
ELPAC Practice Questions

— TK-12th Grade —

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TK and Kindergarten- Listening

Read the following to the student. As you read each character's line, point to the picture of the character.

Say: Listen to a conversation between a boy and a teacher. Listen carefully.

Say: The boy says, "Ms. Ruiz, can I give water to the seeds we planted by the window?"

Say: The teacher says, "Sure, you can get water from the sink."



TK and Kindergarten- Listening

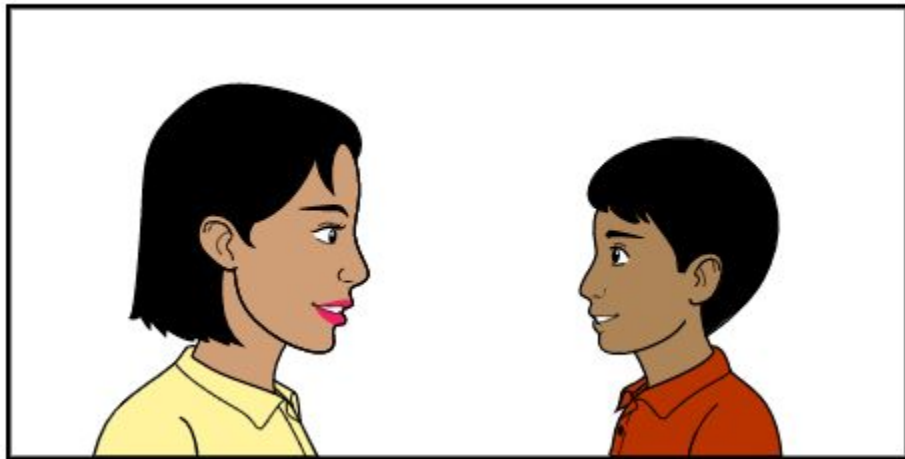
Ask

What does the boy want to do?

- A** look out the window
- B** give water to some seeds
- C** drink water from the sink



TK and Kindergarten- Listening

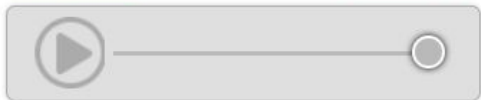
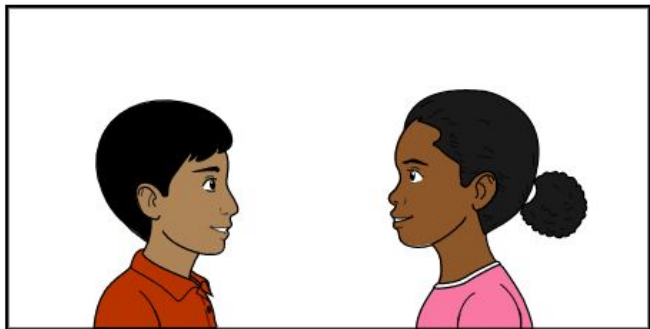


Click on the image above to listen.

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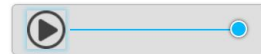


TK and Kindergarten- Listening



Click on the image above to listen.

Click below to listen.



What do the students talk about doing?

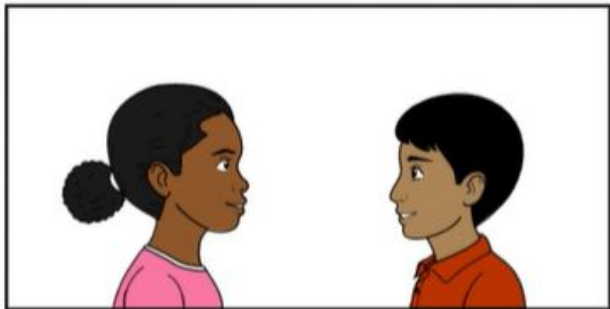
taking a walk outside

reading a book

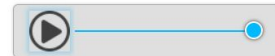
singing a song

TK and Kindergarten- Listening

Click below to listen.



Click on the image above to listen.



What did the boy draw?

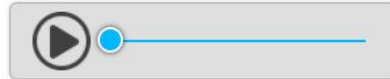
his family

a house

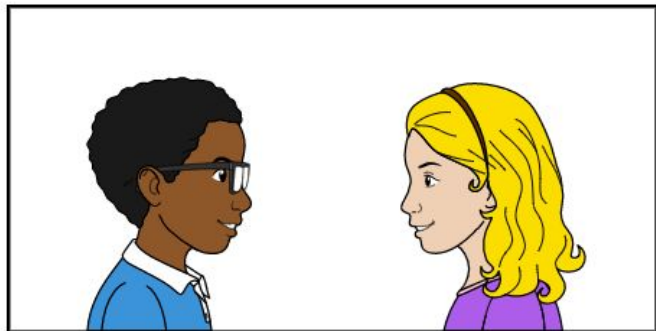
a fish

TK and Kindergarten- Listening

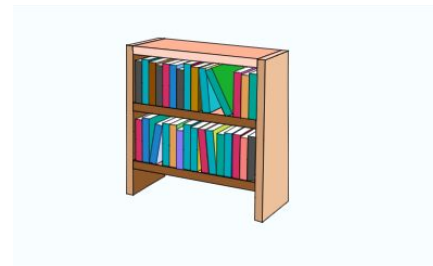
Click below to listen.



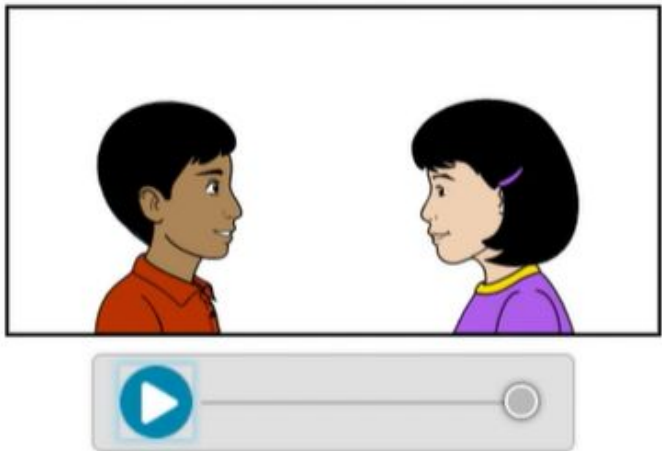
Where are the books?



Click on the image above to listen.



TK and Kindergarten- Listening



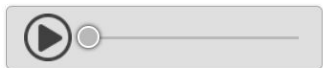
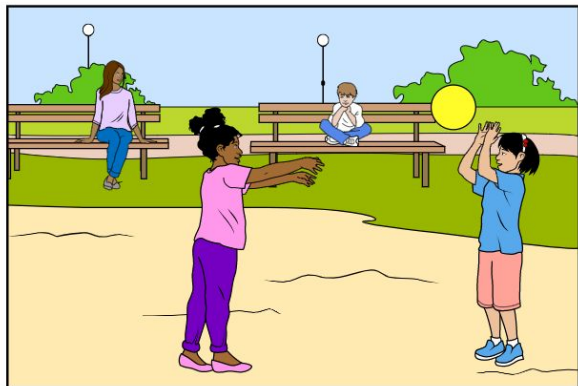
Click on the image above to listen.

Click below to listen.

What do the boy and girl both have in their lunches today?

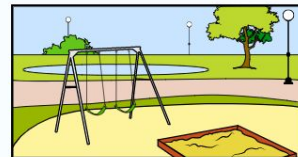


TK and Kindergarten- Listening



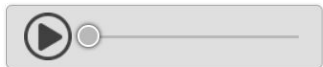
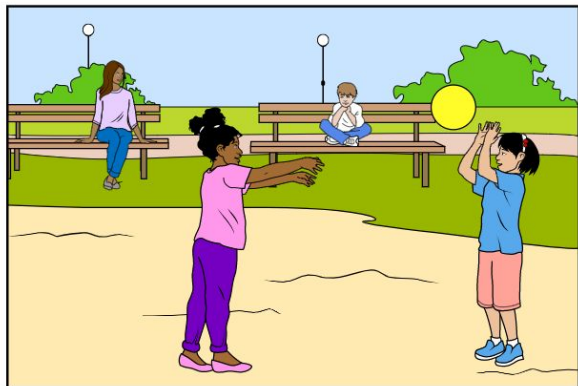
Click on the image above to listen.

Click below to listen.

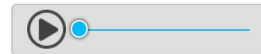


TK and Kindergarten- Listening

Click below to listen.



Click on the image above to listen.



What do the girls decide to do?

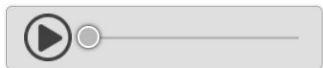
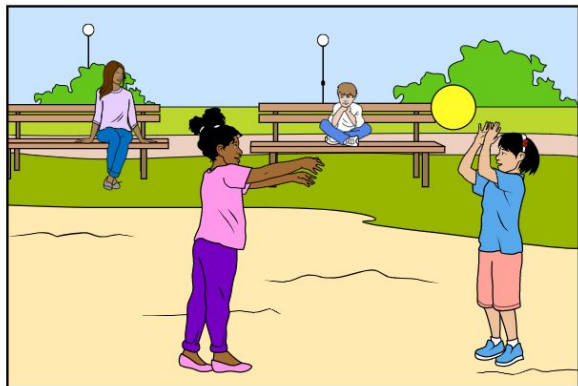
sit on a bench

watch a ball game

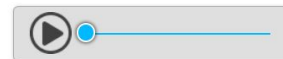
ask a boy to play with them

TK and Kindergarten- Listening

Click below to listen.



Click on the image above to listen.



How does the boy feel at the end of the story?

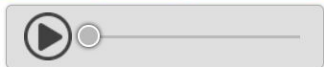
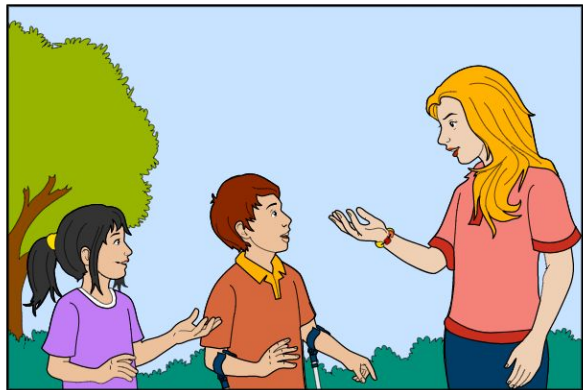
sad

happy

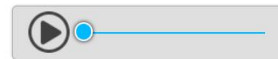
hungry

TK and Kindergarten- Listening

Click below to listen.



Click on the image above to listen.



When are Molly and Tatum going to get their pet?

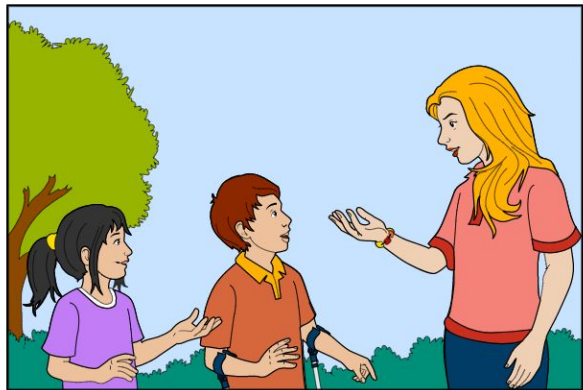
today

tomorrow

next week

TK and Kindergarten- Listening

Click below to listen.



Click on the image above to listen.

What food are Tatum and Molly going to give their pet?

carrots

lettuce

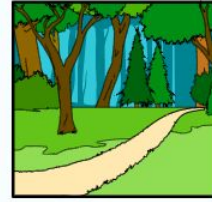
berries

TK and Kindergarten- Listening

Click below to listen.

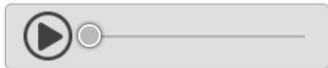


Click on the image above to listen.



TK and Kindergarten- Listening

Click below to listen.



Click on the image above to listen.

How does Max's father solve the problem?

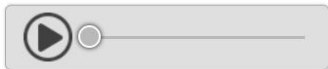
He gets some baskets.

He collects some leaves.

He finds some raincoats.

TK and Kindergarten- Listening

Click below to listen.



Click on the image above to listen.

Why does Max need a plastic bag?

to wrap the umbrellas

to hold leaves and sticks

to protect his sweater

TK and Kindergarten- Speaking

Say: I am going to ask you for your opinion.

Say: **Your class has a choice to read a book. Which book do you choose for your class to read together: a book about the ocean or a book about outer space?**

Say: **Why do you think** [*a book about the ocean/a book about outer space/your choice*] **is better?**



TK and Kindergarten- Speaking

Say: Look at the picture. I am going to ask you some questions about it.

Say: What is the teacher doing?

Say: What is on the tables?

Say: Describe what the boys are doing.



TK and Kindergarten- Speaking

Say: **What kind of class is this?**

Say: **How do you know?**

Say: **Describe what is on the walls.**

Say: **Tell me something else about the picture.**



TK and Kindergarten- Speaking

Say: Look at the pictures. (Point to each picture).

Say: I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me. (Point to the first picture).

Say: One day Dan and his father wanted to go to the park. They packed some food and drinks. (Point to the second picture).

Say: When Dan and his father got to the park, they found a nice table by a tree. They unpacked their food and enjoyed eating lunch. (Point to the third picture).

Say: When Dan and his father got to the park, they found a nice table by a tree. They unpacked their food and enjoyed eating lunch. (Point to the third picture).

Say: After they ate, Dan helped clear the table and picked up the wrappers. He put them in the trash can. He wanted to keep the park clean and beautiful.

Now use all the pictures to tell the story back to me.



TK and Kindergarten- Speaking

Say: In this part of the test, I will read some information to you.

Say: I am going to tell you about the rain forest. Listen carefully. You will hear the information only once. When I am finished, you will tell me about the rain forest. (Point to the whole picture.)

Say: This is a rain forest. (Point to the trees and then the sun.)

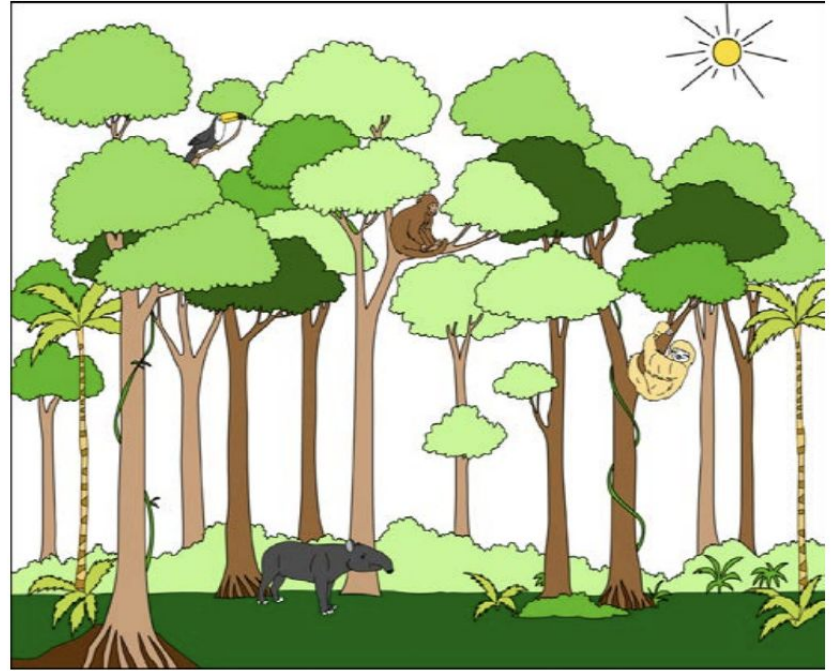
Say: The rain forest is a very wet place. It may also be very hot. (Point to the animals in the trees.)

Say: Many kinds of plants and animals live in the rain forest. (Point to the tops of the trees.)

Say: Above the trees there is sunlight. Some animals live in the treetops and almost never come down. (Point to the forest floor.)

Say: On the floor of the rain forest it is dark and damp. Very little light gets through the tree leaves.

Say: Now it is your turn. Tell me about the rain forest. Use the picture to help you



TK and Kindergarten- Reading

Say: *We are going to read together.*

Say: *Point to the first letter in the word. Pan*

Say: *What is the first letter of this word?*

Say: *What is the sound of the letter p?*

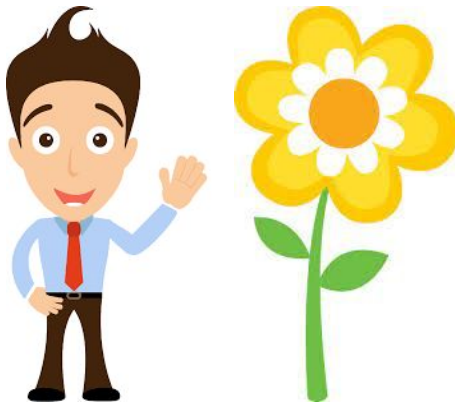
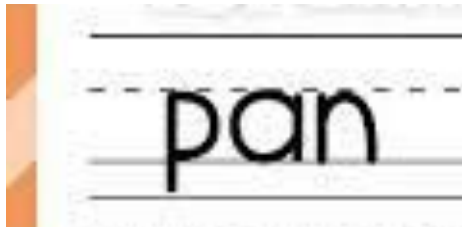
Say: *What is the next letter of this word?*

Say: *What is the last letter of this word?*

Say: *Now read the word.*

Say: *Read the word with me: "pan."*

Say: *Point to the picture of the pan.*



TK and Kindergarten- Reading

Say: *We are going to read together.*

Say: *Point to the first letter in the word. mat*

Say: *What is the first letter of this word?*

Say: *What is the sound of the first letter?*

Say: *What is the next letter of this word?*

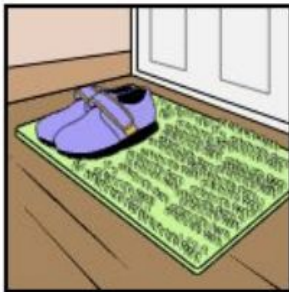
Say: *What is the last letter of this word?*

Say: *Now read the word.*

Say: *Read the word with me: "mat."*

Say: *Point to the picture of the mat.*

mat



TK and Kindergarten- Reading

Say: *We are going to read together.*

Point to the first letter in the word. *pig*

Say: *What is the sound of the first letter of this word?*

Say: *What is the name of the next letter?*

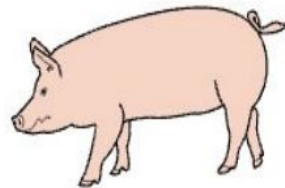
Say: *What is the last letter of this word?*

Say: *Now read the word.*

Say: *Read the word with me: "pig."*

Say: *Point to the picture of the mat.*

pig



TK and Kindergarten- Reading



Grandpa and I go.
We go to the store.

Ask the student to follow along with their finger as you read the sentence.

Read the sentence out loud to the student.

Ask the student to point to the first word.

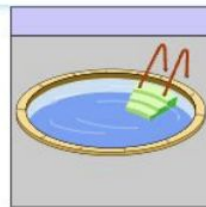
TK and Kindergarten- Reading

	Grandpa and I go. We go to the store.
	We go to the beach. We go, go, go all day!
	The day is over. We go to sleep.

Read the story out loud to the student.

Ask: Where do the girl and her grandpa go?

Ask the student to point to picture that shows where the girl and her grandpa went.



TK and Kindergarten- Reading

	Grandpa and I go. We go to the store.
	We go to the beach. We go, go, go all day!
	The day is over. We go to sleep.

Ask: What do the girl and her grandpa do in the story?

