



**MASTERING THE
*i*LEAP GRADE 9
ENGLISH LANGUAGE ARTS TEST**

Zuzana Urbanek

Executive Editor: Dr. Frank J. Pintozzi

American Book Company
PO Box 2638
Woodstock, GA 30188-1383
Toll Free: 1 (888) 264-5877 Phone: (770) 928-2834
Fax: (770) 928-7483 Toll Free Fax: 1 (866) 827-3240
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Diagnostic Test Part 3

14 Based on new evidence, the lawyer was able to procure the prisoner's release.

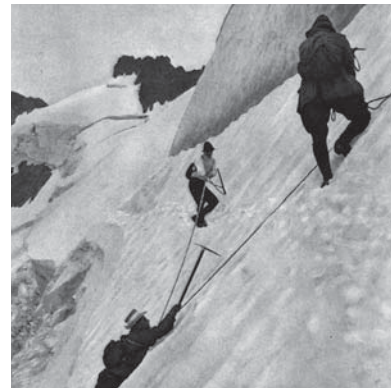
- A buy
- B bring about
- C advertise
- D plant firmly
- E forecast

15 We couldn't remove him from office, but we passed a law to nullify the unpopular mayor's power.

- A support
- B confirm
- C imagine
- D rotate
- E cancel

16 The mountain climbers faced rigorous conditions, such as blizzards, on their climb.

- A harsh
- B steep
- C curious
- D pathetic
- E unsteady



17 My mentor answers my questions as I learn the new job.

- A friend
- B competitor
- C trusted guide
- D fellow student
- E secret admirer

18 The clerk transposed the numbers on the price tag and charged me too much for the kit.

- A overlooked
- B wrote
- C painted
- D rearranged
- E explained

19 The report includes the most crucial information needed to make a fair judgment.

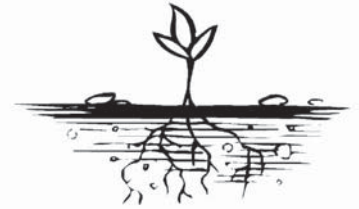
- A humorous
- B interesting
- C important
- D optimistic
- E dangerous

WORD ORIGINS

Since many words are made up of smaller parts, breaking them down into their smallest units is another way to determine word meaning. Different words can be formed or derived from one root word. This is called **derivation**.

GREEK AND LATIN ROOTS AND AFFIXES

Root words originate mostly from **Latin** or **Greek**, which were two of the first influences on the English language. Word analysis includes the process of determining the meaning of words based on the meanings of their smaller parts called **roots** (the main parts of a word), **prefixes** (the beginnings of words), and **suffixes** (the endings of words).



For example, in the word *extraterrestrial*, *extra* is a prefix that means “outside or beyond.” The root *terra* comes from the Latin word for “earth.” The letters *-ial* at the end of a word form a suffix which means “act of, like, or as.” By dividing *extraterrestrial* into its smallest units, you discover that it means “as beyond the earth.” You can use the same process for other words. The root *dorm* found in *dormant* and *dormitory* comes from the Latin word for “sleep.” *Dormant* means “inactive, as in sleep,” and *dormitory* refers to “a building with sleeping quarters.”

Learning the word parts in the lists below will unlock the meanings of countless words in your reading. Mark the ones you do not know, and then learn their meanings.

Prefixes					
Prefix	Meaning	Example	Prefix	Meaning	Example
ab-	away from	absent	inter-	between	interstate
ad-	near, at	adhere	intra-	within	intramural
anti-	against	antigravity	mis-	incorrect	mistaken
bi-	twice, two	bimonthly	non-	negative	nonathletic
com-	with	community	post-	after	postnatal
de-	reverse remove	deregulate	pre-	before, in front of	premix
dis-	to cause to be	dishonest	pro-	in support of	proclaim
en-	out, not	endear	re-	again	review
ex-	not	extinguish	semi-	partial, somewhat	semicircle
il-	not	illegal	sub-	under, beneath	submarine
in-	not	insecure	un-	not	unknown

Genres of Literature


Essay	a short work that addresses a topic from an individual’s point of view, often using the author’s own personal recollections. They can be serious or humorous. Mark Twain wrote essays offering advice and chronicling his travels.
Consumer/instructional materials	forms and materials used in the purchase, maintenance, and conditions for use of products or services. Examples include contracts, instruction manuals, and warranties.
Public documents	forms and documents that are available to help citizens in everyday business and errands. Many of these are reference materials, such as phone books, informative pamphlets, bank documents, travel schedules, and so on.

