating graphic organizers • drafting • conferencing with teachers • revising and proofreading • creating a final draft for publication	W.3.5
25	Develop organized one- and two-paragraph compositions using description and narration	W.3.3
26	Use a variety of literary devices, including idioms and personification, in written responses and compositions	W.3.3
27	Write for various purposes, including: • informal letters using appropriate letter format • book reports and informational compositions that include main ideas and significant details from the text	W.3.2 W.3.4
29	Use standard English punctuation, including: • commas to separate phrases in a series • commas to separate parts of addresses	L.3.2
30	Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food)	L.3.2

31	Write using standard English structure and usage, including: • avoiding run-on sentences	L.3.1
	using verbs in the future tense making subjects and verbs agree in sentences with simple and compound subjects and predicates	
32	Apply knowledge of parts of speech in writing, including: • using standard future verb tenses • using a variety of conjunctions, such as <i>although, since, until,</i> and <i>while,</i> in constructing sentences • using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions • identifying and using irregular plural nouns correctly • using first-, second-, and third-person pronouns correctly • selecting and using adverbs that modify according to time, place, manner, and degree • identifying and using irregular verb tenses	L.3.1
33	Spell grade-appropriate words, including: • multisyllabic words made up of both base words and roots and common prefixes and suffixes • compound words • common homophones	L.3.2
34	Follow common spelling generalizations, including qu -, consonant doubling, and changing -y to -i	L.3.2
36	Use a variety of resources, including online and print dictionaries and spell checkers to check spelling	L.3.2
45	Locate information using organizational features of a variety of resources, including: • electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features • printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings • the Dewey decimal system • electronic and online catalogs	RI.3.5
46	Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs	W.3.8
48	Use key words to take notes from written sources	W.3.8
49	Complete simple outlines with main topics and subtopics that reflect the information gathered	W.3.8
50	Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects	W.3.6 W.3.7

Sample Test Items: Grade 3 ELA

The sample passages and items that follow are similar in content and format to those that appear on the grade 3 *i*LEAP test. The Writing prompt and the Using Information Resources questions are sample items representative of the criterion-referenced parts of the *i*LEAP test. These items align with state content standards and GLEs.

Writing Prompt

The writing prompts on the transitional assessments require students to read one or two passages and then write a composition that includes information from the text(s) in the response.

Sample Writing Prompt

Directions: Read the story about Jerome. As you read the story, think about the best way to face a fear. Then use the story to help you write a well-organized composition of two or more paragraphs.

Choir Tryouts

The third-grade choir was going to be so much fun this year. Three field trips were planned! Plus, the choir would be singing at a high school football game. Children in the group could count on lots of new experiences at practices and during the performances. Jerome could hardly wait to take part in all the choir's activities. He had a problem, though. For tryouts, he would have to sing a song by himself. Jerome loved to sing, but he had never sung by himself in front of someone. He thought about the tryouts for days. His teacher, Ms. Evans, saw the worried look on Jerome's face.

"Jerome, what is bothering you?" Ms. Evans asked.

"The singing tryouts are tomorrow. I am scared to sing by myself," Jerome answered.

"Why are you worried about singing by yourself?" Ms. Evans asked.

Jerome frowned. "I've never done it before. I am afraid I will be so nervous that my voice will squeak. Or maybe I won't be able to make any sound! What if I forget the words?"

Ms. Evans said, "When I am worried about doing something new, I think about how happy I will be when I am done. I think about the good things that will happen when I have finished the task. This helps me forget about whatever is bothering me and helps me feel less afraid."

Jerome thought about what Ms. Evans had said.

The next day, Jerome waited for his turn to try out. He thought about the field trips and the practices and the shows. He kept thinking of these things as he sang his solo. When the tryout was over, his teacher exclaimed, "Great job, Jerome!"

Jerome smiled and continued to think about all the fun times ahead.

Writing Topic

Write a composition for your teacher that explains why Jerome was afraid and how he faced his fear. Then tell about a similar time when you or someone you know had to face a fear and what happened. Use details from the story to help you describe your ideas.

As you write, follow the suggestions below.