- *They talk on the phone.*
- *They spend time together.*
- *They visit with friends.*

TK and Kindergarten- Reading



Grandpa and I go.
We go to the store.



We go to the beach.
We go, go, go all day!






The day is over.
We go to sleep.

Ask: What happens at the end of the story?

- *The girl goes to bed.*
- *The girls rides a bus.*
- *The girl plays outside.*

TK and Kindergarten- Reading

	<p>Rain is made up of drops of water from the sky. Rain falls from clouds.</p>
	<p>Rain fills rivers. It waters plants. It helps plants grow.</p>
	<p>Rain can make puddles. Rain can be fun!</p>

Read the story out loud to the student.




Ask: Where does the rain come from?

- *The girl goes to bed.*
- *The girls rides a bus.*
- *The girl plays outside.*

Ask the student to point to picture for their answer.



TK and Kindergarten- Reading

	<p>Rain is made up of drops of water from the sky. Rain falls from clouds.</p>
	<p>Rain fills rivers. It waters plants. It helps plants grow.</p>
	<p>Rain can make puddles. Rain can be fun!</p>

Read the story out loud to the student.

Ask: What does the rain do for plants?

- *It makes plants hot.*
- *It gives plants light.*
- *It helps plants grow.*

TK and Kindergarten- Reading



Rain is made up of drops of water
from the sky.
Rain falls from clouds.



Rain fills rivers.
It waters plants.
It helps plants grow.



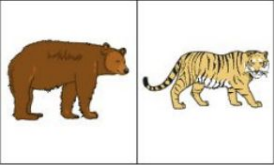
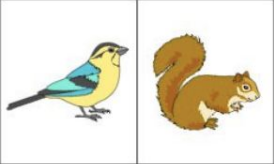

Rain can make puddles.
Rain can be fun!

Read the story out loud to the student.

Ask: What happens at the end of the text?

- *The rain makes hole.*
- *The rain makes a rainbow.*
- *The rain makes a puddle.*

TK and Kindergarten- Reading

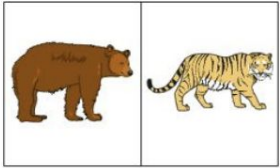
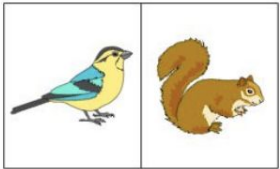
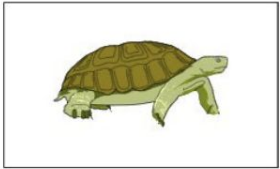
	<p>Animals have different homes. Bears and tigers live in caves. Caves protect animals from the sun.</p>
	<p>Birds and squirrels live in trees. Trees keep them safe from predators. Predators eat other animals!</p>
	<p>Snails and turtles live in their shells. They hide inside their shells. They carry their homes wherever they go.</p>

Read the story out loud to the student.

Ask: What is the text mainly about?

- *Zoos around the world.*
- *Places where animals live.*
- *Food that animals eat.*

TK and Kindergarten- Reading

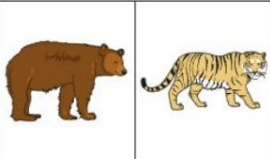
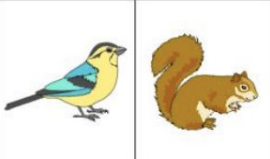

	<p>Animals have different homes. Bears and tigers live in caves. Caves protect animals from the sun.</p>
	<p>Birds and squirrels live in trees. Trees keep them safe from predators. Predators eat other animals!</p>
	<p>Snails and turtles live in their shells. They hide inside their shells. They carry their homes wherever they go.</p>

Read the story out loud to the student.

Ask: What is a predator?

- *An animal that eats other animals.*
- *A home that keeps other animals safe.*
- *A special kind of nest for birds.*

TK and Kindergarten- Reading

	Animals have different homes. Bears and tigers live in caves. Caves protect animals from the sun.
	Birds and squirrels live in trees. Trees keep them safe from predators. Predators eat other animals!
	Snails and turtles live in their shells. They hide inside their shells. They carry their homes wherever they go.

*Read the story out
loud to the student.*

*Ask: Where does the
snail hide?*



TK and Kindergarten- Reading

Say: Now we are going to read together



We go to the music show.

We sit on a blanket

We clap our hands.

We go as a family.

We sit in the park.

We sing along.

We make music, too.

Ask: What does the family do together?

Read a book, make a meal, or listen to music

TK and Kindergarten- Writing

Say: We are going to write a story together. The title of the story is "We Read a Book."

Sweep your finger under the title in the Answer Book as you read it aloud.

Say: The first sentence in the story is: I hold my bear on my lap.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

Say: The second sentence should say: I tell him a story.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

Say: The word "tell" is missing from the story. Say the word "tell."

Say: Now write the word "tell."

Point to the write-on line in the Answer Book.

5-6

We _ _ _ ead a _ _ _ ook



I hold my bear on my lap.

7

I _ _ _ _ _ him a story.

TK and Kindergarten- Writing



Say: Now we are going to write some letters and words together

Point to the picture of the kitchen.

Say: This is a kitchen. "Kitchen" starts with the letter k. Write the letter k.

1

TK and Kindergarten- Writing

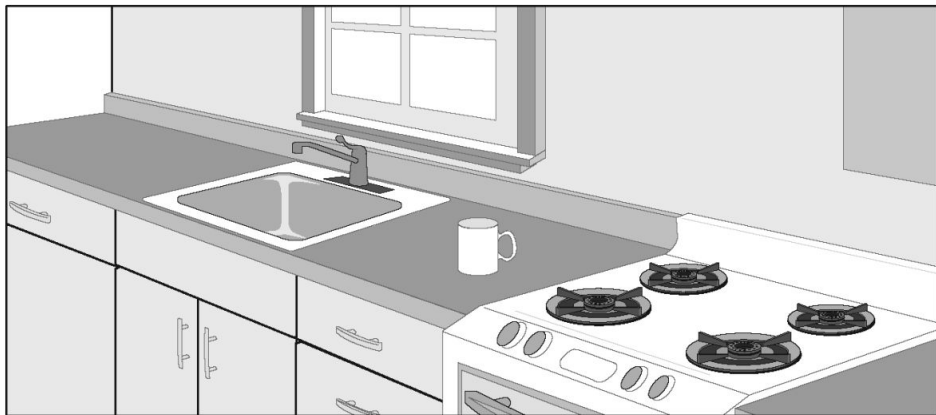


Point to the window.

*Say: This is a window. "Window" starts with the letter w.
Write the letter w.*

2

TK and Kindergarten- Writing

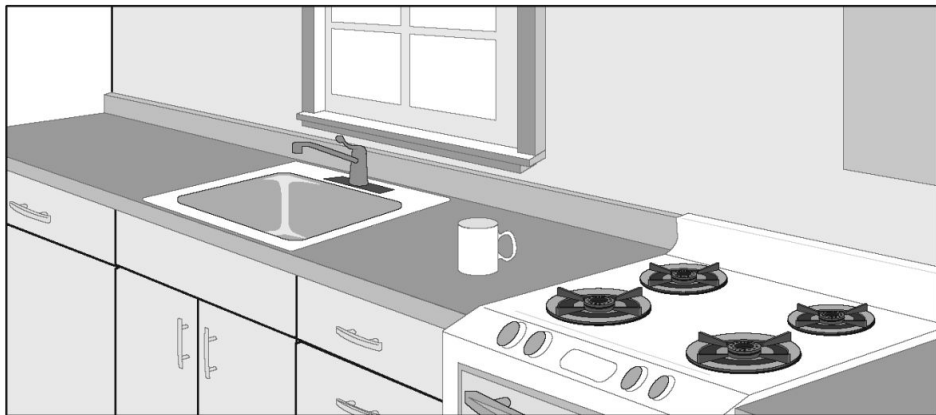


3

Point to the picture of the mug.

Say: This is a mug. Write the word "mug".

TK and Kindergarten- Writing



4

Point to the picture of the sink.

Say: This is a sink. Write the word "sink".

TK and Kindergarten- Writing

Say: We are going to write a story together. The title of the story is "We Like To Paint."

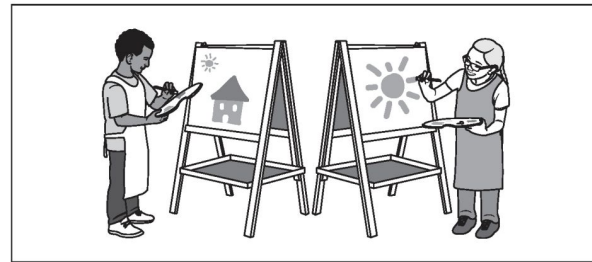
Sweep your finger under the title.

Say: The first letter is missing from the word "Like". Say the word "Like".

Now write the first letter of the word "Like".

5-6

We _____ like to _____ paint



We make art at school.

7

We _____ our brushes.

8

I make a _____.



TK and Kindergarten- Writing

Say: The first sentence in the story is: We make art at school.

Sweep your finger under the sentence.

Say: The second sentence should say: We dip our brushes.

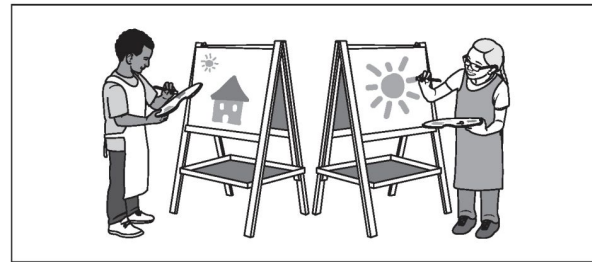
Sweep your finger under the sentence.

Say: The word "dip" is missing from the story. Say the word "dip."

Say: Now write the word "dip."

5-6

We _____ like to _____ paint



We make art at school.

7

We _____ our brushes.

8

I make a _____.

STOP

TK and Kindergarten- Writing

Say: The next sentence should say: I make a sun.

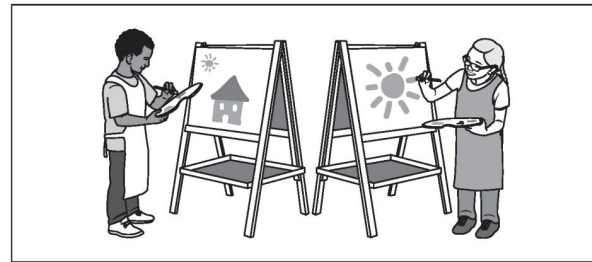
Sweep your finger under the sentence.

Say: The word "sun" is missing from the story. Say the word "sun."

Say: Now write the word "sun."

5-6

We _____ like to _____ aint



We make art at school.

7

We _____ our brushes.

8

I make a _____.

STOP

1st Grade- Listening

Say: Listen carefully as I read you a story. You will hear the story only once.
When I am finished, I will ask you a question.

Nadia loves to play baseball. She puts on her pants and shirt. She puts on her socks and shoes.

Then she looks for her baseball hat.

"Where is my hat?" she asks.

Nadia's mom sees her hat. She asks, "Did you look in your closet?"

"It is not there," Nadia says.

"Did you look under your bed?" her mom asks.

"It is not there," Nadia says.

Nadia's mom laughs and says, "Check the top of your head."

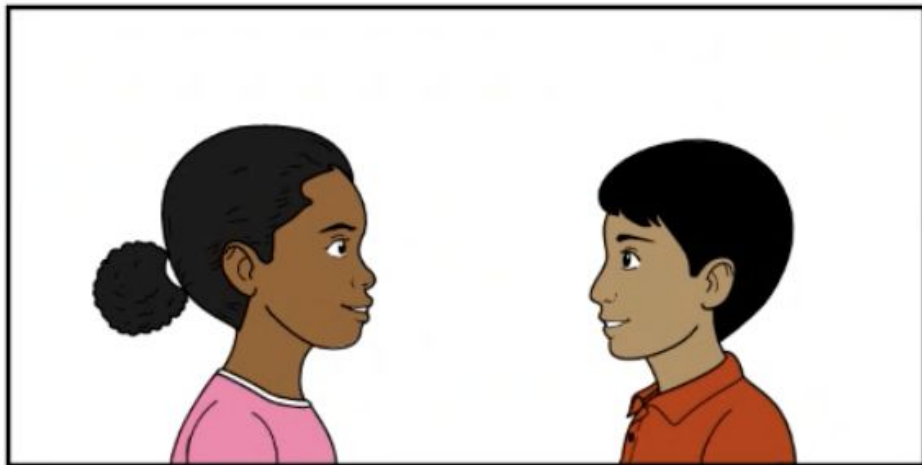
Nadia smiles and says, "I found my baseball hat! It was on my head the whole time!"



Ask: Where does Nadia find what she is looking for?

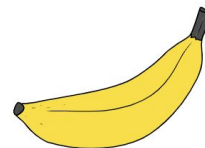
1st Grade Listening

Click on the image below to listen



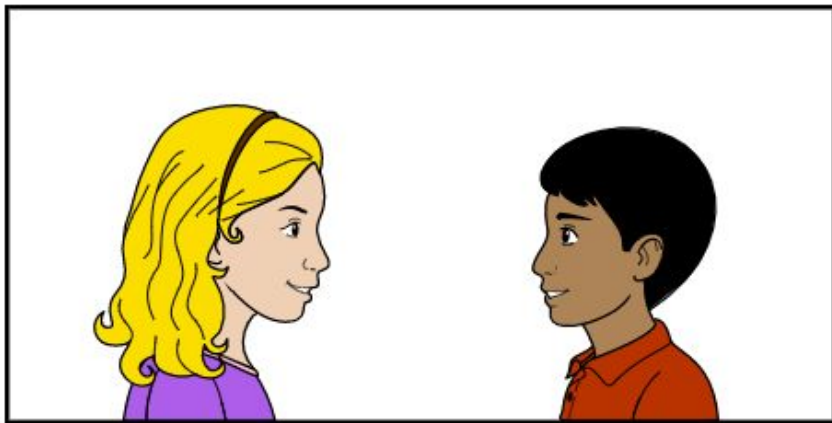
What is the boy eating?

Click on the image below to listen



1st Grade Listening

Click on the image below to listen



What did the girl practice?

Click below to listen

painting

coloring

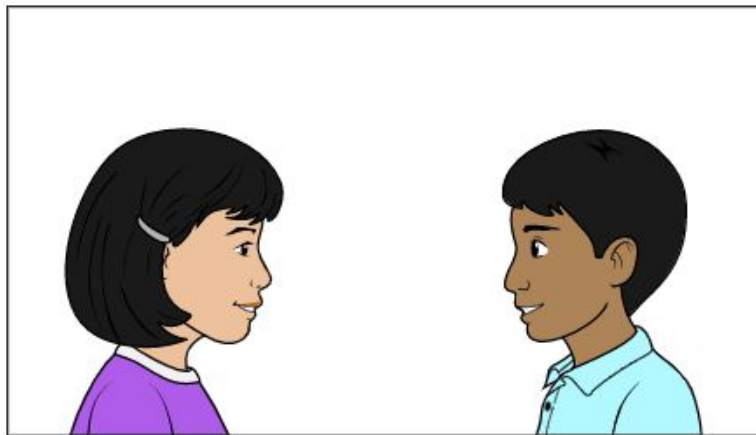
handwriting

1st Grade Listening

What did the girl practice?

Click below to listen

Click on the image below to listen



Where does the girl need to go?

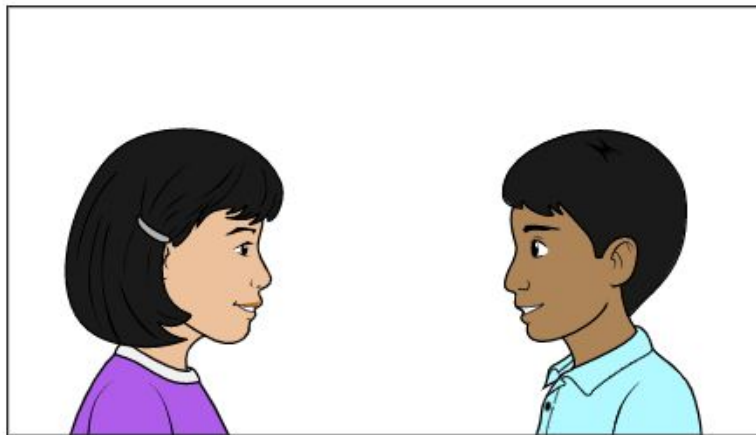
to the classroom

to the library

to the lunchroom

1st Grade Listening

Click on the image below to listen



Click below to listen

What might the boy and girl do later?

eat lunch together

work on a project

read a book

1st Grade Listening

Click below to listen

Click on the image below to listen



What does Abdul do when he first gets to the library?

Abdul starts reading with his dad.

Abdul talks to the librarian.

Abdul pulls the books off the shelf.

1st Grade Listening

Click on the image below to listen



Click below to listen

How does Abdul feel at the library?

sad

excited

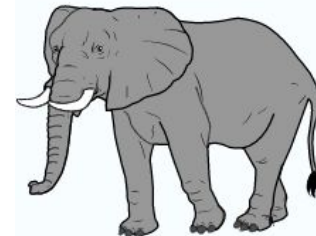
tired

1st Grade Listening

Click on the image below to listen



Click on the image below to listen



1st Grade Listening

Click on the image below to listen



Click below to listen

Where did Gabi go?

to the zoo

to the beach

to the museum

1st Grade Listening

Click below to listen

Click on the image below to listen



How did Gabi and her classmates feel when they found out where they were going?

happy

sad

tired

1st Grade Listening

Click on the image below to listen



Click below to listen

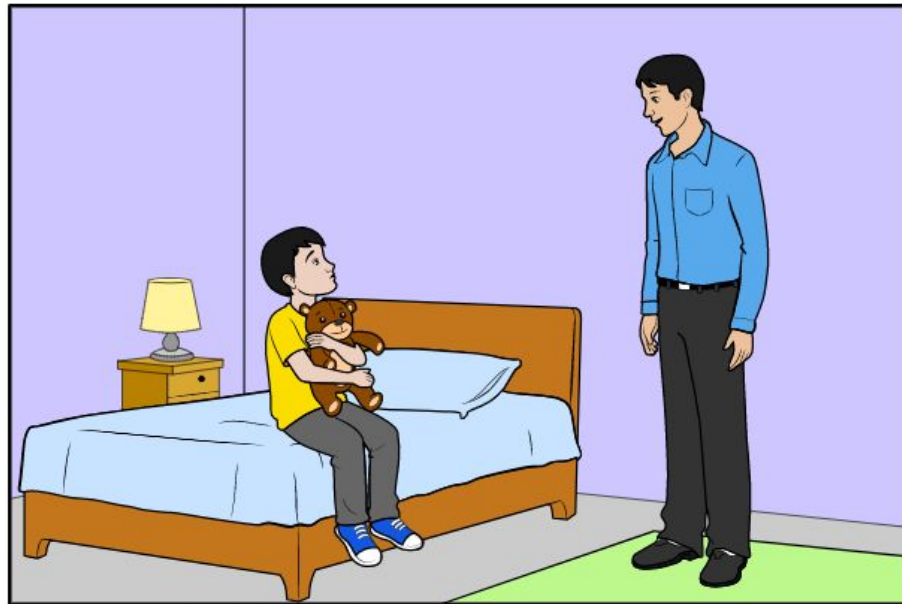
What did Gabi and her class see at the end of the story?



1st Grade Listening

Click below to listen

Click on the image below to listen



What is the story mostly about?