FICTION



Fiction is made up by the writer. The writer creates fiction, drawing it from imagination rather than from history or fact. The term is most often used to describe novels and short stories. Fiction can be short but powerful, as in Shirley Jackson’s “The Lottery,” or it can be long and full of adventure as in Alexandre Dumas’ *The Three Musketeers*.

Novel	any long, fictional story, usually written in prose, not poetry. Two examples are James F. Cooper’s <i>The Last of the Mohicans</i> and Stephen King’s <i>Carrie</i> .
Short Story	tells a complete story in just 500 to 15,000 words. Most often, the story has a clear beginning, middle, and end. It reveals the characters’ personalities through actions and thoughts. Examples include Eudora Welty’s “A Worn Path,” John Steinbeck’s “The Chrysanthemums,” and Richard Connell’s “The Most Dangerous Game.”

Types of Novels, Short Stories, and Other Fiction	
Fantasy	a story that takes place in a dream-like world with fanciful characters in it. Example: J.R.R. Tolkien’s <i>Lord of the Rings</i> trilogy
Romance 	written works about exotic, far-away places, heroic events, and/or passionate love. Examples: Boris Pasternak’s <i>Doctor Zhivago</i> and Nathaniel Hawthorne’s <i>The Scarlet Letter</i>
Science Fiction	a story in which scientific facts, theories, or beliefs are used to create adventures in the future, on other planets, or in different dimensions of time and space. Example: Ray Bradbury’s <i>Fahrenheit 451</i>

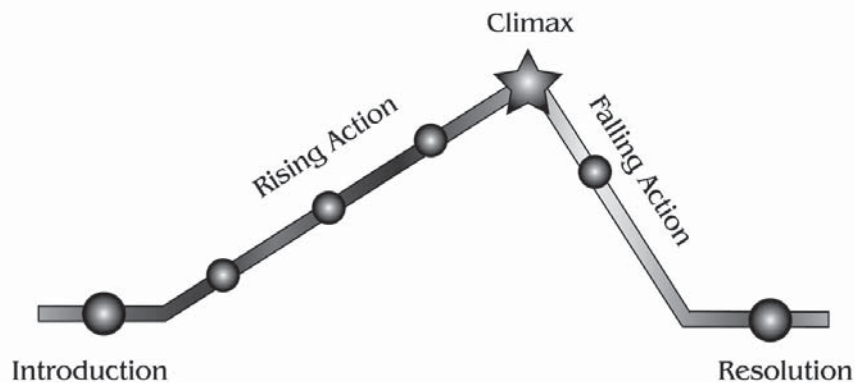
SETTING

Setting is when and where a story happens. The setting of a story affects the mood, creates conflict, and influences the characters.

Aspects of Setting	
time	when the story takes place. It may be past, present, or future. For example, the novel <i>Ender's Game</i> takes place at least a hundred years in the future.
place	where the story happens, including such details as geographic place, scenery, or arrangement of a house or room. The place may be real or imaginary. In <i>The Outsiders</i> , the action takes place in Tulsa, Oklahoma, during the 1950s.
general surroundings	the daily habits of characters, including their job, religious practices, or the economic or emotional spirit of the area in which they live. In Raymond Carver's "Where I'm Calling From," the characters are all patients in an alcohol rehabilitation clinic. The mood and routine there influence their actions and thoughts in every way.

PLOT

Perhaps more than any other element, **plot** is essential to storytelling. It is the pattern of events in a story, or everything that happens to form a narrative. Traditionally, a plot has several parts. There is the **introduction**, the **rising action**, the **conflict**, the **climax**, the **falling action**, and the **resolution**.

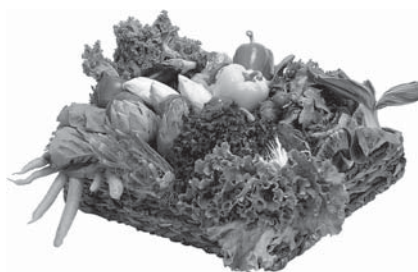


FACT, OPINION, AND PROBABILITY

Being able to distinguish a **fact** from an **opinion** is an important reading skill. A fact is a true statement that can be proved by observation, statistics, or research. An opinion is a judgment or viewpoint about a person, place, event, or idea. An opinion may not really be true, even though the author may want you to believe it is. Facts state information based on observation, statistics, or research. Opinions express a personal viewpoint or belief about a person, place, event, or idea. Look below at the examples.