- ▶ Your composition should have two or more paragraphs.
- Be sure your composition has a beginning, a middle, and an ending.
- Use details from the story and include enough information so your teacher will understand your response.
- Be sure to write clearly.
- ▶ Check your writing for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student's ability to write an expository composition. Other prompts at this grade level may ask students to write a story or explain their opinion.

Using Information Resources

This section of the test presents students with reference sources related to a single research topic. Students use the sources to answer a set of multiple-choice items similar to questions 1 through 4. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

Sample Using Information Resources Materials and Items

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

Research Topic: Types of Houses

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

From the Book <i>Every House Is a Home</i> a. Copyright Page (page) b. Table of Contents (page)
2. From the Magazine <i>Arctic Life</i> "House of Snow" (page)
3. From Encyclopedia of Building a. Types of Houses Chart (page) b. "Stilt Houses" (page)

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

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

1. From the Book Every House Is a Home

a. Copyright Page

Every House Is a Home

By Bonnie Daniels



Published by Graystone Publishing 714 Central Ave. Chicago, IL 60601

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1. From the Book Every House Is a Home

b. Table of Contents

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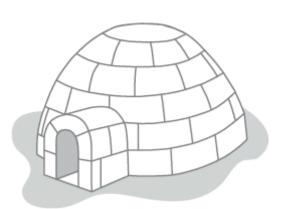
2. From the Magazine Arctic Life "House of Snow"

Arctic Life November 2004

HOUSE OF SNOW

By Jeffrey Morgan

People who live in the Arctic still use snow to make their houses, which are called *igloos*. They have been making igloos for hundreds of years.



How is an igloo made?

An igloo is made from huge blocks of snow, which are about eighteen inches thick. The blocks are placed in the shape of a circle. Then blocks of snow are placed along the bottom line of the circle. All the rows of snow are done in the same way and placed in the shape of a dome. Snow is placed on the walls of the igloo to fill in the gaps. After the last block of snow is placed in the center, a hole is cut from the inside in one of the walls. Small holes are cut in the walls to provide air. A tunnel of snow, leading to the entrance of the igloo, is built. Inside the igloo, a bed of snow is made, and it is covered with animal skins. Skins also are placed across the entrance of the igloo and over its walls.

How does it stay warm inside an igloo?

It stays warm in an igloo because of the nature of snow. Snow is a good insulator, which means it can keep the cold wind out and the heat in. It also can trap and hold the body heat of the people who live in the igloo. The skins covering the walls of the igloo and the air trapped between the skins and the walls also help keep the inside warm.

3. From Encyclopedia of Building

a. Types of Houses Chart

People live in many types of houses. Some people live in unusual homes, depending on the areas they live in. Homes can be built from many types of materials. The materials used to build certain types of homes depend on where the homes are built.

The chart below contains information about some different types of houses.

Types of Houses

Туре	Building Materials	Location	Most Frequent Uses	Length of Time House Will Last
Adobe House	Mud, straw, some wood beams	Southwestern United States and Mexico	In dry, hot places or deserts	More than one hundred years
Igloo	Snow, ice, sealskin	The Arctic	As temporary housing during winter months	A few months
Pole House	Wood, leaves, palms	Coastal areas	On sites that are near to or on water	Twenty to thirty years
Houseboat	Wood, fiberglass	Oceans, lakes, or rivers	When living on the water and moving from place to place	Ten to twenty years
Teepee or Tent House	Tree limbs, animal hides	Midwestern plains	As temporary housing that can be moved easily	Three to seven years
Stucco House (modern)	Cement, sand, water	All over the world	In places that are not too wet	Depends on upkeep and repair

3. From Encyclopedia of Building

b. "Stilt Houses"

Stilt Houses



In many countries around the world, people who live in places near an ocean or a large body of water live in stilt houses. A stilt house is a house built on sturdy tall posts about ten to twelve feet high. Building a house this high above the water has many advantages. One big advantage is that the house stays above the water level at high tide. Crawling creatures cannot get inside. Also, houses built on stilts are tall enough to be cooled by breezes.

When planning a stilt house, builders must be careful to use the correct type of wood for the stilts. They must find wood that will not be easily damaged by standing in water for many years. Otherwise, the stilts that the house is built on will need to be replaced about every five years.