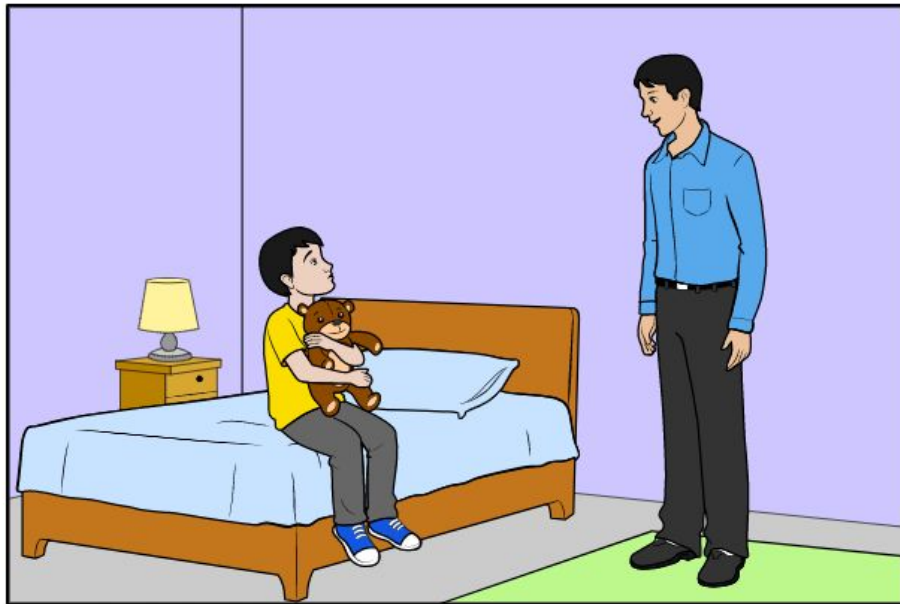
Anthony and his brother walking to a park

Anthony and his brother playing indoors

Anthony and his brother cleaning Anthony's bedroom

1st Grade Listening

Click on the image below to listen



Click on the image below to listen

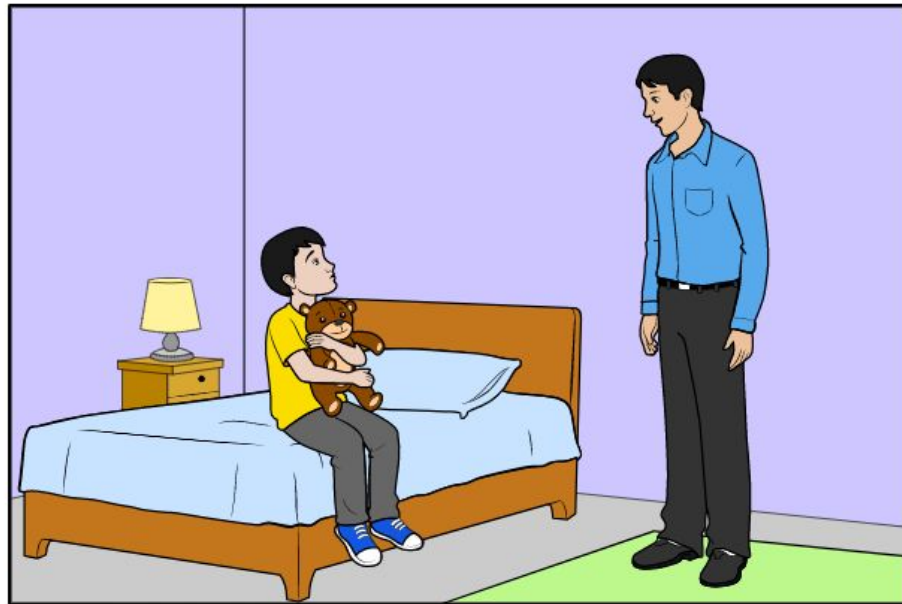
What did Anthony see when he looked out the window?



1st Grade Listening

Click below to listen

Click on the image below to listen



How did Anthony's brother make Anthony feel better?

He built a fort.

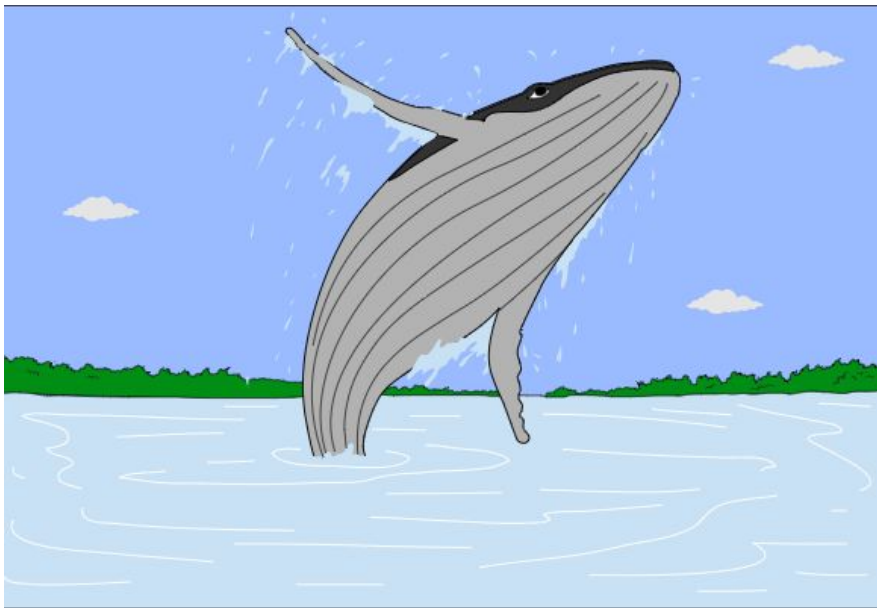
He hugged Anthony.

He gave Anthony a teddy bear.

1st Grade Listening

Click below to listen

Click on the image below to listen



How big are some humpback whales?

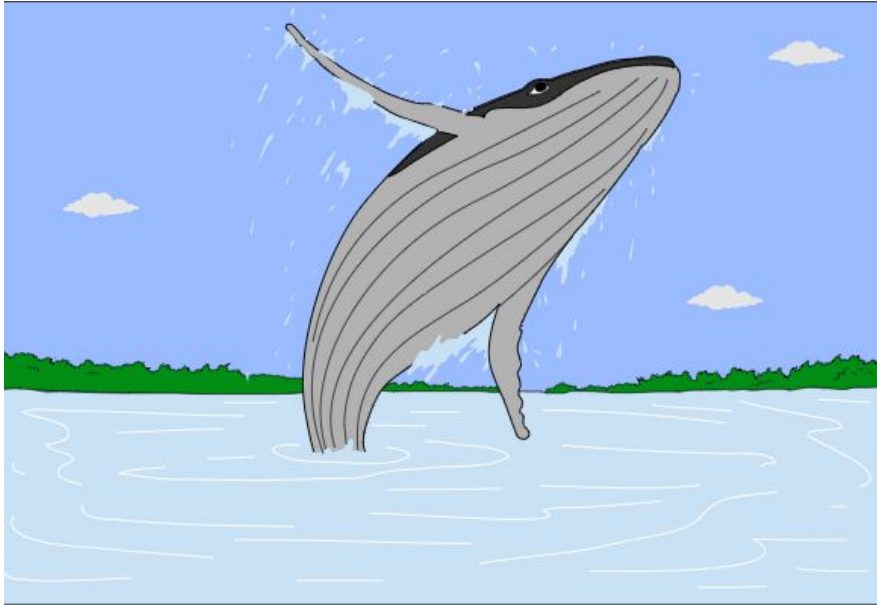
the size of a school bus

the size of an airplane

the size of a football field

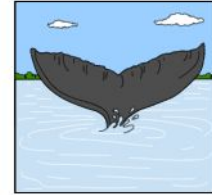
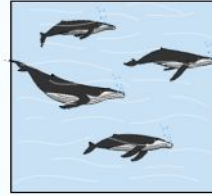
1st Grade Listening

Click on the image below to listen



Click below to listen

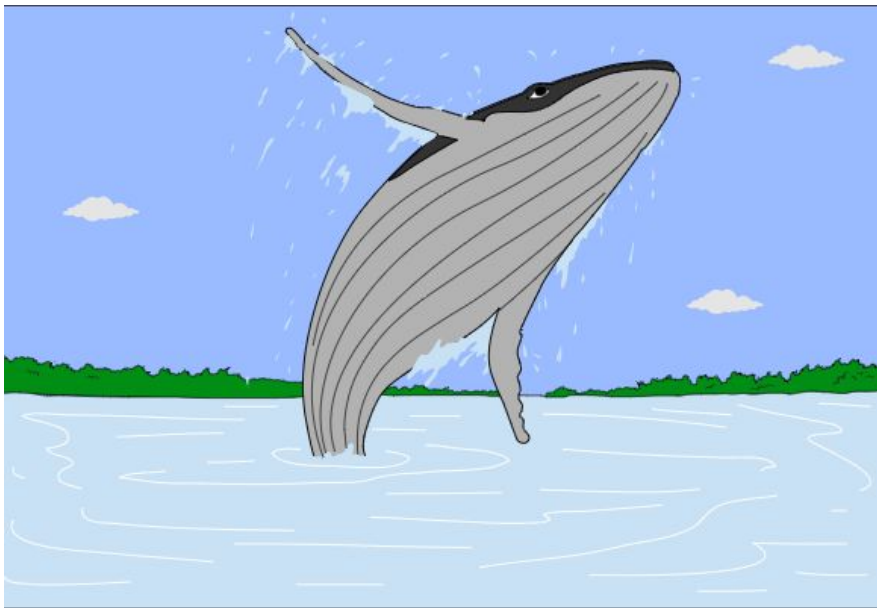
What is a pod?



1st Grade Listening

Click below to listen

Click on the image below to listen



How do humpback whales trap food?

with a net

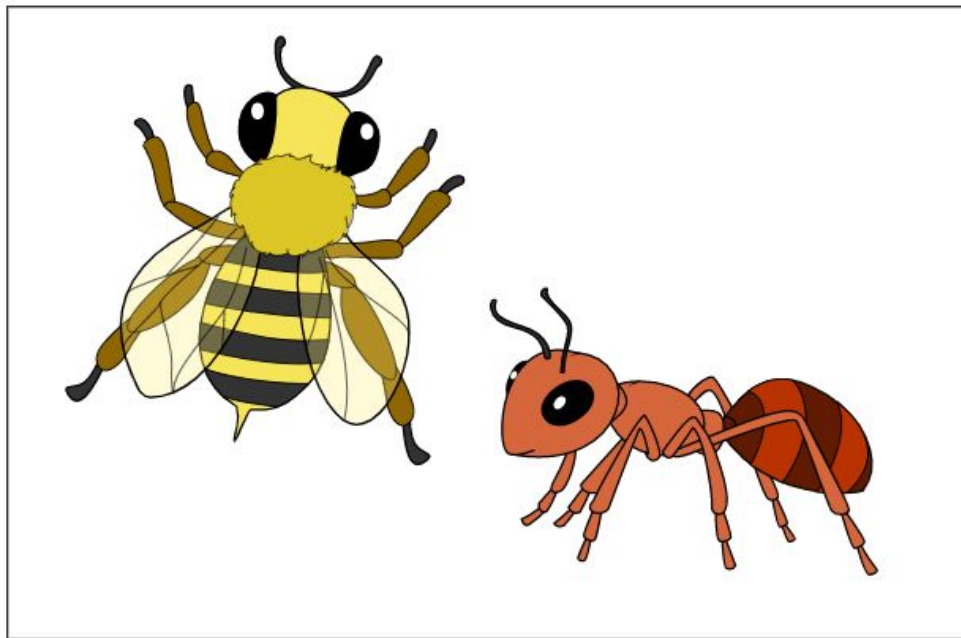
with their fins

with bubbles

1st Grade Listening

Click below to listen

Click on the image below to listen



Why do bees dance?

to show they are happy

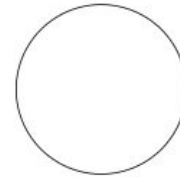
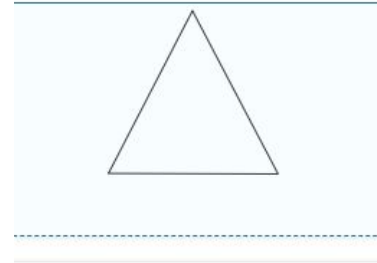
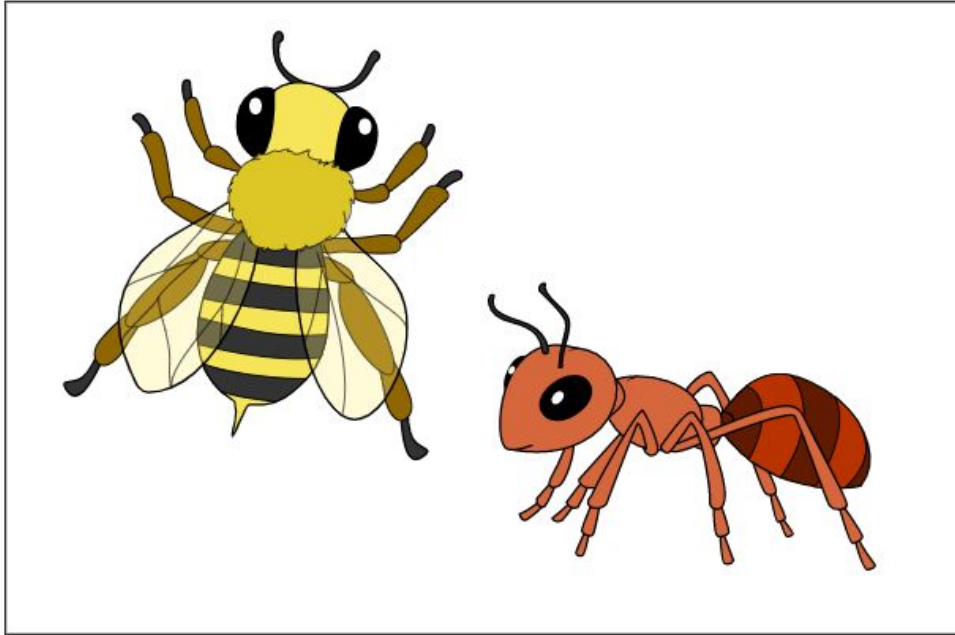
to say hello to other bees

to tell other bees where to find food

1st Grade Listening

Click below to listen

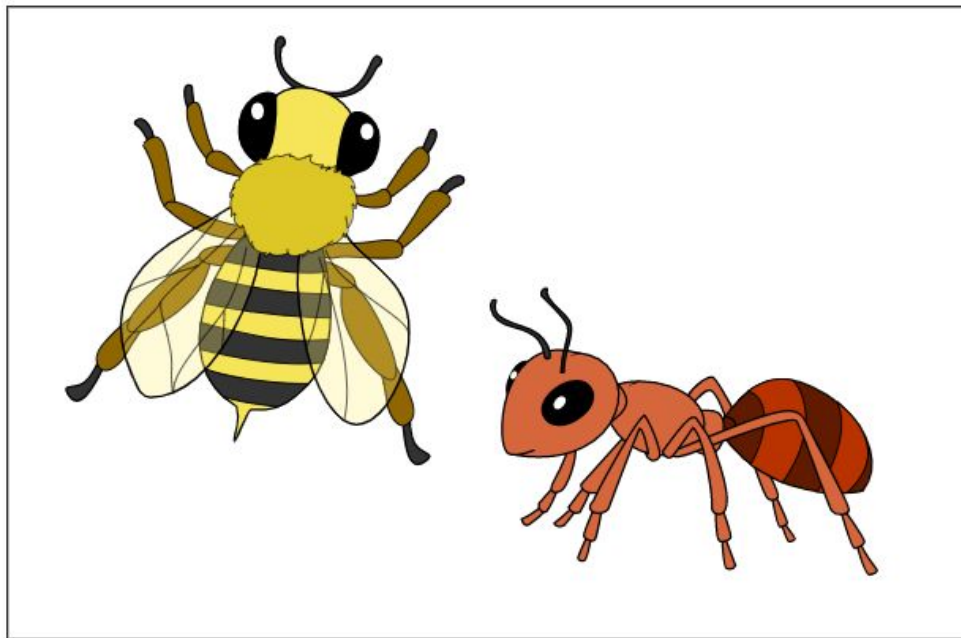
Click on the image below to listen



1st Grade Listening

Click below to listen

Click on the image below to listen



What do ants use to smell?

their noses

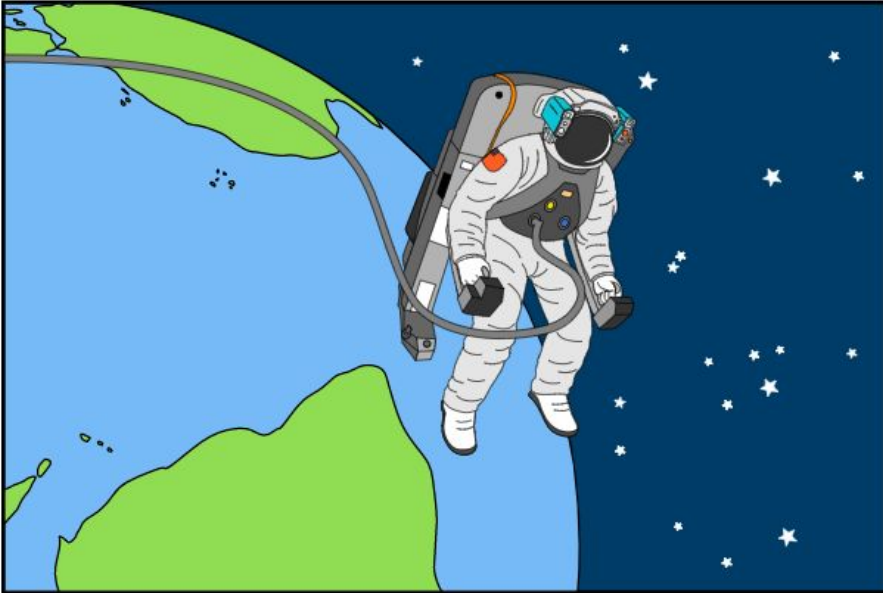
their antennae

their feet

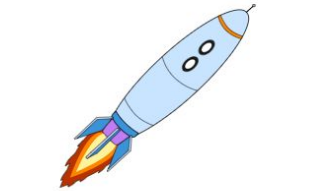
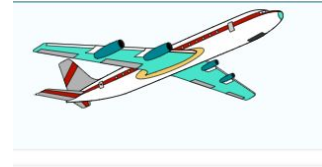
Click below to listen

1st Grade Listening

Click on the image below to listen



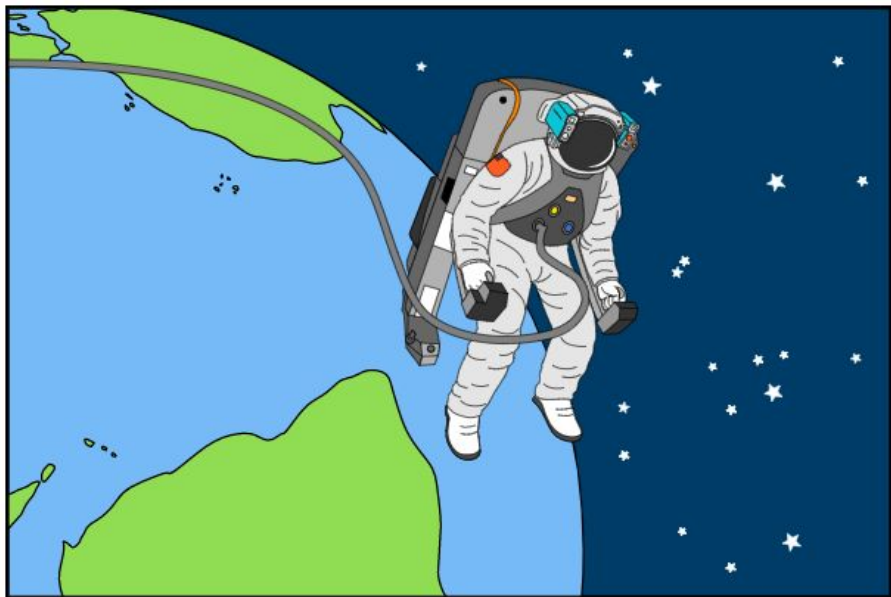
How do astronauts get into space?