Fact:	Many vegetables contain vitamins and minerals that are essential for health.
Opinion:	Vegetables are easy to cook and delicious.

The statement about vegetables' health benefits is a fact because researchers have proven that vegetables contain important vitamins and minerals. However, the phrase describing vegetables as "easy to cook and delicious" is an opinion. It expresses a viewpoint, since not all people think vegetables are delicious or easy to cook.



Between fact and opinion is the area of **probability**. A probable idea or event is something that cannot be proved but is most likely true. For example, people commonly refer to Michelangelo as a great artist. We have no real proof today that he created the works attributed to him. There was no photography or video technology at the time to capture his actions. However, there are written accounts and signatures on his works. Taken together, they make it highly probable that he created all the works we think he did. We also cannot prove future events, but patterns and knowledge of the past make some predictions more probable than others. All weather forecasting, for example, is based on this concept.

THEORY / HYPOTHESIS

A **theory**, or **hypothesis**, is an educated guess about a concept or an event. Much like a prediction, it remains a theory until it is proved or disproved by facts. For example, in science, Albert Einstein's theory of relativity has not yet been disproved. When you read, you constantly come up with hypotheses about what will happen in a story or how an author will pursue a point in an article. Try to become conscious of the ideas you are forming as you read.

CAUSE AND EFFECT

Another helpful skill when you read is identifying **cause-effect relationships**. You have probably learned how to write using cause and effect organization and transitions. If so, then you can recognize these elements when you read. Why is it important to see such relationships? As part of support for a point they are making, authors may provide ideas about why an event happened or what occurred as a result. It is up to you to recognize whether each instance is a valid cause-effect relationship or simply a coincidence.

PARENTHETICAL CITATIONS

In the body of your paper, you can use parentheses to include information about sources. These source notes are called **parenthetical citations**. You provide just enough information so that a reader can find the full listing of the source in your bibliography or works-cited list (which we will talk about in the next section). Here are some examples for citations for information from a book.

Example: The author explores the theory that the pyramids were built by aliens (Mayes 237).

This typical in-text citation includes the author's last name and the page number where the mentioned information can be found.

Example: Keith Mayes discusses various theories about who actually built the pyramids in Egypt (237).

If the author is already mentioned in the text, only the page number needs to be given in the parentheses.

What needs to be in a citation varies by source (book, article, Web page, and so on) as well as by what is already mentioned in the text. Ask your teacher about the citation style you should use for your papers. Then, consult the correct style guide for answers to specific questions.

BIBLIOGRAPHIES

There are two basic types of bibliographies. One is a standard **bibliography**, which lists all sources consulted in the preparation of a paper. The other is a **works-cited list**, which lists only the sources actually cited (mentioned) in the paper. The MLA style of citation used the latter. Here is an example of how the works-cited listing would look for the book cited in the last section.

Example: Mayes, Keith. *Science, the Universe and God*. Bloomington, IN: 1stBooks, 2004.

As mentioned, styles vary in how information is given about each source. However, they all usually have the following elements:

- Author name (listed last name first; if there is no author, then the source name comes first)
- Source name (title of article and publication, title of book, name of Web page, etc.)
- Publication details (place and date of publication)
- For periodicals, page numbers
- For electronic sources, date downloaded or accessed

You can find the information you need for a bibliographic listing on the copyright page in the front of a book. In a periodical, you can find needed information toward the front, on the publishing page. On Web pages, you may need to look in several places (top, bottom, or on the

6 Which information goes in the blank at V?

- A Closing
- B Conclusion
- C Coherent
- D Central Idea

DRAFTING THE COMPOSITION

Once you have planned well, **drafting** your composition should be relatively easy. This is the point at which you fill in your thoughts and add examples and support. You should now write in complete sentences. However, you still should not try to revise or edit. Just follow whatever outline or graphic organizer you used in prewriting, and focus on getting all of your ideas on paper. Look at this example of a student’s planning and the draft written from it.