The first step in building a stilt house is putting up the posts or stilts. The sea has to be at a low level to allow workers to do this job. Because stilt houses are quite large, many workers are needed to help put up stilts. Putting up one stilt takes twenty workers. Before a stilt is put up, the end that goes down into the ground is sharpened so it will go in easily. Workers mark the place where they want the stilt to go. Then workers divide themselves into two groups. They tie a strong long rope around the stilt. One group holds onto one side while the other group holds the other side.

Next, a group of workers stands ready on either side while another group guides the stilt into position. Once the stilt is standing, the workers holding onto the ropes start pulling in and out until the pointed end of the post is pushed down about three feet deep into the bottom of the ocean floor. The workers continue putting down stilts until enough have been placed to build a house. A solid floor is then built on top of the stilts. Each house has one large room, where the whole family lives and sleeps. Some stilt houses have a separate kitchen in the front.

Model Bibliographic Entries

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

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson, 1996.

(Author) (Title of work) (City) (Publisher) (Year)

A Book by More Than One Author

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

An Encyclopedia Entry

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

A Magazine Article

Chen, David. "Floating Down the River." Our Wildlife 9 July 1988: 120–25.

(Author) (Title of article) (Name of publication) (Date of issue) (Page numbers)

A Book Issued by an Organization Identifying No Author

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

- 1 In which chapter of the book *Every House Is a Home* would you find information about slab houses?
 - A Houses Made of Earth
 - **B** Houses Made of Wood
 - **C** Houses Made of Stone
 - **D** Modern Houses

Correct response: C

This item measures GLE 45: Locate information using organizational features of a variety of resources, including printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings.

- Which resource gives the <u>most</u> information about houses built on water?
 - **A** "Stilt Houses" from *Encyclopedia of Building*
 - **B** "House of Snow" from the magazine *Arctic Life*
 - **C** The table of contents from the book *Every House Is a Home*
 - **D** The Types of Houses chart from *Encyclopedia of Building*

Correct response: A

This item measures GLE 46: Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs.

Description of a Stilt House A. Has solid wood floor built on posts B. Sits on stilts ten to twelve feet high Preparing to Build a Stilt House A. Must use wood that suits area B. III. Building a Stilt House A. Must sharpen end of post that goes in ground B. Need twenty workers to put up one stilt

Look at the outline of information based on "Stilt Houses" from Encyclopedia of

Which information goes in the blank at I.C?

- A Need sea to be at low level
- **B** Has separate kitchen in front
- **C** Must tie strong, long rope around stilt
- **D** Is tall enough to be cooled by breezes

Correct response: D

3

Building.

This item measures GLE 49: Complete simple outlines with main topics and subtopics that reflect the information gathered.

- Which type of house listed in the Types of Houses chart from *Encyclopedia of Building* can last for more than one hundred years?
 - **A** Igloo
 - **B** Houseboat
 - **C** Adobe house
 - **D** Stucco house

Correct answer: C

This item measures GLE 45: Locate information using organizational features of a variety of resources, including printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings.

Sample NRT Items

Questions 5 through 27 are sample items representative of those used on the norm-referenced parts of the *i*LEAP test. The survey battery of the Iowa Tests of Basic Skills (*ITBS*) is designed to measure a wide range of student achievement. Most items address Louisiana GLEs at grade 3, while some items address Louisiana GLEs at other grade levels. Items may assess a portion of or all of the skills of a GLE; each sample item that follows includes a description of the skill(s) being measured.

Vocabulary

Each vocabulary item presents a word in the context of a short phrase or sentence, and students select the answer that most nearly means the same as that word. *The vocabulary items measure GLE 6: Determine meanings of unfamiliar words using a variety of strategies.*

Sample Vocabulary Items

- 5 <u>Stumbled</u> on the steps
 - **A** tripped
 - **B** skipped
 - **C** fumbled
 - **D** scrambled

Correct Response: A

- 6 A very <u>odd</u> rock
 - **A** smooth
 - **B** hard
 - **C** sharp
 - **D** strange

Correct Response: D

Reading

On the reading comprehension section, students read three or four passages and respond to several multiple-choice items.

Sample Reading Comprehension Items

Directions: Questions 7 through 11 are based on the following passage.

