



▶ **Practice Skills for LEAP 21:
English Language Arts
Grade 8 Teachers Guide**

Reaching For Results



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Louisiana Department of Education
Cecil J. Picard
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Practice Skills for LEAP 21: PASS on Paper

Acknowledgments

The following team of educators developed PASS on Paper lessons for grades 4 and 8 English language arts and mathematics:

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Introduction

The test questions included here are from the online practice test, PASS (Practice Assessment/Strengthen Skills at www.louisianapass.org). These *Practice Skills for LEAP 21* are designed to help students who may not have easy access to a computer an opportunity to become familiar with the test format and a sample of the skills that are assessed on the LEAP 21. Student worksheets for English language arts consist of information resources or a passage and a worksheet of two questions. Also included are several writing prompts, which may be used for longer lessons.

Teachers may use these worksheets as short (about 20 minutes) warm-up activities to assist students in their test-taking and thinking skills. It is *not* recommended that these activities be used more than three times a week in a classroom.

This *Teachers Guide* contains answers to the multiple-choice questions and exemplary responses to the constructed-response items, along with an overview of the skills addressed in the items, and test-taking tips.

- Teachers may read aloud to students text that is in **bold**. Text in regular type is information for the teacher.
- Each short lesson contains an introduction to students, which may be read aloud before or after students have answered the questions.
- The standard and benchmark are noted, and the lesson number corresponds to the lesson and the question. For example, for those lessons based on two multiple-choice test questions, the first student worksheet for Proofreading is Lesson 1. The corresponding *Teachers Guide* lesson is 1.1 (for Lesson 1, question 1) and 1.2 (for Lesson 1, question 2).

Below are suggested routines for reviewing the worksheets with students:

Hand out the student worksheet (and any accompanying passage or resources). After students are given time to skim the information resources or read the passages and answer the questions, teachers may read aloud the passage, and then read aloud or summarize the introduction to students before each test question.

In general, when reviewing the multiple-choice test questions, teachers may

- ✓ read aloud the test question.
- ✓ discuss the incorrect responses first, noting why they are incorrect.
- ✓ review the correct or best answer last, including the clues about why the answer is the best choice.

In general, when reviewing the constructed-response questions, teachers may

- ✓ read aloud the test question, noting significant aspects about what is being asked.
- ✓ have a few individual students read aloud their responses. (Or, teachers may want to ask students to swap papers or to write their response on the board.)
- ✓ discuss the strengths and possible improvements to each student's response.
- ✓ read aloud or write on the board an exemplary response (included in this guide).
- ✓ focus on the components necessary to a successful response rather than on the exemplary response itself.