Student Brainstorming List
<i>Paul Revere</i> <i>famous midnight ride</i> <i>“The British are coming!”</i> <i>silversmith</i> <i>involved in American Revolution</i> <i>had a big family</i>

“The British are coming! The British are coming!” Most of us remember these words from Paul Revere’s famous midnight ride between Lexington and Concord, Massachusetts, in 1775. He was warning the American patriots about British troops gathering to fight them. Even though this is the most popular memory of Paul Revere, he was a man of many skills. Among his attributes, the ones that stand out most are his artistic talents, his political leadership, and his role in raising a large, successful family.

Born in Boston on January 1, 1735, Paul Revere grew up in a family of eleven children. His mother, Deborah, raised the children and kept the house, and his father, Apollos, was a silversmith. At thirteen years old, Paul Revere began learning how to become a silversmith from his father. He learned well. When Paul was nineteen, his father died, and Paul inherited his father’s silversmith business. His artistic talents grew rapidly, and he created many beautiful objects used mainly for serving food. Many of these pieces are in American museums today. Paul Revere also created metal plates that were used to print newspapers of the day.

Another of Revere’s talents was his political leadership. On December 16, 1773, he and his workers staged the Boston Tea Party on a ship in Boston’s harbor. They dressed as Indians and dumped all the

LITERARY DEVICES

One way to build your writer’s voice and to make your ideas clear is by using **literary devices**. When you read, you probably notice how writers use allusion, irony, oxymoron, and many other devices. Well, you can use them as well! (For a list of literary devices, look in chapter 3.)

When considering how to use literary devices, be sure that you understand how each one works. The way to create your unique writer’s voice is to find new ways to combine words for the effect you want your writing to have. For example, if you want to describe a complex idea, try relating it in a fresh way. Here is an example.

Worn-out wording: A day without seeing my friend was like a day without sunshine.

Fresh wording: A day without seeing my friend felt as hollow as an abandoned seashell.

Practice 2: Literary Devices

On the window sill sat a formidable black cat. The feline fixed me with such a menacing stare that I felt gooseflesh crawl up my arms. I had never been particularly afraid of the creatures, but looking at this glowering specimen—which seemed ready to pounce without warning, all its muscles taut and twitching beneath its lustrous ebony fur—I now understood what superstitious people saw in them!



- 1 Which statement from the passage is the best indicator of how the author feels at the moment?**
 - A The feline fixed me with such a menacing stare ...
 - B I felt gooseflesh crawl up my arms ...
 - C I had never been particularly afraid of the creatures ...
 - D I now understood what superstitious people saw in them!
- 2 From the author’s description, we can tell that the cat is**
 - A terrified and shy.
 - B friendly and playful.
 - C mean and protective.
 - D fragile and nervous.

Thus, if homeowners have a smallest⁶ lawn, they would use less water.

- 6 A (No change)
 B most small
 C smaller
 D more small

MECHANICS

In the realm of Standard American English, **mechanics** include rules for **punctuation** and **capitalization**. Here are just a few rules to keep in mind as you proofread your composition. Be sure to ask your teacher about a grammar and style guide you can consult for additional rules.



PUNCTUATION

You probably know many punctuation rules. Here are a few you may not always think about, but need to keep in mind when you proofread your composition.

Use commas to set off parenthetical phrases. These include information that adds to the sentence but is not essential. One type of parenthetical phrase is an **appositive**. An appositive is word and phrase that renames something.

Examples: My cousin, who lives in Tulsa, is visiting us this weekend.

Her father, a doctor, looked at the scrape and said it was minor.

Use quotation marks around titles of short works. Long works, such as books, albums, movies, and magazine titles, are italicized or underlined. However, short works like chapters, songs, poems, and articles should appear in quotation marks. When they do, the quotation marks follow the same rules as quotations—use double quotation marks unless the title is within another quotation, and periods and commas always go inside the end quotation mark (with other punctuation going outside unless it is part of the title).

Examples: She read William Shakespeare’s “Sonnet 75” in front of the class.

Have you heard that Kelly Clarkson song, “Already Gone”?

Use a colon preceding a list. A colon precedes a list if the introduction to it is an independent clause.

Example: Bring the following to the picnic: blankets, food, beverages, and bug spray.

Use a colon after a salutation in a business letter. In a formal letter, a colon follows the name of the person to whom the letter is addressed.

Example: Dear Mr. Gale:

PRACTICE SCORING YOUR COMPOSITIONS

A helpful way to see if your writing is ready to score well on the *iLEAP* is to practice scoring your own essays. It is also a great idea to trade papers with fellow students and practice scoring each other’s essays.