One Friday morning our class visited a bakery. Jeff Green's father is a baker, and he invited Jeff's class to come. The bakery was very clean, and oh, how good it smelled! We watched two men take pies, cakes, and many kinds of rolls from the big ovens. Three women put frosting on the cakes that had cooled. We learned a new word for "frosting." Bakers call it "icing." Jeff's father was putting white icing on a tall cake and decorating it with sugar flowers and leaves. He put a little bride and groom on top. When we left the bakery, Mr. Green gave us some cookies.

7 What is the best title for this story?

- **A** "How Cakes Are Made"
- **B** "Jeff Green's Father"
- **C** "Our Visit to the Bakery"
- **D** "We Learn about Cake Icing"

Correct Response: C

This item measures GLE 17: Demonstrate understanding of information in gradeappropriate texts using a variety of strategies, including identifying main ideas of texts.

8 What kind of cake was Mr. Green decorating?

- **A** Wedding cake
- **B** Birthday cake
- **C** Sugar cake
- **D** Spice cake

Correct Response: A

This item measures GLE 17: Demonstrate understanding of information in gradeappropriate texts using a variety of strategies, including making simple inferences and drawing conclusions about information in texts.

9 What were the three women doing?

- **A** Cooling the cakes
- **B** Putting icing on the cakes
- **C** Making frosting for the cakes
- **D** Getting cookies ready for the children

Correct Response: B

This item measures GLE 17: Demonstrate understanding of information in gradeappropriate texts using a variety of strategies, including making simple inferences and drawing conclusions about information in texts.

10 What kind of cookies did the children get?

- A Sugar cookies
- **B** Frosted cookies
- **C** Leaf-shaped cookies
- **D** The story does not say.

Correct Response: D

This item measures GLE 10: Demonstrate understanding by summarizing stories and information, including selected details from the text.

11 How does the narrator feel about the trip to the bakery?

- A Bored, since there wasn't much to do there
- **B** Nervous, because the narrator had never been to a bakery before
- **C** Tired, because there was too much to do
- **D** Excited, because there was so much to see and learn

Correct Response: D

This item measures GLE 20: Explain the author's viewpoint using information from the text.

Directions: Questions 12 through 16 are based on the following paragraph.

The Statue of Liberty is a giant copper lady holding a big torch high over her head. She stands on a little island in New York Harbor. She was given to the American people by the people of France. They hoped the statue would be a symbol of America's independent nature and belief in equality for all. She was so big that she had to be brought to the United States in many pieces. After she got here, she was carefully put together.

Since 1886, she has been welcoming ships coming into New York Harbor.

Americans watch for her when they come home from trips across the Atlantic Ocean.

She stands for the thing they hold most dear.

12 Where is the Statue of Liberty?

- **A** In Independence Hall
- **B** On an island near France
- **C** On an island in New York Harbor
- **D** On an island in the Atlantic Ocean

Correct Response: C

This item measures GLE 10: Demonstrate understanding by summarizing stories and information, including selected details from the text.

13 The Statue of Liberty is

- **A** a lady holding a light in her hand.
- **B** a mother with a baby in her arms.
- **C** a woman soldier on horseback.
- **D** a bell with a crack in it.

Correct Response: A

This item measures GLE 17: Demonstrate understanding of information in gradeappropriate texts using a variety of strategies, including making simple inferences.

14 Why did the French people give the statue to America?

- **A** They had no room for it.
- **B** It was part of a treaty after the war.
- **C** They wanted to show their support for America's democratic spirit.
- **D** They wanted America to appreciate France's artistic style.

Correct Response: B

This item measures GLE 10: Demonstrate understanding by summarizing stories and information, including selected details from the text.

Why did the statue come to the United States in pieces?

- **A** The French people wanted it to be a surprise.
- **B** The parts were made in different countries.
- **C** It was broken on the way.
- **D** It was too large to bring in one piece.

Correct Response: D

This item measures GLE 17: Demonstrate understanding of information in gradeappropriate texts using a variety of strategies, including making simple inferences.

16 Why is the Statue of Liberty important to those who visit it??

- **A** Because it was made in France
- **B** Because it stands for freedom
- **C** Because it guards New York Harbor
- **D** Because it guides ships at sea

Correct Response: B

This item measures GLE 17: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including drawing conclusions about information in texts.