1st Grade Listening

Click below to listen

Click on the image below to listen



Why do astronauts leave the space station?

to get food

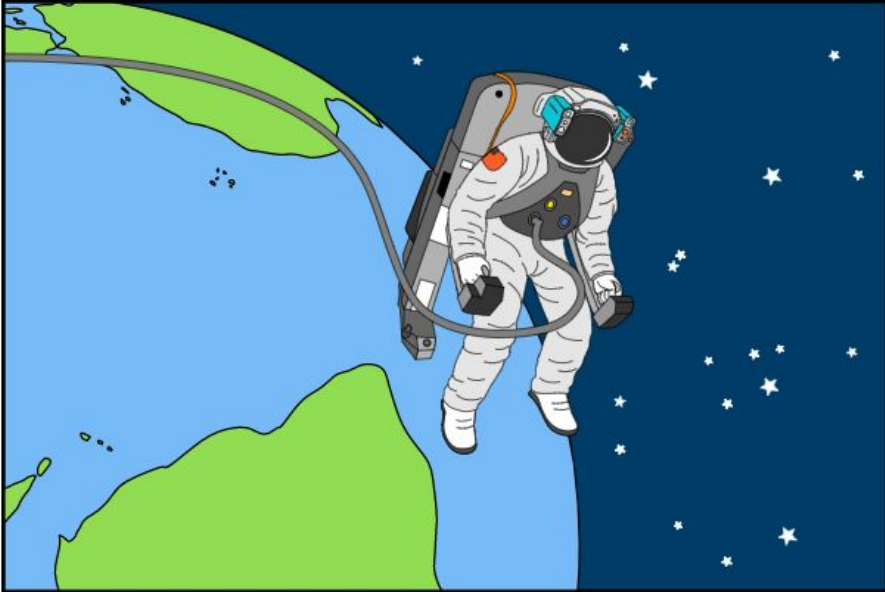
to exercise

to fix equipment

Click below to listen

1st Grade Listening

Click on the image below to listen



Why do astronauts wear a special suit?

so they can breathe

so they can see

so they can stay clean

1st Grade- Speaking

Say: Look at the pictures.

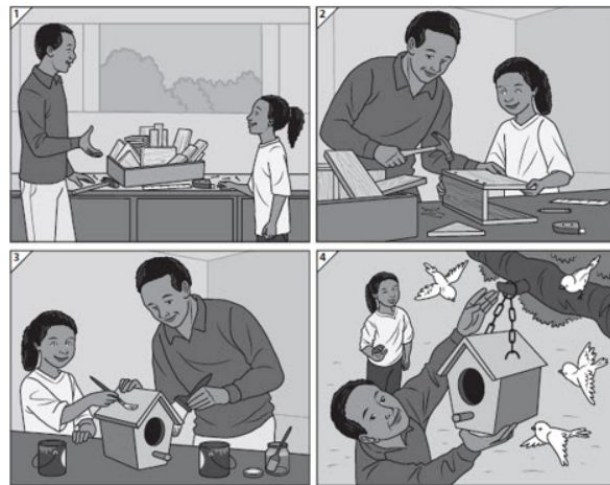
I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Margie and her dad wanted to build a birdhouse. They went out to the garage to gather a pile of boards and some tools.

Margie held the boards while her father hammered the boards together using nails.

After the birdhouse was built, Margie and her father used brushes to paint and decorate it.

As soon as they hung the birdhouse in the tree, the birds came to see it.



Ask: Where does Nadia find what she is looking for?

1st Grade- Speaking

Say: Look at the pictures.

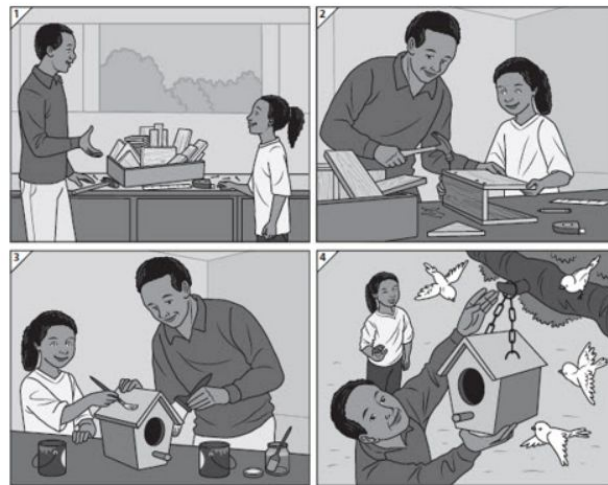
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Margie held the boards while her father hammered the boards together using nails.

After the birdhouse was built, Margie and her father used brushes to paint and decorate it.

As soon as they hung the birdhouse in the tree, the birds came to see it.



Ask: Now use all of the pictures to tell the story back to me.

1st Grade- Speaking

Say: Look at the picture. I am going to ask you some questions about it.

Say: What is the teacher doing?

Say: What is on the tables?

Say: Describe what the boys are doing.



1st Grade- Speaking

Say: Look at the picture. I am going to ask you some questions about it.

Say: What kind of class is this?

Say: How do you know?

Say: Describe what is on the walls.

Say: Tell me something else about the picture.

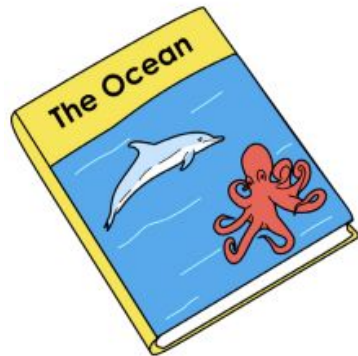


1st Grade- Speaking

Say: I am going to ask you for your opinion.

Say: *You class has a choice to read a book. Which book do you choose for your class to read together: a book about the ocean or a book about outer space?*

Say: *Why do you think [a book about the ocean/or a book about outer space] is better?*



1st Grade- Speaking



Say: I am going to tell you about **forces**. Listen carefully. You will only hear the information once. When I am finished, you will tell me about forces.

Pushing and pulling are forces. Forces make something or someone move. We use forces every day.

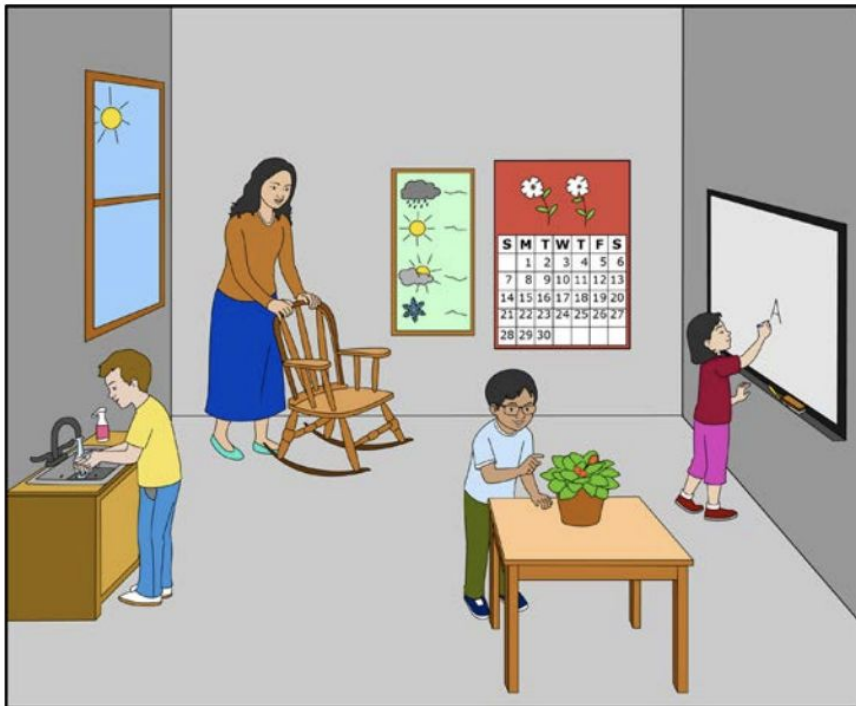
Point to the first picture.

Say: **A push moves something away from you. Kicking a ball and rolling a toy car down a ramp are examples of pushing forces.**

Point to the second picture.

Say: **A pull moves something toward you. Zipping up a zipper or opening a drawer are examples of pulling forces. Now it is your turn. Tell me about forces. Use the pictures to help you.**

1st Grade- Speaking



Say: **Imagine you are in a classroom with a teacher and some students.**

Point to the girl by the board.

Say: **What is the girl doing?**

Point to the plant on the table.

Say: **What is on the table?**

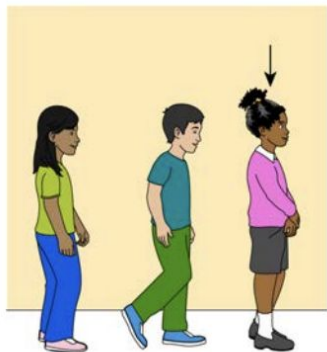
Point to the calendar

Say: **What is this?**

Say: **How do the students use it?**

Say: **Tell me about what you see on the poster.**

1st Grade- Speaking



Say: **Now. I am going to ask for your opinion.**

Point to each picture at the appropriate time while reading the question.

Say: **You can choose which class job you will have this week. You can choose between being the line leader or the door holder. Which do you choose?**

Say: **Why do you think [being line leader/door holder/your choice] is better?**

1st Grade- Speaking



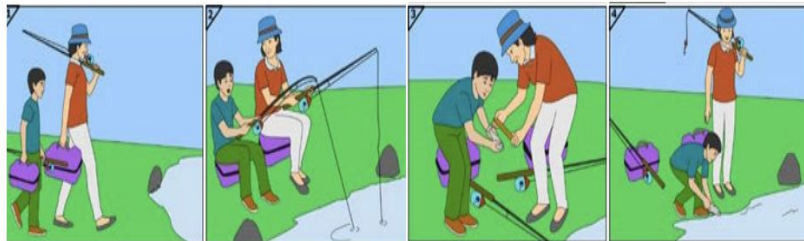
Say: **Now. I am going to ask for your opinion.**

Point to each picture at the appropriate time while reading the question.

Say: **Your class has earned some free time. What do you choose for you class to do: play on the playground or play on the computer?**

Say: **Why do you think [playing on the playground/playing on the computer/your choice] is better?**

1st Grade- Speaking



Say: Look at the pictures.

Point to the each of the pictures.

Say: I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

Say: Paul was going fishing with his grandmother. He wanted to try the fishing pole she had given him.

Point to the second picture.

Say: At the lake they waited and waited for a fish to bite. Finally Paul felt something pulling on his line.

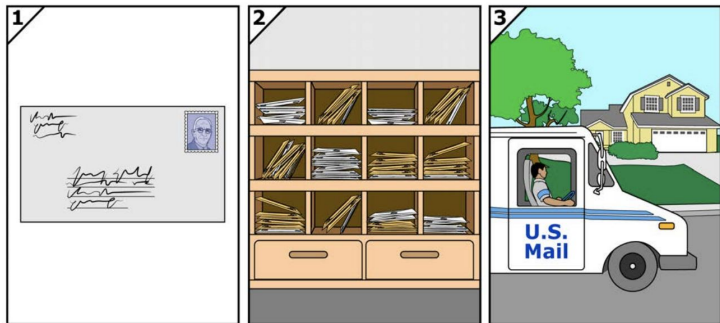
Point to the third picture.

Say: Paul caught his first fish. His grandmother measured the fish. She said it was too small to keep.

Point to the fourth picture.

Say: They put the fish back in the water and let it go. It swam away, and Paul hoped it would grow into a great big fish. Maybe he would see it again someday! Now use the all the pictures to tell the story back to me.

1st Grade- Speaking



Say: I am going to read some information to you.

Point to the each of the pictures.

Say: I am going to tell you about sending a letter in the mail. Listen carefully. You will hear the information only once. When I am finished, you will tell me about sending a letter in the mail.

Point to the first picture.

Say: When people want to send a letter, they put a letter in an envelope and write the address on the envelope. They put a stamp in the corner and put the letter in the mailbox or take it to a post office.

Point to the second picture.

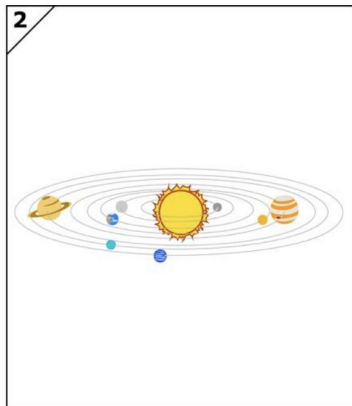
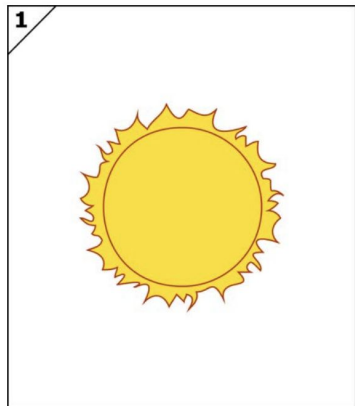
Say: Machines and workers sort the letters into bins, depending on where each letter is going.

Point to the third picture.

Say: Postal workers drive or fly the letters to different towns and deliver each letter to a home or business.

Say: Now it is your turn. Tell me about sending a letter in the mail. Use the pictures to help you.

1st Grade- Speaking



Say: I am going to tell you about the Sun. Listen carefully. You will hear the information only once. When I am finished, you will tell me about the Sun.

Point to the first picture.

Say: The Sun is a star. It is a big ball of hot gas. The Sun makes light and heat. The Sun's strong light and heat is a kind of energy. People and animals need the warmth and light from the Sun to live on Earth.

Point to the second picture.

Say: The Earth orbits, or goes around, the Sun. Other planets go around the Sun, too. All of the planets that go around the Sun are part of one solar system.

Say: Now it is your turn. Tell me about the Sun. Use the pictures to help you.

1st Grade- Writing

Say: **We are going to write a story together.**

Say: The title of the story is "Flying a Kite."

The first letter is missing from the word "Flying." Say the word "Flying."

Now write the first letter of the word "Flying."

The first letter is missing from the word "Kite." Say the word "Kite."

Now write the first letter of the word "Kite."

The first sentence in the story is: Julie is playing outside.

The second sentence should say: It is not a windy day.

The word "day" is missing from the story. Say the word "day."

Now write the word "day."

Now it is your turn to write the end of the story. How should the story end? Write the end of the story now.

1-2

____lying a ____ite



Julie is playing outside.

3

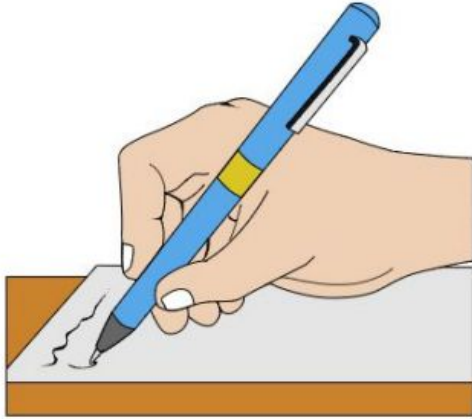
It is not a windy ____.

4

____.

1st Grade- Reading

Look at the picture. Point to the word that matches the picture.



pen

gum

pot

1st Grade- Reading

Look at the picture. Point to the word that matches the picture.



five

face

feet

1st Grade- Reading

Look at the picture. Point to the sentence that matches the picture.



The girl is drinking water.

The kids are swimming.

The kids are sitting.

1st Grade- Reading

Look at the picture. Point to the sentence that matches the picture.



The girl paints a picture.

She has a book.

There are many paintings.

1st Grade- Reading

Look at the picture. Point to the sentence that matches the picture.



The boy is running.

The swing is broken.

The children are swinging.

1st Grade- Reading

Look at the picture. Point to the sentence that matches the picture.



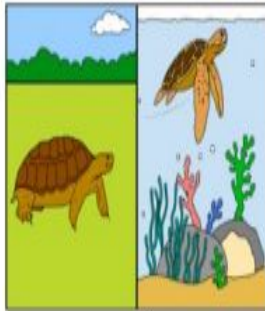
They are planting a tree.

They are walking on the grass.

They are jumping in the pond.

1st Grade- Reading

Now you are going to read a text on your own. I will ask you some questions about what you have read.



There are different kinds of turtles. There are land turtles and sea turtles.

Land turtles live on land and have a hard shell. If they get scared, they can hide in their shells. Land turtles can live a long time.

Sea turtles live in water. Sea turtles lay eggs in nests on land. They cover the egg nests with sand. When the eggs hatch, the baby turtles go to the sea.

What is the text about?

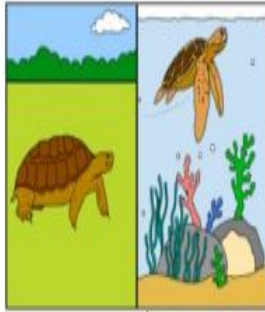
different kinds of turtles

what turtles eat

how big turtles are

1st Grade- Reading

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Sea turtles live in water. Sea turtles lay eggs in nests on land. They cover the egg nests with sand. When the eggs hatch, the baby turtles go to the sea.

What do land turtles do when they are scared?

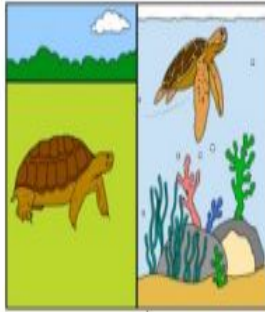
run away

make a loud noise

hide in their shells

1st Grade- Reading

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Sea turtles live in water. Sea turtles lay eggs in nests on land. They cover the egg nests with sand. When the eggs hatch, the baby turtles go to the sea.

Where do sea turtles lay eggs?

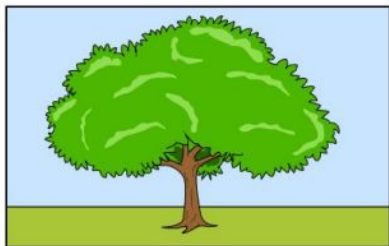
in a coral reef

in a tree

in a nest

1st Grade- Reading

Now you are going to read a text on your own. I will ask you some questions about what you have read.



Oak trees grow in the United States and other parts of the world. There are many kinds of oak trees. Some oak trees are tall. They can grow to be very old. Some live to be four hundred years old!

When an oak tree is old enough, it can grow many acorns. The acorns fall to the ground. Each acorn has one seed inside. The seed grows and sprouts roots. The roots hold the new oak tree up. The new oak tree will grow leaves. After many years, the new oak tree will grow acorns.

What does the text say about oak trees?