What should you look for when scoring a composition? There are two areas to focus on. All of the specific points covered under each one are listed in Louisiana’s **scoring rubric** for Writing: Composing dimension and Style/Audience Awareness dimension, which you can see in Appendix B. These are the exact criteria that the essay scorers will use to evaluate your writing.

The Composing dimension looks at how you focus on the topic, structure your response, and support the points you make. It includes how well you communicate your central idea and elaborate on it. Another important feature is the overall organization of your ideas within your essay.

The Style/Audience Awareness dimension looks at the way you express your ideas. It focuses on the descriptiveness and accuracy of your word choices, the pacing, and the tone—all of which create your own writer’s voice.

As you can see, usage, mechanics, and spelling are not specifically mentioned in the rubric. The conventions of writing are covered by Standard 3 multiple-choice questions on the *iLEAP* test. However, these skills are still important when you write your essay. Keep in mind that if scorers cannot understand your ideas because of errors, they cannot give you a good score in the areas covered in the rubric.

Your composition can score from one to four points in each dimension of the rubric. Here is what each score point means:

4	is the highest score and means that you demonstrate consistent control of almost all of the dimension’s features. For example, in the Composing dimension, it would mean that you stay on topic, clearly communicate your central idea and support it with solid evidence, and maintain logical organization throughout.
3	means you demonstrate reasonable, but not consistent, control of most features but may have some weakness in the dimension. This might mean, for example, that you focus on the central idea and organize effectively, but perhaps you do not include enough elaboration and support.
2	means you demonstrate some, though inconsistent, control of some features but have significant weakness in the dimension. Again in Composing, this could mean that you include plenty of details, but the composition is poorly organized and lacks a central point.
1	means you demonstrate little or no control of most of the dimension’s features. This refers to a composition that lacks clarity, details, and organization.

Practice Test Part 2

4. Excerpt from www.nasa.gov

“Space Shuttle Mission: STS-130”

Endeavour’s STS-130 Mission

Commander George Zamka will lead the STS-130 mission to the International Space Station aboard space shuttle *Endeavour*. Terry Virts will serve as the pilot. Mission specialists are Nicholas Patrick, Robert Behnken, Stephen Robinson, and Kathryn Hire. Virts will be making his first trip to space.

Endeavour will deliver a third connecting module, the Tranquility node, to the station in addition to the seven-windowed Cupola module, which will be used as a control room for robotics. The mission will feature three spacewalks.

Liftoff from NASA’s Kennedy Space Center in Florida is targeted for February 7, 2010, at 4:39 a.m. EST.

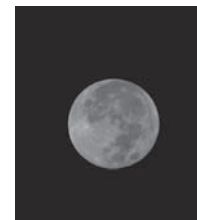
(reprinted from
http://www.nasa.gov/mission_pages/shuttle/main/index.html)

15 On which page of *The Best Solar System in the Universe* would you find information about the Hubble telescope? GLE 36

- A Page 8
- B Page 11
- C Page 49
- D Page 51

16 If you wanted to find information about the age of the universe, what would be the best place to look? GLE 37

- A “Space Shuttle Mission: STS-130” excerpt from www.nasa.gov
- B Chapter 1 of *The Best Solar System in the Universe*
- C “How Many Planets Are There, Really?” article
- D Diagram entitled Our Solar System





Appendix A Standards

GRADE 9	
ENGLISH LANGUAGE ARTS STANDARDS, BENCHMARKS, AND GLEs	
Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	
Benchmarks	
Grade-Level Expectations	
ELA-1-H1: Using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., contexts, connotations and denotations, word derivations, relationships, inferences)	1. Extend basic and technical vocabulary using a variety of strategies, including: <ul style="list-style-type: none"> • use of context clues • use of knowledge of Greek and Latin roots and affixes • use of denotative and connotative meanings • tracing etymology



Appendix B Writing Rubric

Writing Rubric

The composition you write for the iLEAP 9 will be scored from 2 to 8 points, according to Louisiana's scoring rubric for Writing, in the dimensions of Composing and Style/Audience Awareness.

Here is the general writing rubric used to score both dimensions:

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

Control refers to how well a writer effectively uses a given feature.



Appendix C Writer's Checklist

Use the **writer's checklist** on the next page while you practice. This will help you remember all the things that must go into a good piece of writing.