Language

The Language test contains multiple-choice items with mistakes in spelling, capitalization, punctuation, and usage and expression.

Sample Spelling Items

Directions: Questions 17 and 18 ask students to look for mistakes in spelling. Students should choose the word that is not spelled correctly. When there is no mistake, the student should choose the last answer (No mistakes).

17 A club
B felt
C furst
D color
E (No mistakes)

Correct Response: C

This item measures GLE 33: Spell grade-appropriate words.

18 A ladys
B held
C snowed
D meat
E (No mistakes)

Correct Response: A

This item measures GLE 34: Follow common spelling generalizations, including quoconsonant doubling, and changing -y to -i.

Sample Capitalization and Punctuation Items

Directions: Questions 19 and 20 ask students to look for mistakes in capitalization. Questions 21 and 22 ask students to look for mistakes in punctuation. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- **19 A** I have a turtle for a
 - **B** pet, but ben would
 - **C** rather have a hamster.
 - **D** (No mistakes)

Correct Response: B

This item measures grade 2 GLE 29: Capitalize grade-appropriate proper nouns.

- **20** A The teacher said, "this is a story
 - **B** about a little boy who
 - **C** got lost in the woods."
 - **D** (No mistakes)

Correct Response: A

This item measures GLE 30: Capitalize the first word in direct quotations.

- **21** A The moon was big and
 - **B** yellow It looked like a
 - **C** golden coin in the sky.
 - **D** (No mistakes)

Correct Response: B

This item measures grade 1 GLE 33: Use standard English punctuation, including periods at the end of sentences.

- **22** A My favorite desserts are
 - **B** chocolate pudding, ice cream,
 - **C** and apple pie. What are your favorites?
 - **D** (No mistakes)

Correct Response: D

This item measures GLE 29: Use standard English punctuation, including commas to separate phrases in a series.

Sample Usage and Expression Items

Directions: Questions 23 and 24 ask students to look for mistakes in standard English usage. Students should choose the answer with the same letter as the line containing the mistake. When there is no mistake, the student should choose the last answer (No mistakes).

- **23** A Anna kicked the
 - **B** ball towards the
 - **C** goal but it never went in.
 - **D** (No mistakes)

Correct Response: C

This item measures GLE 31: Write using standard English structure and usage, including avoiding run-on sentences.

- **24 A** We blowed up
 - **B** balloons and hung
 - **C** them from the ceiling.
 - **D** (No mistakes)

Correct Response: A

This item measures GLE 32: Apply knowledge of parts of speech in writing, including identifying and using irregular verb tenses.

Directions: Questions 25 through 27 ask students to read a passage and look for mistakes in usage and expression. **Note that question 25 and question 27 measure writing skills under standard 2.** On the actual test, items that measure skills in standard 2 are reported with the score students receive on the writing prompt session of the test.

Use the passage below to answer questions 25 through 27.

¹My mom paid two dollars for a bucket of fish. ²We stood by the pool. ³I could see dolphins swimming underwater. ⁴I took a fish by its tail. ⁵Held it above the water. ⁶I used to love to go fishing with my grandfather. ⁷Then just as my arm was getting tired, a dolphin poked out of the water. ⁸I reached to pet it, but it had already grabbed my fish. ⁹That was neat!

25 Choose the best first sentence to add to this story.

- **A** I like to go out to eat with my mom.
- **B** Did you ever wonder what dolphins eat?
- C The best part of our day at the zoo was feeding the dolphins.
- **D** People have always enjoyed watching dolphins as they swim in the ocean.

Correct Response: C

This item measures GLE 22: Write compositions of two or more paragraphs that are organized with a logical, sequential order.

What is the best way to write sentences 4 and 5?

- A Took a fish tail held it above the water.
- **B** Held its tail above the water a fish I took.
- **C** I held the fish I took by its tail above the water.
- **D** I took a fish by its tail and held it above the water.

Correct Response: D

This item measures grade 2 GLE 31: Distinguish between a sentence and a sentence fragment.

Which sentence should be left out of this story?

- **A** Sentence 1
- **B** Sentence 4
- **C** Sentence 6
- **D** Sentence 7

Correct Response: C

This item measures GLE 24: Develop compositions of two or more paragraphs using writing processes such as revising and proofreading.