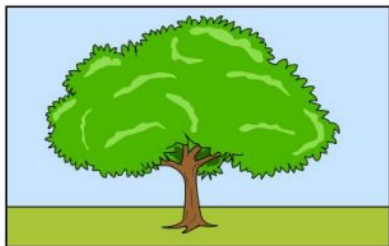
Oak trees can be very old.

Oak trees are short trees.

Oak trees grow in pots.

1st Grade- Reading

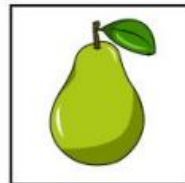
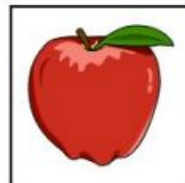
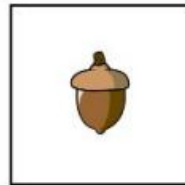
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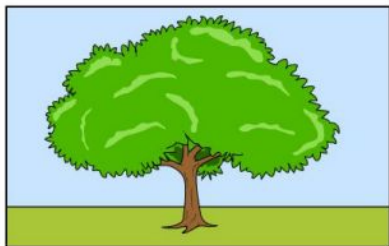
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What grows on an oak tree?



1st Grade- Reading

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What holds up an oak tree?

the seed

the roots

the leaves

1st Grade- Reading

Now you are going to read a story on your own. Then you will answer questions about what you have read.



Pat is happy. He and his mom are going to the zoo.

Pat puts on his coat. Mom looks in her bag. "Oh no," says Mom. "Where is my key? It's not in my bag." Mom looks in her pocket. "It's not here," she says. Then Mom looks on the table. "And it's not here," she says.

"Oh, I have an idea," says Pat. He looks under the table. "Here it is," Pat says. "It is under the table."

"Thank you!" Mom says. "Now let's go to the zoo!"

Where do Pat and Mom want to go?

to a store

to the park

to the zoo

1st Grade- Reading

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Pat puts on his coat. Mom looks in her bag. "Oh no," says Mom. "Where is my key? It's not in my bag." Mom looks in her pocket. "It's not here," she says. Then Mom looks on the table. "And it's not here," she says.

"Oh, I have an idea," says Pat. He looks under the table. "Here it is," Pat says. "It is under the table."

"Thank you!" Mom says. "Now let's go to the zoo!"

What did Mom lose?



1st Grade- Reading

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Pat puts on his coat. Mom looks in her bag. "Oh no," says Mom. "Where is my key? It's not in my bag." Mom looks in her pocket. "It's not here," she says. Then Mom looks on the table. "And it's not here," she says.

"Oh, I have an idea," says Pat. He looks under the table. "Here it is," Pat says. "It is under the table."

"Thank you!" Mom says. "Now let's go to the zoo!"

Where does Pat look?

under the table

in a backpack

on the couch

1st Grade- Reading

Now you will read a text on your own. Then you will answer some questions about what you have read.



The president of the United States lives and works in the White House. The White House has a garden. The garden grows many kinds of food, like carrots, lettuce, and peas.

The president and the president's family eat the food from the garden. School children help work in the garden. They can plant seeds.

There is even a beehive next to the garden! The bees are important for the garden. The bees help the plants in the garden grow.

What is the text about?

how to plant seeds

the president's garden

a garden party

1st Grade- Reading

Now you will read a text on your own. Then you will answer some questions about what you have read.



The president of the United States lives and works in the White House. The White House has a garden. The garden grows many kinds of food, like carrots, lettuce, and peas.

The president and the president's family eat the food from the garden. School children help work in the garden. They can plant seeds.

There is even a beehive next to the garden! The bees are important for the garden. The bees help the plants in the garden grow.

Who helps in the garden?

children

teachers

squirrels

1st Grade- Reading

Now you will read a text on your own. Then you will answer some questions about what you have read.



The president of the United States lives and works in the White House. The White House has a garden. The garden grows many kinds of food, like carrots, lettuce, and peas.

The president and the president's family eat the food from the garden. School children help work in the garden. They can plant seeds.

There is even a beehive next to the garden! The bees are important for the garden. The bees help the plants in the garden grow.

What animal helps plants grow?

birds

dogs

bees

1st Grade- Reading

Now you will read a text on your own. Then you will answer some questions about what you have read.



A long time ago, people could not take planes, trains, or cars to travel to faraway places. People had to walk or ride in a wagon. The wagons were pulled by horses. It took a long time to get places.

Today people use many forms of transportation. One example is the train. Trains allow people to travel long distances more easily. Trains move quickly, so people can travel faster. Trains can be used to transport products like food, mail, and supplies. Trains are used for many reasons.

How does the text say people traveled before trains?



1st Grade- Reading

Now you will read a text on your own. Then you will answer some questions about what you have read.



A long time ago, people could not take planes, trains, or cars to travel to faraway places. People had to walk or ride in a wagon. The wagons were pulled by horses. It took a long time to get places.

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How does the text say trains help people?

by helping people travel long distances

by protecting people's animals

by helping people cross the ocean

1st Grade- Reading

Now you will read a text on your own. Then you will answer some questions about what you have read.



A long time ago, people could not take planes, trains, or cars to travel to faraway places. People had to walk or ride in a wagon. The wagons were pulled by horses. It took a long time to get places.

Today people use many forms of transportation. One example is the train. Trains allow people to travel long distances more easily. Trains move quickly, so people can travel faster. Trains can be used to transport products like food, mail, and supplies. Trains are used for many reasons.

How do businesses use trains?

to cook food

to send mail

to paint houses

2nd Grade- Listening

Say: Listen carefully as I read you a story. You will hear the story only once. When I am finished, I will ask you some questions.

Peter sat on his doorstep, thinking. All day he had been trying to come up with an idea for his school science fair project. He couldn't think of an idea, and he was starting to feel nervous.

Just then Peter heard some birds chirping in a tree.

Peter raced into his apartment and went upstairs to look out the window. Sure enough, a little brown bird had built its nest in a tree outside his window.

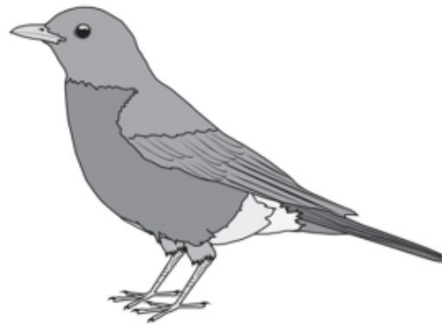
"Mom, come see!" Peter cried. "A bird made a nest on the tree branch outside my window!"

"It even laid some eggs!" Peter's mom said.

"Now I know what I'm going to study for the science fair!" Peter exclaimed.

For two weeks, Peter watched the bird care for its eggs. He kept a journal of what the mama bird did every day. Peter's mom let him use her camera to take pictures when the babies were born.

The following week at the science fair, Peter won third place!



Say: Why is Peter nervous at the beginning of the story?

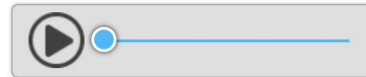
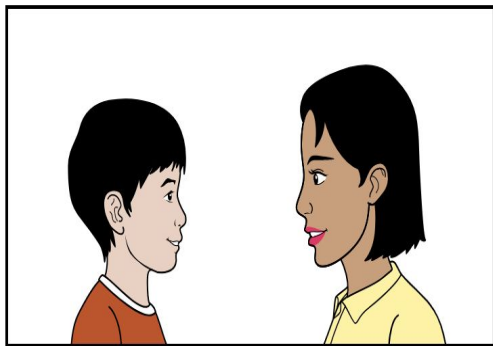
A He does not like science class.

B He does not understand his science homework.

C He does not have an idea for the science fair.

2nd Grade Listening

Listen to a conversation between a boy and a teacher.

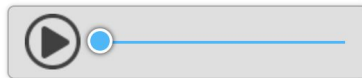
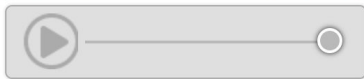
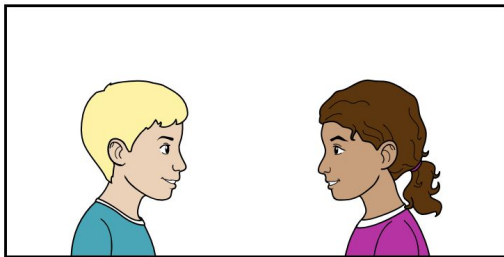


What will the boy do next?

- ☐ A write an ending for a story
- ☐ B add pictures to his story
- ☐ C read a story in a book

2nd Grade Listening

Listen to a conversation between a boy and a girl.

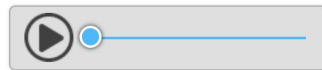
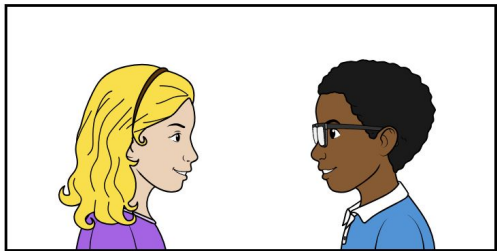


What will the girl do?

- ☐ A make a card
- ☐ B draw a picture
- ☐ C share her markers

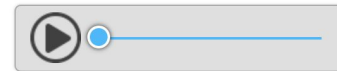
2nd Grade Listening

Listen to a conversation between a girl and a boy.



What are the students talking about?

- ☐ Ⓐ science tests
- ☐ Ⓑ science field trips
- ☐ Ⓒ science fair projects

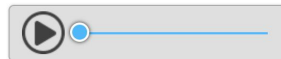


What does the girl want to build?

- ☐ Ⓐ a bridge
- ☐ Ⓑ a roller coaster
- ☐ Ⓒ a tall building

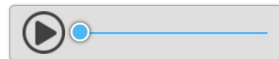
2nd Grade Listening

Listen to a story.



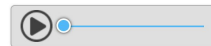
What is the story mostly about?

- ☐ A A girl gets a new pet.
- ☐ B A girl takes care of a class pet.
- ☐ C A girl looks for her pet.



What kind of animal is JoJo?

- ☐ A a hamster
- ☐ B a turtle
- ☐ C a cat



What does Daniela give to JoJo at the end of the story?

A



B

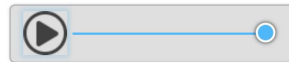
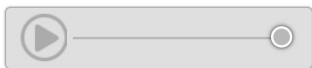


C



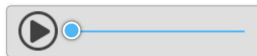
2nd Grade Listening

Listen to a story.



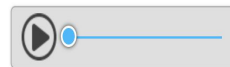
Why is Juan excited at the beginning of the story?

- ☐ A His class is going on a field trip to the farm.
- ☐ B His class is putting on a show.
- ☐ C His class is getting a class pet.



What will Juan's teacher announce on Friday?

- ☐ A which kind of animal his class will get
- ☐ B the name of a new song
- ☐ C if he got a part in a play

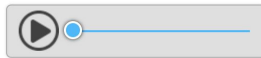
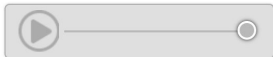
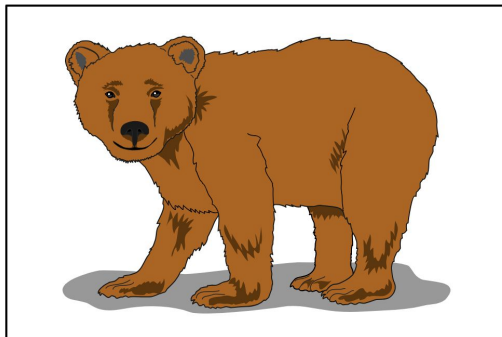


Why is Juan's mom proud of him at the end of the story?

- ☐ A He worked very hard.
- ☐ B He took good care of an animal.
- ☐ C He won an award.

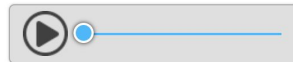
2nd Grade Listening

Listen to a story.



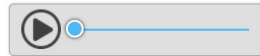
What does Little Bear do in the woods?

- ☐ A He eats berries.
- ☐ B He goes fishing.
- ☐ C He sleeps.



Why was Little Bear scared?

- ☐ A He could not find any food.
- ☐ B He was lost.
- ☐ C He did not know how to swim.



Who helps Little Bear?

A



B

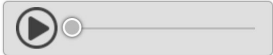
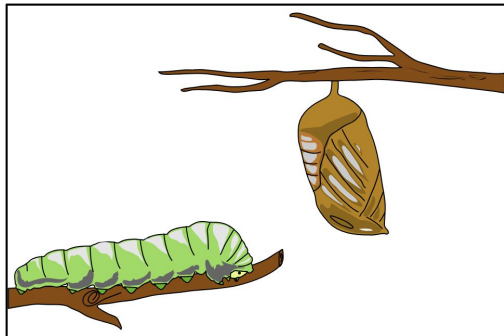


C



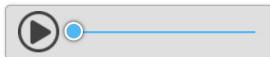
2nd Grade Listening

Listen to some information about caterpillars.



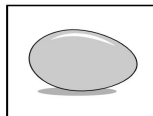
What is the information mainly about?

- (A) where caterpillars live
- (B) what butterflies eat
- (C) how caterpillars become butterflies

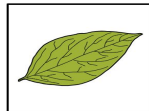


What do caterpillars eat?

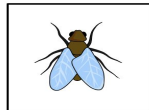
(A)



(B)

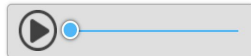


(C)



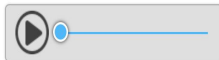
Why are chrysalises important for caterpillars?

- (A) They are a safe place for caterpillars to lay eggs.
- (B) They protect caterpillars while their bodies change.
- (C) They are a good place for caterpillars to store food.



2nd Grade Listening

Listen to a teacher talking to her students about Groundhog Day.

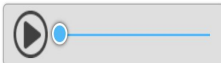


Where does the teacher say Groundhog Day began?

☐ A in Pennsylvania

☒ B in Germany

☐ C in a zoo

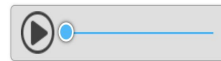


Where do groundhogs live and hibernate?

☐ A in trees

☐ B in the water

☐ C in burrows



What can be used to predict the weather accurately?

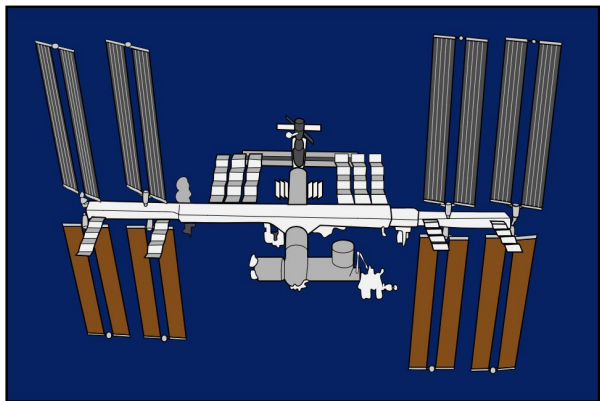
☐ A the groundhog's shadow

☐ B scientific tools

☐ C how long a groundhog hibernates

2nd Grade Listening

Listen to a teacher talking to her students about the International Space Station.



Why do astronauts go to the International Space Station?

- ☐ (A) to study and learn about space
- ☐ (B) to take pictures of the station
- ☐ (C) to meet astronauts from different countries

What does the teacher say about a football field?

- ☐ (A) It is about the same size as the International Space Station.
- ☐ (B) It is where astronauts exercise.
- ☐ (C) It can be seen from outer space.

What do astronauts want to do in the future?

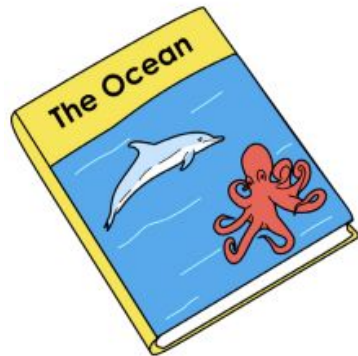
- ☐ (A) make a bigger space station
- ☐ (B) go farther into space
- ☐ (C) make faster trips to space

2nd Grade- Speaking

Say: I am going to ask you for your opinion.

Say: *You class has a choice to read a book. Which book do you choose for your class to read together: a book about the ocean or a book about outer space?*

Say: *Why do you think [a book about the ocean/or a book about outer space] is better?*



2nd Grade- Speaking



Look at the picture. I am going to ask you some questions about it.

What is the teacher doing?

What is on the tables?

Describe what the boys are doing.

What kind of class is this?

How do you know?

Describe what is on the walls.

Tell me something else about the picture.

2nd Grade- Speaking

Now let's practice a different kind of question. There are no pictures. I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to.

- 1) You want to know if your friend finished a math worksheet. What would you say to your friend?
- 2) You want to know if the library has a book about horses. What would you say to the librarian?

2nd Grade- Speaking



Look at the pictures.

Say: I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

Say: **Margie and her dad wanted to build a birdhouse. They went out to the garage to gather a pile of boards and some tools.**

Point to the second picture.

Say: **Margie held the boards while her father hammered the boards together using nails.**

Point to the third picture.

Say: **After the birdhouse was built, Margie and her father used brushes to paint and decorate it.**

Point to the fourth picture.

Say: **As soon as they hung the birdhouse in the tree, the birds came to see it. Now use all the pictures to tell the story back to me.**

2nd Grade- Speaking



Say: I am going to tell you about **forces**. Listen carefully. You will only hear the information once. When I am finished, you will tell me about forces.

Pushing and pulling are forces. Forces make something or someone move. We use forces every day.

Point to the first picture.

Say: **A push moves something away from you. Kicking a ball and rolling a toy car down a ramp are examples of pushing forces.**

Point to the second picture.

Say: **A pull moves something toward you. Zipping up a zipper or opening a drawer are examples of pulling forces. Now it is your turn. Tell me about forces. Use the pictures to help you.**

2nd Grade- Reading

Say: Now you are going to read a text on your own. After, I will ask you some questions about what you read.

Sea stars, or starfish, live in the ocean. They are not fish because they do not use gills for breathing. Also, sea stars cannot swim like fish do.

Sea stars have many feet. They move along the bottom of the ocean. Sea stars can move very quickly.

Most sea stars have five arms. Some have more. If a sea star loses an arm, it can grow another one.

Sea stars also have many eyes. They have one eye on the end of each arm. If a sea star has five arms, it has five eyes. If it has more arms, it has more eyes!

What is the text about?

A a type of fish

B a type of sea animal

C a type of sea plant

2nd Grade- Reading

Look at the picture. Choose the sentence that matches the picture.



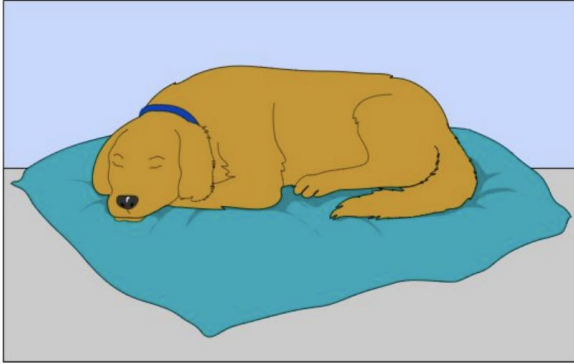
He is talking on the phone.

He is writing a note.

He is reading a book.

2nd Grade- Reading

Look at the picture. Choose the sentence that matches the picture.



The boy is feeding the dog.

The pillow is in the basket.

The dog is sleeping.

2nd Grade- Reading

Look at the picture. Choose the sentence that matches the picture.



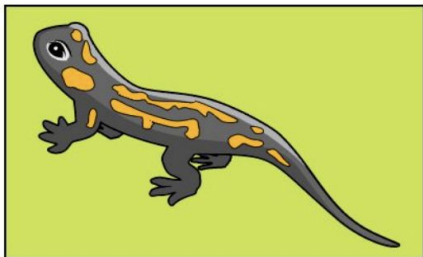
The boy found a box.

The girl gives him a gift.

He is opening the box.

2nd Grade- Reading

Read the text, then answer the questions.



Salamanders live much of their lives in wet soil or in water, but they are not fish. Salamanders are amphibians. Most salamanders and other amphibians live in water and on land.

Many salamanders look like a mix between a frog and a lizard. They have thin bodies, smooth skin, and long tails. They have short legs. Most salamanders have four legs, however some have only two legs.

Salamanders are special animals because they can regrow some body parts if they lose one. For example, if a salamander loses a toe, it will grow a new toe in its place. Salamanders are interesting animals.

Where do most salamanders live?

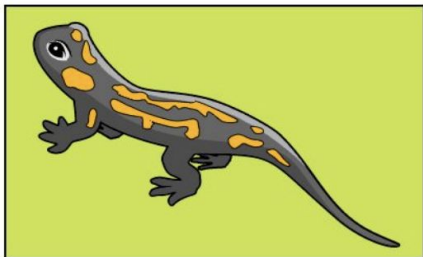
only on land

only in water

both on land and in water

2nd Grade- Reading

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What do all salamander bodies have?

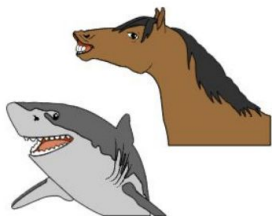
four legs

short tails

smooth skin

2nd Grade- Reading

Read the text, then answer the questions.



Not all animals have the same kind of teeth. The shape of an animal's teeth depends on what it eats.

Animals that eat meat have sharp teeth. Sharp teeth help cut meat. For example, sharks have very sharp teeth. They also grow more teeth than any other animal. Every week, sharks lose teeth and grow new ones.

Animals that eat plants have wide, flat teeth. These teeth help animals chew food. Horses, cows, camels and giraffes all use their flat teeth to eat grass and plants.

People have both kinds of teeth, because we can eat meat and vegetables!

What is the text about?

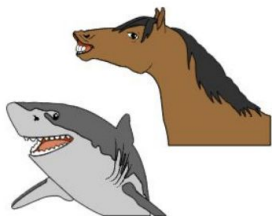
different types of teeth

foods that most animals eat

how to clean an animal's teeth

2nd Grade- Reading

Read the text, then answer the questions.



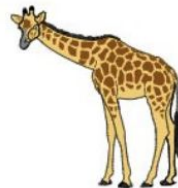
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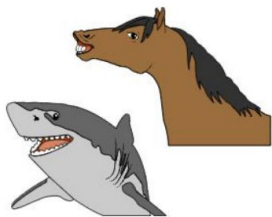
People have both kinds of teeth, because we can eat meat and vegetables!

Which animal grows new teeth each week?



2nd Grade- Reading

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People have both kinds of teeth, because we can eat meat and vegetables!

What do animals with big, flat teeth eat?

fish

plants

bugs

2nd Grade- Reading

Brenda came home from school one day. "Guess what?" said her dad, "we're going to visit Nana!" Nana lived very far away.

"Are we flying on an airplane?" asked Brenda.

"No. We are driving," said Dad. "We'll leave early tomorrow morning."

Brenda wanted to bring a special gift for Nana. After she packed her clothes for the trip, she began working on the gift. She made a necklace with Nana's favorite colored beads.

The next morning, Dad loaded the car with all of the suitcases and bags.

"Brenda, let's count red cars!" said Mom. Brenda and Mom counted 100 red cars.

"I think it's time for a break. I need to stretch my legs." Dad stopped the car in a beautiful town. Just then, Brenda realized she forgot the necklace.

"Mom!" cried Brenda, "I forgot Nana's gift!"

"Don't worry, we can buy her a gift in this town's gift shop," said dad. They found the gift shop. Brenda looked around, but did not see anything that looked perfect for Nana.

"I have an idea, Brenda," Mom said. "We can send her the necklace in the mail after we return home. It'll be an extra special surprise for her!"

Brenda felt better with that idea. They continued to drive for a long time and Brenda fell asleep.

"Brenda, Brenda," said a soft voice. Brenda opened her eyes. "Nana!"

How did Brenda and her family travel to Nana's house?



2nd Grade- Reading

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"Mom!" cried Brenda, "I forgot Nana's gift!"

"Don't worry, we can buy her a gift in this town's gift shop," said dad. They found the gift shop. Brenda looked around, but did not see anything that looked perfect for Nana.

"I have an idea, Brenda," Mom said. "We can send her the necklace in the mail after we return home. It'll be an extra special surprise for her!"

Brenda felt better with that idea. They continued to drive for a long time and Brenda fell asleep.

"Brenda, Brenda," said a soft voice. Brenda opened her eyes. "Nana!"

What special gift did Brenda make for Nana?

a painting

a necklace

a picture frame

2nd Grade- Reading

Brenda came home from school one day. "Guess what?" said her dad, "we're going to visit Nana!" Nana lived very far away.

"Are we flying on an airplane?" asked Brenda.

"No. We are driving," said Dad. "We'll leave early tomorrow morning."

Brenda wanted to bring a special gift for Nana. After she packed her clothes for the trip, she began working on the gift. She made a necklace with Nana's favorite colored beads.

The next morning, Dad loaded the car with all of the suitcases and bags.

"Brenda, let's count red cars!" said Mom. Brenda and Mom counted 100 red cars.

"I think it's time for a break. I need to stretch my legs." Dad stopped the car in a beautiful town. Just then, Brenda realized she forgot the necklace.

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"Brenda, Brenda," said a soft voice. Brenda opened her eyes. "Nana!"

Why was Brenda upset?

She missed Nana.

She lost her favorite book.

She forgot something.

2nd Grade- Reading

Read the story, then answer the questions.



Tomás is at home finishing a science project. He needs to find some sticks to glue to his poster. Tomás asks his dad and his sister Sara if they want to go outside and look for sticks with him.

"Yes! That sounds fun!" says Sara.

First, they look in the front yard for sticks.

"I don't see any sticks," Sara says. She looks around. "Well, there aren't any trees right here!" Sara adds.

Tomás looks up. "Look!" Tomás points to a very big tree in the park at the end of their street.

"Good find!" Dad says.

The family walks to the park. *Crunch!* Tomás looks down at his feet. He stepped on some sticks. "There are a lot of sticks here!" he says happily.

What is Tomás doing?

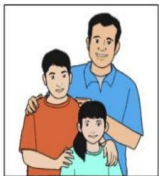
working on a project

climbing a tree

cleaning his room

2nd Grade- Reading

Read the story, then answer the questions.



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What does Tomás need?



2nd Grade- Reading

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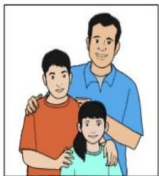
The family walks to the park. *Crunch!* Tomás looks down at his feet. He stepped on some sticks. "There are a lot of sticks here!" he says happily.

Where does the family go?

- ☐ to a store
- ☐ to a park
- ☐ to a museum

2nd Grade- Reading

Read the story, then answer the questions.



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Why is Tomás happy at the end of the story?

He finds what he is looking for.

He likes playing with his sister.

His dad is taking him to school.

2nd Grade- Reading

Read the text, then answer the questions.

Many people visit national parks every year. National parks protect natural places, historic places, and places where special plants and animals live. When people visit, they have to take care of the park. They must leave it as they found it. That means they cannot take anything from the land, like leaves or rocks.

Visitors can hike in national parks. They can hike to see waterfalls, mountains, and rivers. Yosemite National Park in California has many waterfalls. The tallest one is called Yosemite Falls. Some people say that the best season to see this waterfall is in spring. That is when the snow from the winter has melted.

When people visit National Parks, they see many kinds of trees. One interesting tree is in Redwood National Park, in northern California. This park contains the world's tallest tree. It is named Hyperion. It is almost 370 feet tall!

What are national parks?

They are places to buy plants and trees.

They are playgrounds for children.

They are protected areas.

2nd Grade- Reading

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When is a good time to visit Yosemite Falls?

in the fall

in the winter

in the spring

2nd Grade- Reading

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What does the text say about Hyperion?

It is the world's tallest tree.

It is the oldest tree in California.

Many animals live in the tree.

2nd Grade- Reading

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2nd Grade- Reading

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People from all over the world visit the Statue of Liberty in the United States. The Statue of Liberty is a famous statue that represents freedom and friendship. A poem is on the pedestal at the bottom of the statue. Visitors come and read the poem. The poem welcomes immigrants to the United States. Immigrants are people who move to a new country.

Emma Lazarus was the woman who wrote this famous poem a long time ago. Many of Emma's neighbors were immigrants. She was asked to write the poem to help raise money to build the pedestal for the Statue of Liberty to stand on. Later, the poem was printed and put on a plaque inside the pedestal. Visitors can still read her poem today.

What is the Statue of Liberty a symbol of?

travel

nature

freedom

2nd Grade- Reading

Read the text, then answer the questions.



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What can visitors at the Statue of Liberty see on the plaque?

a photograph

a painting

a poem

2nd Grade- Reading

Read the text, then answer the questions.



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Who was Emma Lazarus?

a writer

a builder

a banker

2nd Grade- Writing

Say: Look at the picture. Write about what is happening in the picture.



2nd Grade- Writing

Say: Question 1. We are going to write a story together. The title of the story is “The Soccer Game.”

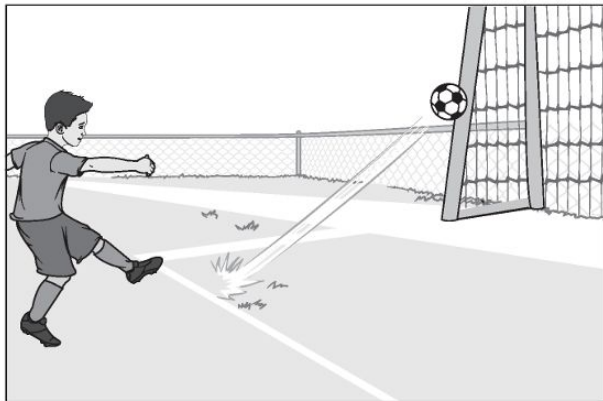
The first sentence in the story is: Joey is playing on a field.

The second sentence should say: He kicks the ball hard.

The word “hard” is missing from the story.

Write the word “hard.”

The Soccer Game



Joey is playing on a field.

1 He kicks the ball _____.

2 _____

2nd Grade- Writing

Say: **Question 2.** Now it is your turn to write the end of the story. How should the story end? Write your sentence.

The Soccer Game



Joey is playing on a field.

1 He kicks the ball _____.

2 _____

2nd Grade- Writing

Say: Question 3. Now I am going to tell you some information about water. Listen carefully. Then we will write about what we have learned.

Water comes in many forms. It can be a liquid, a solid, or a gas. We can drink liquid water. We can swim in the liquid water found in pools, lakes, and oceans. A solid form of water is ice. When water gets very, very cold, it freezes and becomes ice. When water gets very, very hot, it boils and becomes a gas, or vapor. Water vapor is usually invisible.

Let's write about what we learned. The first sentence is: Water comes in three forms.

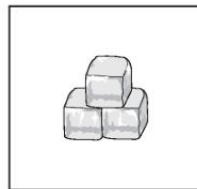
I have a sentence to add. I will say the sentence, and you will write the sentence.

It can be a liquid, a solid, or a gas.

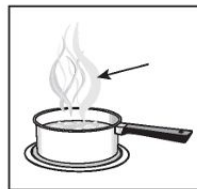
Let's read what we have written so far. Water comes in three forms. It can be a liquid, a solid, or a gas.



Liquid



Solid



Gas

Water comes in three forms.

3 _____

_____.

4 _____

_____.

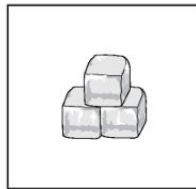
2nd Grade- Writing

Say: Question 4. Now it is your turn to add a sentence. Write your sentence.

You can use the words and the pictures to help you write your sentence.



Liquid



Solid



Gas

Water comes in three forms.

3 _____

4 _____

2nd Grade- Writing

Say: **Question 5. Write about what is happening in the picture.**

Write about what is happening in the picture.



5

2nd Grade- Writing

Say: Question 6. You are going to write a paragraph in English about your personal experience.

- Your paragraph should include at least three complete sentences.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

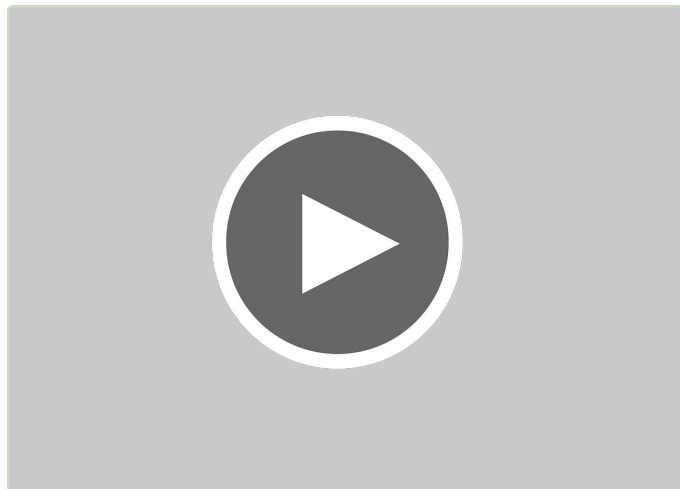
Write about a time when you played with a friend. Who did you play with? What did you do? Where were you?

Write about a time when you played with a friend. Who did you play with? What did you do? Where were you?

6

3rd-5th Listening

Listen to a conversation between a boy and a girl.



What is the girl talking about?

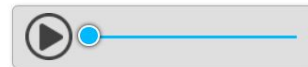
playing a computer game

doing a math worksheet

helping the girl

3rd-5th Listening

Listen to a conversation between a girl and a boy.



What is the boy doing this week?

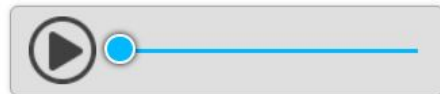
reading poems

giving the girl a book

going to the library

3rd-5th Listening

Listen to a conversation between a girl and a boy.



Where did the boy go yesterday?

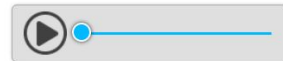
to the school

to the park

to the library

3rd-5th Listening

Listen to a conversation between a girl and a boy after school.

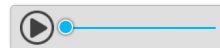


What are the boy and girl talking about?

a computer game they like to play

their friend who is in the computer club

joining the computer club



Why does the girl think the boy will like the computer club?

He is very good at working on computers.

The club is going on a trip.

His friends are in the club.



What are the members of the computer club working on now?

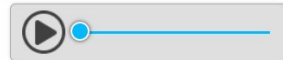
playing computer games against each other

making a computer game

fixing computers all over the school

3rd-5th Listening

Listen to a story.



What is Imani doing at the beginning of the story?

talking on the phone to a friend

writing a story

watching television

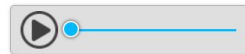


What does Imani want to find out?

where the jewels were hidden in the museum

why the jewels were in the museum

who took the jewels from the museum



What does Imani do at the end of the story?

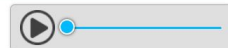
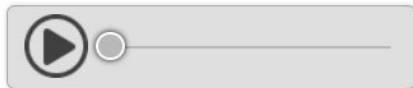
She writes a list of questions about the show.

She writes her own ideas about what happens next.

She writes a letter to Laura about the show.

3rd-5th Listening

Listen to a story.

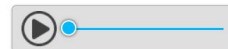


Who rides the carousel with Clara?

her brother

her mother

her friend

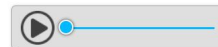


How does Clara feel about roller coasters?

She thinks they are scary.

She thinks they are too slow.

She thinks they are fun.



How does Andre feel at the end of the story?

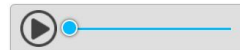
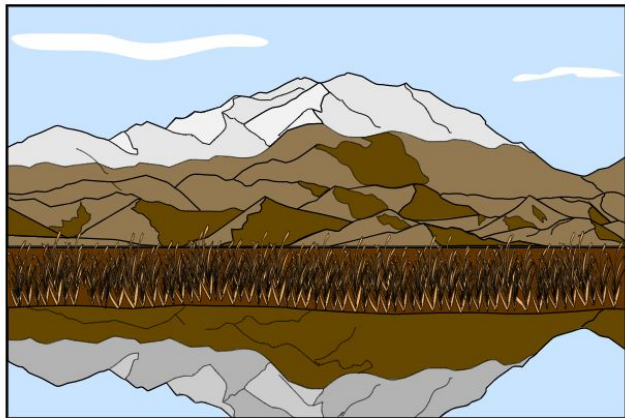
He is too tired to go on the roller coaster again.

He does not like the roller coaster.

He is not scared of the roller coaster any more.

3rd-5th Listening

Listen to a teacher talking to his students about an interesting place.

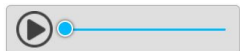


What is the teacher mainly talking about?

different national parks in the United States

a large national park in Alaska

animal habitats found only in Alaska

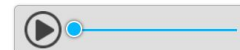


What does the teacher say about the mountain called Denali?

It is usually closed to tourists.

It is near several large cities.

It was once known as Mount McKinley.



What does the teacher say is a challenge for employees at Denali National Park?

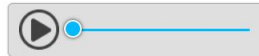
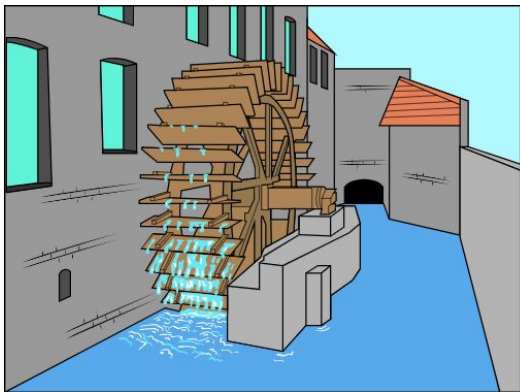
balancing the needs of visitors and protecting the park

keeping hikers and skiers outside of the park

shoveling snow from the park's roads

3rd-5th Listening

Listen to a teacher talking to his students about watermills.

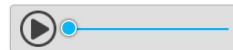


What is the main point of the presentation?

to explain the role of watermills throughout history

to describe what a watermill looks like

to discuss the future of watermills around the world



Why does the teacher talk about the ancient world?

to introduce the idea of water turbines

to describe early uses for watermills

to explain why watermills have wheels



Why were sawmills important?

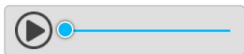
They created power by cutting wood.

They crushed grain and rice into flour.

They improved the process of cutting wood and stones.

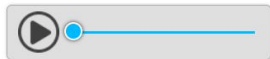
3rd-5th Listening

Listen to a teacher talking to her students about elephants.



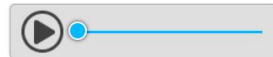
What is the main idea of the talk?

- ☐ Ⓐ Common objects can be used as tools.
- ☐ Ⓑ Elephants show their intelligence by using tools.
- ☐ Ⓒ Different animals use tools to solve difficult problems.



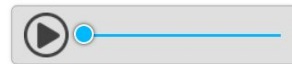
Why does the teacher mention a fork and knife?

- ☐ Ⓐ to compare the way humans and elephants eat
- ☐ Ⓑ to point out that only smart animals can use tools
- ☐ Ⓒ to give examples of common tools that people use



What tool did Kandula use to reach the fruit?

- ☐ Ⓐ a large block
- ☐ Ⓑ a long stick
- ☐ Ⓒ some tree bark



What does the teacher suggest about Kandula when she says, "And Kandula wasn't just lucky that one time. He remembered how to use the block ... and he moved it again and again to reach more fruit"?

- ☐ Ⓐ He was lucky that there was fruit on the tree.
- ☐ Ⓑ He had learned how to use a tool to reach the fruit.
- ☐ Ⓒ He did not forget where the fruit trees were located.

3rd-5th- Speaking



Say: Look at the picture. I am going to ask you some questions about it.

A boy is going to make his own paper animal. He wants to make an animal that lives under water.

What types of animals live under water?

What is on the table?

What are the students learning?

How do you know?

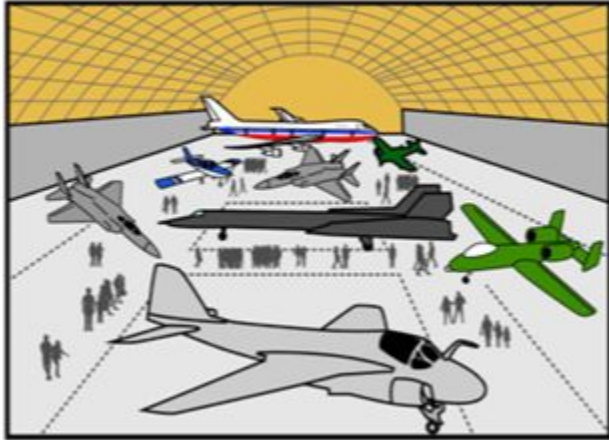
Describe what is on the walls in the classroom.

3rd-5th- Speaking

Say: Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to.

- 1) You want to know if your friend finished a math worksheet. What would you say to your friend?
- 2) You missed what your teacher said about something special that will happen during the school day. You want to know what will happen. What would you say to your teacher?
- 3) Your class is creating projects for a science fair. You want your friend to help you decide between making a bottle rocket or building a solar oven. What could you say to your friend?
- 4) You want to ask your friend to join you at a table. What would you say to your friend?

3rd-5th- Speaking



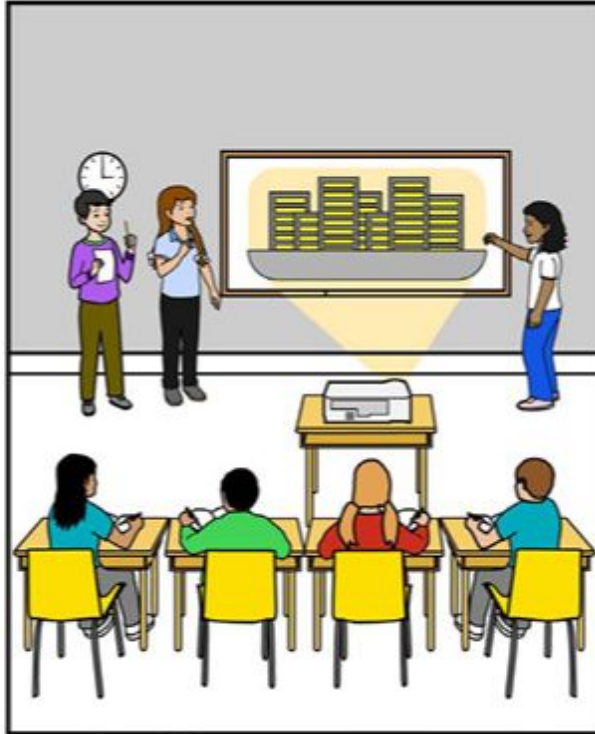
Say: Now, I am going to ask you for your opinion.

Your class is planning a field trip. Your teacher is deciding between visiting the air and space museum or a fire station.

Which one do you think would be a better option for your class?

Explain your choice by giving relevant reasons to support your opinion.

3rd-5th- Speaking



Say: Now, I am going to ask you for your opinion.

Your class is learning about the history of your city.

Each student group will research an important event in your city's history.

Would it be better for your group to present the research on your city as a written report or as a spoken presentation?

Explain your choice by giving relevant reasons to support your opinion.

3rd-5th- Speaking

Say: Look at the pictures.

I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

Marco's grandparents took him to see a music show. Marco had so much fun that he wanted to make music too.

Point to the second picture.

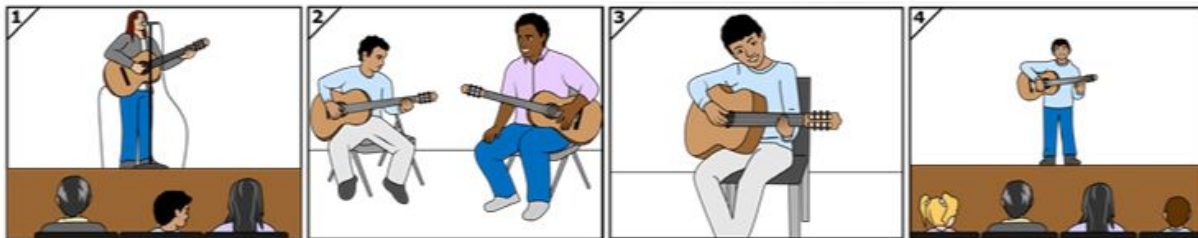
Marco told his grandparents that he wanted to learn how to play the guitar. They found a guitar teacher and Marco started guitar lessons once a week.

Point to the third picture.

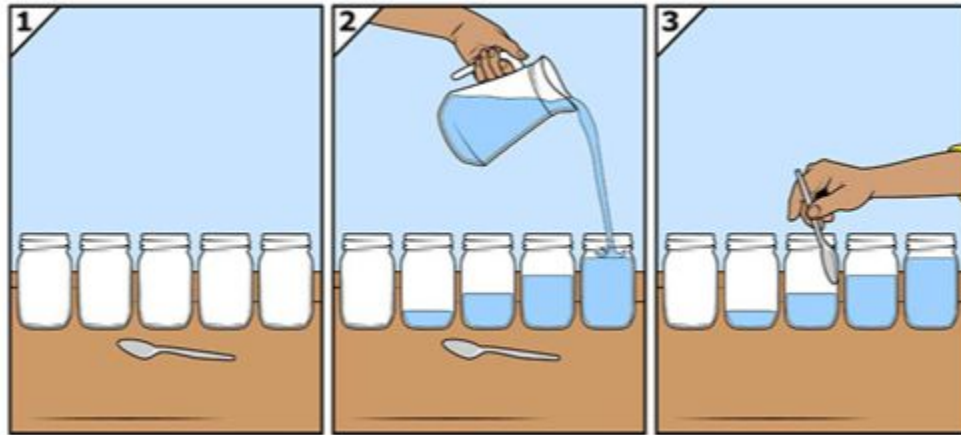
Marco practiced his guitar every day. He dreamed that one day he could have a show of his own.

Point to the fourth picture.

Marco worked so hard that one year later, he had a show of his own for his family and friends. Now use all the pictures to tell the story back to me.



3rd-5th- Speaking



Click on the image above to listen to the presentation.

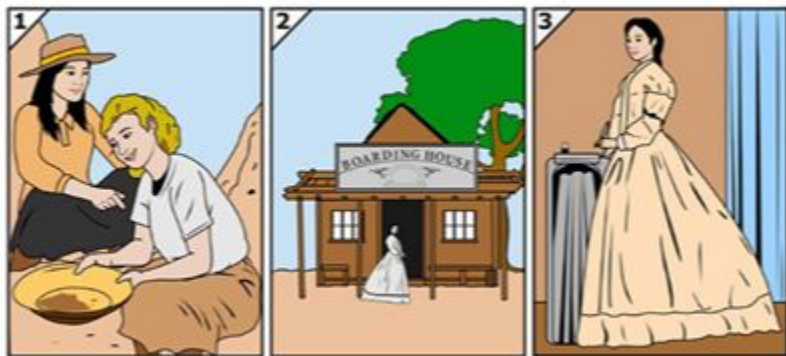
Say: In this part of the test, you will listen to a presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

You are going to listen to some information about sound waves. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.

When the presentation ends, you will summarize the information you heard. You will

- explain how sound waves work,
- include all the steps in the demonstration, and
- use relevant details and clear language.

3rd-5th- Speaking



Click on the image above to listen to the presentation.

Say: In this part of the test, you will listen to a presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

You are going to listen to some information about the gold rush. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.

When the presentation ends, you will summarize the information you heard. You will

- explain the role of women during the gold rush,
- include the examples from the presentation, and
- use relevant details and clear language.

3rd-5th Speaking



Say: In this part of the test, you will answer some questions about a picture.

- 1) What is the teacher doing?
- 2) What is on the desks?
- 3) Describe what the students are doing?
- 4) What kind of class is this?
 - a) How do you know?
- 5) Tell me something else about the picture.
- 6) Describe the room.

3rd-5th Speaking



Say: In this part of the test, you will answer some questions about a picture.

- 1) What are the students doing?
- 2) What is in the playground?
- 3) Who are these kids?
 - a) How do you know?
- 4) Tell me something else about the picture.

3rd-5th Speaking



Say: In this part of the test, you will answer some questions about a picture.

- 1) What are the people doing?
- 2) Where are they?
 - a) How do you know?
- 3) Tell me something else about the picture.
- 4) Describe the street.

- 1) What are the people doing?
- 2) Where are they?
 - a) How do you know?
- 3) Tell me something else about the picture.
- 4) Describe the place.

- 1) What are the people doing?
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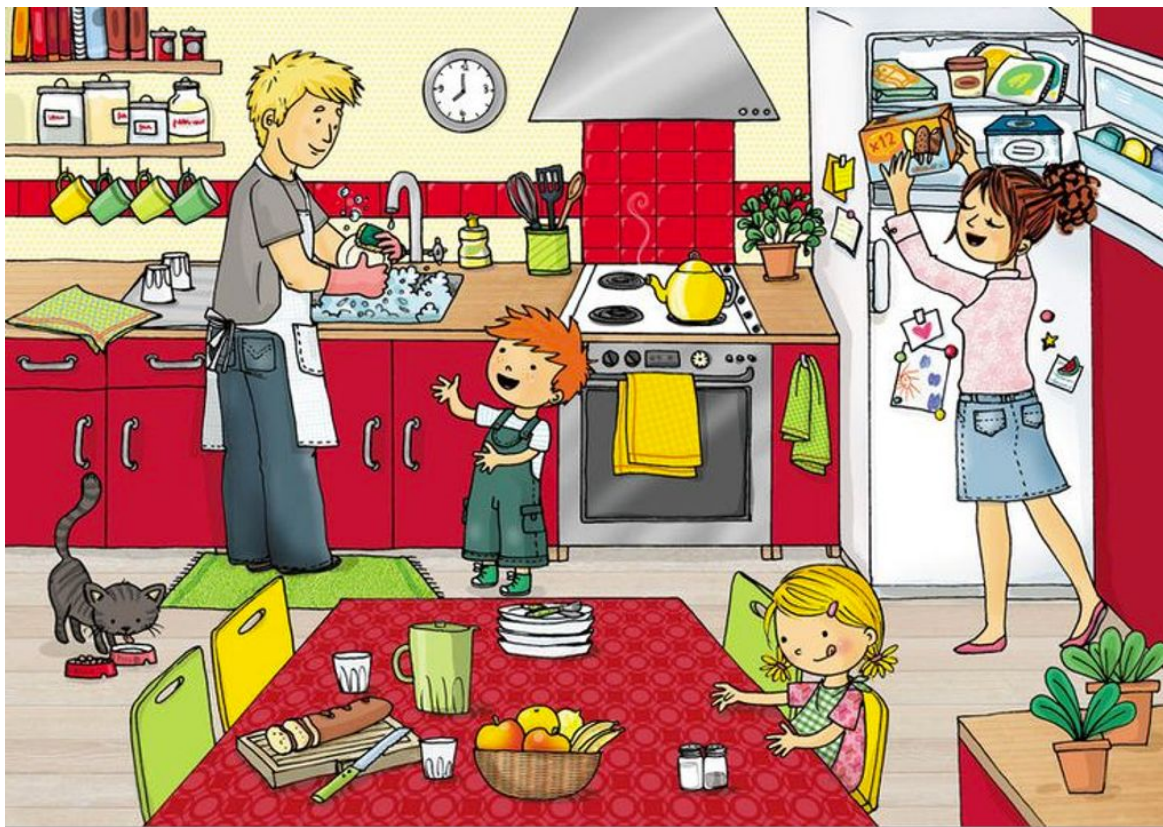
3rd-5th Speaking



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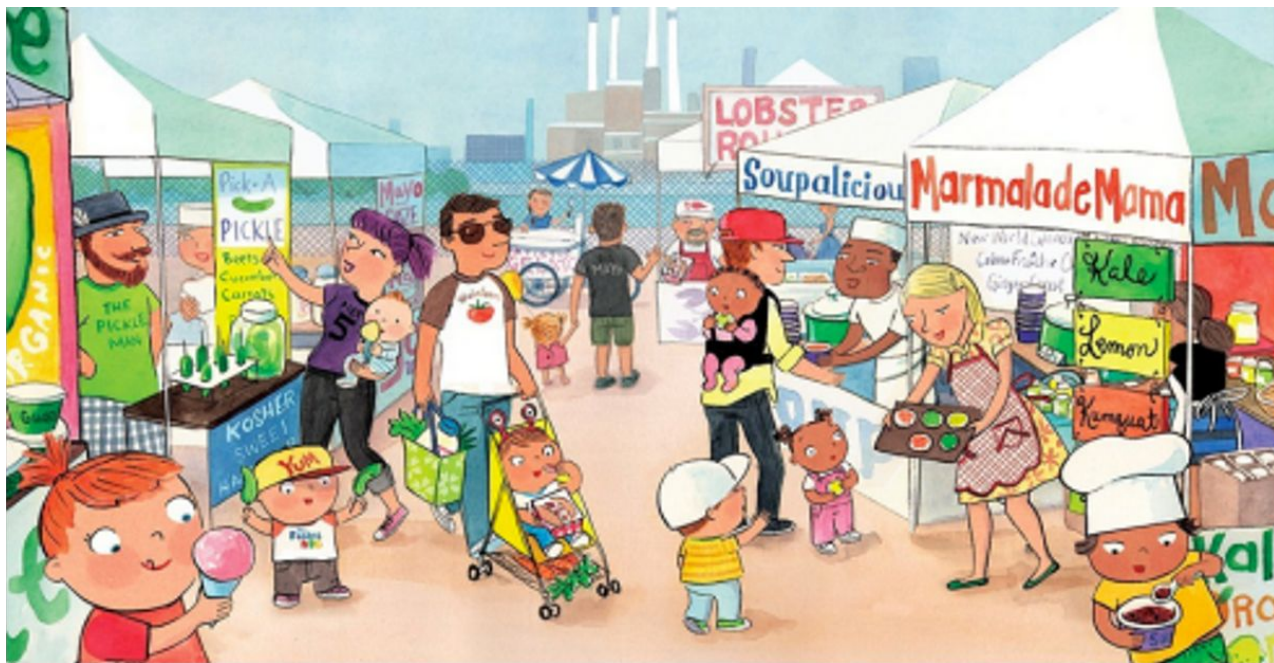
3rd-5th Speaking



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- 1) What are the people doing?
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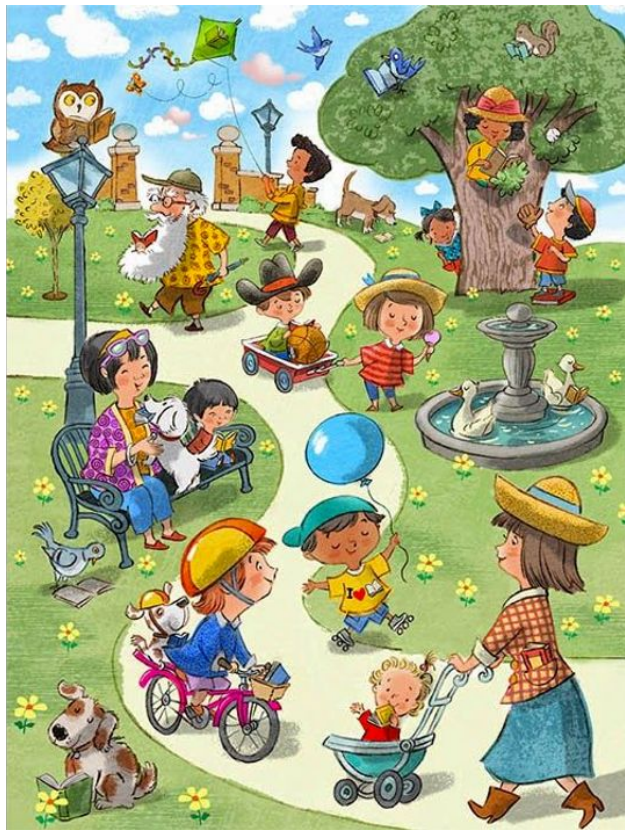
3rd-5th Speaking



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3rd-5th Speaking



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3rd-5th Speaking

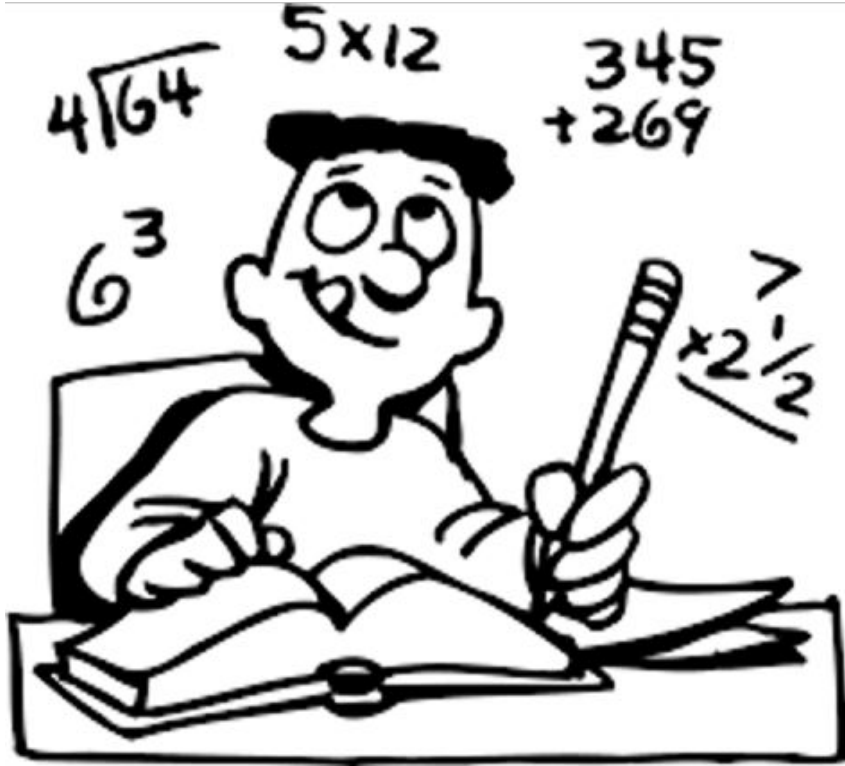


Say: I am going to tell you about a situation that could happen to you. Then, tell me what you would say.

You want to know if the library has a book about horses.

What would you say to the librarian?

3rd-5th Speaking



Say: I am going to tell you about a situation that could happen to you. Then, tell me what you would say.

You need help with your math homework.

What would you say to your teacher?

3rd-5th Speaking



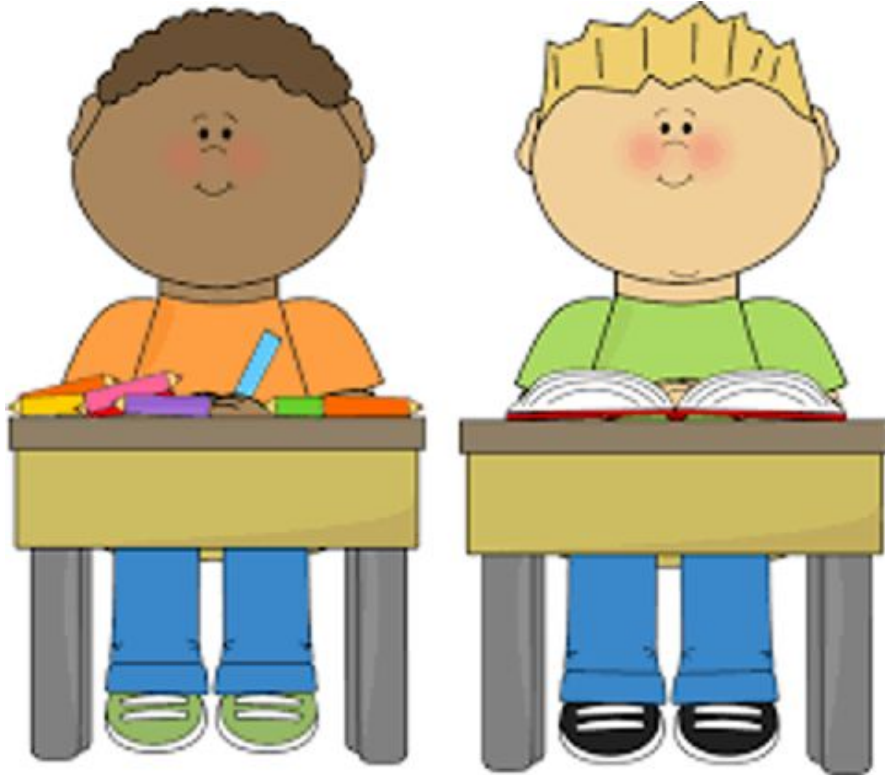
Say: I am going to tell you about a situation that could happen to you. Then, tell me what you would say.

You bought a remote control car at Target, but it doesn't work. You take it back.

What would you say to the Target worker?



3rd-5th Speaking



Say: I am going to tell you about a situation that could happen to you. Then, tell me what you would say.

There is a new kid at school. What would you say to make him feel welcome?

3rd-5th Speaking



Say: I am going to tell you about a situation that could happen to you. Then, tell me what you would say.

You are going to have a birthday party and want to invite the classmate who sits next to you.

What would you say to them?

3rd-5th Speaking



Say: I am going to tell you about a situation that could happen to you. Then, tell me what you would say.

You accidentally make a classmate fall.

What would you say to them?

3rd-5th Speaking



Say: I am going to tell you about a situation that could happen to you. Then, tell me what you would say.

You need to tell your teacher why you did not do your homework.

What do you say to them?

3rd-5th Speaking



Say: I am going to ask for your opinion. Your class is learning about volcanoes. Your class will be making volcano models.

- 1) Would it be better to work on the project as part of a group or by yourself? Explain your choice by giving relevant reasons to support your opinion.

3rd-5th Speaking



Say: I am going to ask for your opinion. Right after school you can play, or you can do your homework. Would it be better to do your homework first or to play first? Explain your choice by giving relevant reasons to support your opinion.

3rd-5th Speaking



Say: I am going to ask for your opinion. You want to give your mom a Mother's Day present. Would it be better to give her some practical like a blender, or give her some luxurious like perfume? Explain your choice by giving relevant reasons to support your opinion.

3rd-5th Speaking



Say: I am going to tell you a story about the pictures. Listen carefully, You will hear the story only once. When I am finished, you will use the pictures to tell the story back to your desk partner.

Jill wakes up on a Thursday morning at 7am. She gets out of bed and gets dressed. Then she goes and eats a lovely breakfast and drinks a glass of milk. After she is finished eating, she goes and brushes her teeth. Next, she put on her shoes and ties her shoelaces. Now she is ready to go to school.

3rd-5th Speaking



Say: I am going to tell you a story about the pictures. Listen carefully, You will hear the story only once. When I am finished, you will use the pictures to tell the story back to your desk partner.

Marcos went outside of his apartment to play with his dog Spot. Spot ran into a mud puddle and got very dirty. Marcos decided that Spot needed to have a bath. So Marcos got a big blue portable bathtub and filled it with soapy water. Spot jumped right into the big blue bathtub. Then Marcos washed his dog making sure that he got all of the mud off of Spot. Lastly, when Spot was all cleaned, Marcos pet him on his back.

3rd-5th Speaking



Say: I am going to tell you a story about the pictures. Listen carefully, You will hear the story only once. When I am finished, you will use the pictures to tell the story back to your desk partner.

Maria was learning how to brush her teeth properly. First Maria needed to get her toothbrush. After she got her toothbrush, she turned on the water faucet. She placed her toothbrush under the running water. Next, she grabbed the toothpaste and took the cap off of it. Afterwards, she squeezed some minty toothpaste onto her toothbrush. Lastly, Maria brushed her teeth.

3rd-5th Speaking



Say: I am going to tell you a story about the pictures. Listen carefully, You will hear the story only once. When I am finished, you will use the pictures to tell the story back to your desk partner.

Lucy was excited for her class field trip to a dairy farm the next day. Her class went to the dairy farm where they saw a farmer milking a cow. After the farmer milked her cows, she sent the loaded up the back of a red truck with 5 milk jugs. Now, Edgar drove the truck into town to drop of all of the milk jugs to the factory. After the milk is sent to the milk factory and processed it is then sent to grocery stores. Next, Lucy and her class went to visit their local grocery store. That night, before bed, Lucy enjoyed a cold glass of milk that came from the cows at the dairy farm.

3rd-5th Speaking



Say: I am going to tell you a story about the pictures. Listen carefully, You will hear the story only once. When I am finished, you will use the pictures to tell the story back to your desk partner.

Daniel got very dirty playing outside. He needed to take a bath and wash all of the mud off of himself. He filled up the bathtub and added some bubbles to it. Then he got a toy, a yellow rubber duck and placed that toy inside of the bathtub. Next, he sang one of his favorite songs while washing. After he was finished, he unplugged the bathtub so that all of the dirty water could drain away. Afterwards he dried himself off.

3rd-5th Speaking



Say: I am going to tell you a story about the pictures. Listen carefully, You will hear the story only once. When I am finished, you will use the pictures to tell the story back to your desk partner.

Edith wanted to make a wooden chair. But Edith did not have any wood to construct the chair. So, Edith drove her blue pickup truck to her tree farm where she cut down the perfect tree. She chopped down the pine tree and loaded it up into the back of her truck. She then drove to her sawmill where she placed the freshly chopped pine tree into a special machine that would cut the tree trunk into smaller pieces. Now that she has the perfect size pieces of wood to build her wooden chair. Edith used various tools such as a hand saw and a tape measure to make her chair. The following day, Edith was able to complete constructing her new chair. She tried sitting in the chair that she built. She had a big smile on her face when she realized that she had built the perfect chair.

3rd-5th Grade- Reading

Look at the picture. Choose the sentence that matches the picture.



The dog is ripping apart the couch.

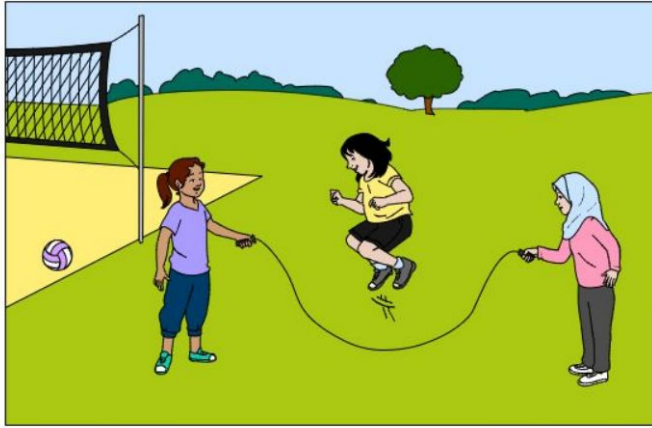
The box is ready to be taken to the post office.

The boy is surprised by the mess on the floor.

The boy is searching for something inside the box.

3rd-5th Grade- Reading

Look at the picture. Choose the sentence that matches the picture.



The girls are lying down on the grass.

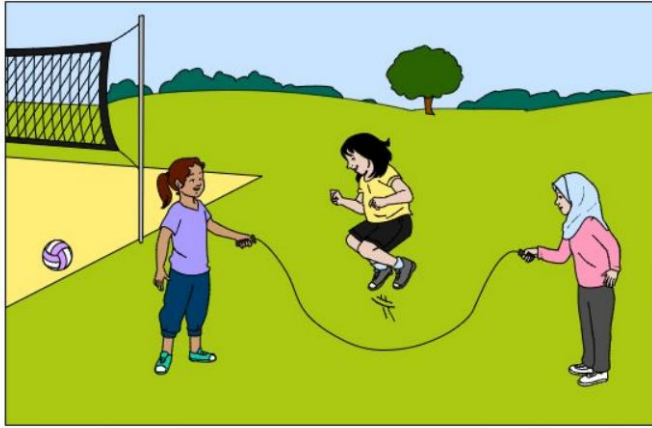
The girls are playing volleyball.

The girls are climbing a tree.

The girls are jumping rope.

3rd-5th Grade- Reading

Look at the picture. Choose the sentence that matches the picture.



The girls are lying down on the grass.

The girls are playing volleyball.

The girls are climbing a tree.

The girls are jumping rope.

3rd-5th Grade- Reading

Read the text, then answer the questions.

Cheetahs

The wild cat called the cheetah has been called the fastest land mammal on the planet. A typical cheetah can get its speed up to 60 miles an hour in just three seconds. Cheetahs are able to run so fast because of their bodies. Cheetahs have a long tail that helps them keep their balance and change direction quickly. They also have big eyes that help them see more and react to sudden changes when they are running. They have big pads on the bottoms of their feet along with special claws that grip the ground. These pads and claws stop cheetahs from slipping when they run at high speeds.

What is the main topic of the text?

how to identify a cheetah

what kinds of food cheetahs eat

why cheetahs can run so fast

why some animals have big eyes

3rd-5th Grade- Reading

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Read this sentence from the text.

A typical cheetah can get its speed up to 60 miles an hour in just three seconds.

What does the word typical most likely mean in the sentence?

large

young

strong

normal

3rd-5th Grade- Reading

Read the text, then answer the questions.

Cheetahs

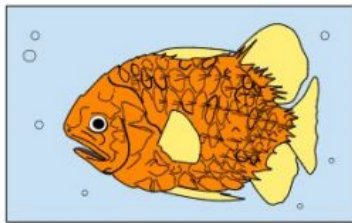
The wild cat called the cheetah has been called the fastest land mammal on the planet. A typical cheetah can get its speed up to 60 miles an hour in just three seconds. Cheetahs are able to run so fast because of their bodies. Cheetahs have a long tail that helps them keep their balance and change direction quickly. They also have big eyes that help them see more and react to sudden changes when they are running. They have big pads on the bottoms of their feet along with special claws that grip the ground. These pads and claws stop cheetahs from slipping when they run at high speeds.

According to the text, what does a cheetah's tail help the cheetah do?

- defend itself
- move quietly
- stay balanced
- keep warm

3rd-5th Grade- Reading

Read the text, then answer the questions.



In the waters of the Indian and Pacific Oceans lives the pinecone fish. This is a funny name for a fish. It gets its name because of how it looks. The body of this small fish is round in shape. Spiny scales stick out from its body. It looks a lot like a pinecone from a pine tree! It can be found with other fish near the ocean floor, where it is dark. Bacteria live on its face and light up. This helps the fish see more clearly. It is like having an underwater flashlight!

Where does the pinecone fish get its name from?

its size

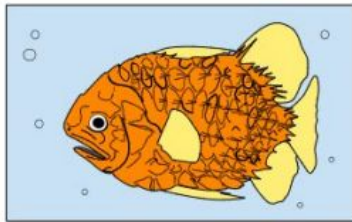
its eyes

its diet

its appearance

3rd-5th Grade- Reading

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In the waters of the Indian and Pacific Oceans lives the pinecone fish. This is a funny name for a fish. It gets its name because of how it looks. The body of this small fish is round in shape. Spiny scales stick out from its body. It looks a lot like a pinecone from a pine tree! It can be found with other fish near the ocean floor, where it is dark. Bacteria live on its face and light up. This helps the fish see more clearly. It is like having an underwater flashlight!

Read this sentence from the text.

Spiny scales stick out from its body.

What does spiny MOST LIKELY mean in the sentence?

dark

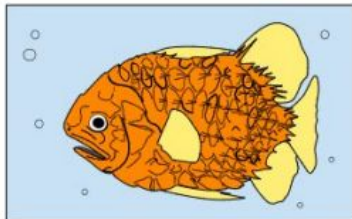
sharp

difficult

strange

3rd-5th Grade- Reading

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In the waters of the Indian and Pacific Oceans lives the pinecone fish. This is a funny name for a fish. It gets its name because of how it looks. The body of this small fish is round in shape. Spiny scales stick out from its body. It looks a lot like a pinecone from a pine tree! It can be found with other fish near the ocean floor, where it is dark. Bacteria live on its face and light up. This helps the fish see more clearly. It is like having an underwater flashlight!

Why does the author write “It is like having an underwater flashlight”?

- to explain how the bacteria help the fish
- to describe the fish’s living environment
- to explain what the bacteria look like
- to describe the fish’s special skin

3rd-5th Grade- Reading

A student has written an essay. The essay may include errors. Read the essay, then answer the questions.

School on Saturdays

- 1 In my opinion, all American elementary school children should have school on Saturdays. By the time students are 18 years old, they will have spent only 9 percent of their time in school. However, they spend 31 percent of their time each day on entertainment media. This includes things like watching TV and playing video games.
- 2 American students spend a lot less time in school than students in Europe and Asia. In Germany, students went to Saturday schools until the 1990s. Most German children now go to school only 5 days a week, but they spend their time in school focused only on academics. All other activities are done outside of the school day. The same is true in Japan. All of their extracurricular activities are done after school, and most students are no leaving school until 5:00 p.m. It should not be surprising that students in Germany and Japan score better in math and language arts than American students do.
- 3 If American students were to go to school on Saturdays, they could continue to participate in non-academic activities during the week. Like, they could still have time to play at recess and take art and music classes every day. Going to school on Saturdays would provide extra time each week for students to do more academic work, like math and language arts. Then maybe their scores would go up.
- 4 Finally, students could do their Saturday schooling online. The cost would be lower because the school building would not have to be opened. Also, it would be more flexible for students because they could do their work when they want to, and not when the teacher tells them to.
- 5 For all of these reasons, I believe that American students should have school on Saturdays.

3rd-5th Grade- Reading

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- 5 For all of these reasons, I believe that American students should have school on Saturdays.

What does the text mainly discuss?

- why German students no longer go to school on Saturdays
- why all students should participate in extracurricular activities
- how American students would benefit from school on Saturdays
- how Japanese students participate in non-academic activities

3rd-5th Grade- Reading

Read these sentences from paragraph 2.

In Germany, students went to Saturday schools until the 1990s. Most German children now go to school only 5 days a week, but they spend their time in school focused only on academics.

What does “they” refer to in the sentence?

American students

academic subjects

Saturday schools

German children

3rd-5th Grade- Reading

What does the author suggest in paragraph 2?

American students spend a lot less time in school than students in Europe and Asia. In Germany, students went to Saturday schools until the 1990s. Most German children now go to school only 5 days a week, but they spend their time in school focused only on academics. All other activities are done outside of the school day. The same is true in Japan. All of their extracurricular activities are done after school, and most students are no leaving school until 5:00 p.m. It should not be surprising that students in Germany and Japan score better in math and language arts than American students do.

Spending more time at school will lead to better test scores.

Japanese schools are much better than schools in Germany.

Extracurricular activities are an important part of the school day.

American students are more physically fit than students in other countries.

3rd-5th Grade- Reading

Read this sentence from paragraph 2.

All of their extracurricular activities are done after school, and most students are no leaving school until 5:00 p.m.

What would best replace “are no leaving” in the sentence?

leaving no

not to leave

do not leave

have not left

3rd-5th Grade- Reading

Like have time to play at recess and take art and music classes every day.

What phrase would best replace “Like” in the sentence?

On the other hand

That way

In general

Even so

3rd-5th Grade- Reading

What is the purpose of paragraph 4?

Finally, students could do their Saturday schooling online. The cost would be lower because the school building would not have to be opened. Also, it would be more flexible for students because they could do their work when they want to, and not when the teacher tells them to.

to list several ways that schools can save money

to describe a way to make Saturday schooling more practical

to explain why online schooling is so popular

to suggest that all schooling should be done online

3rd-5th Grade- Reading

Read the story, then answer the questions.



- 1 Anaya and Dhruv's cousins were going on vacation for a week with their parents. The cousins asked Anaya and Dhruv to take care of their pets while they were gone. They had a dog, two cats, a rabbit, and a lizard.
- 2 Every day Anaya and Dhruv rode their bikes to their cousins' house down the street to take care of the pets. As soon as they got there, Anaya walked the dog to the park and back. Next, she changed the dog's water and fed it some food.
- 3 Dhruv usually found the cats staring out the window. First, he cleaned the litter box. Then he filled the cats' bowls with food. He also played with the cats. He brought a ball of yarn with him. The cats absolutely loved it!
- 4 Then Anaya checked on Oscar while Dhruv checked on the lizard. Anaya looked in the rabbit's cage to make sure he had enough food. She also made sure the cage was clean. Dhruv took care of the lizard. He made sure the lid to its tank was on tight. He also checked the heat lamp that helped the lizard feel warm.
- 5 After a week, Anaya and Dhruv's cousins returned home. They were delighted with Anaya and Dhruv because they had done an excellent job.

Where are Anaya and Dhruv's cousins?

in their house

at the park

on a trip

at the zoo

3rd-5th Grade- Reading

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Read this sentence from paragraph 1.

The cousins asked Anaya and Dhruv to take care of their pets while they were gone.

Who does the word they refer to?

☐ the pets

☐ the parents

☐ Anaya and Dhruv

☐ the cousins

3rd-5th Grade- Reading

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Upon arriving at the cousins' house, what does Anaya do?

- ☐ give food to the dog
- ☐ walk the dog
- ☐ clean the litter box
- ☐ feed the rabbit

3rd-5th Grade- Reading

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- 2 Every day Anaya and Dhruv rode their bikes to their cousins' house down the street to take care of the pets. As soon as they got there, Anaya walked the dog to the park and back. Next, she changed the dog's water and fed it some food.
- 3 Dhruv usually found the cats staring out the window. First, he cleaned the litter box. Then he filled the cats' bowls with food. He also played with the cats. He brought a ball of yarn with him. The cats absolutely loved it!
- 4 Then Anaya checked on Oscar while Dhruv checked on the lizard. Anaya looked in the rabbit's cage to make sure he had enough food. She also made sure the cage was clean. Dhruv took care of the lizard. He made sure the lid to its tank was on tight. He also checked the heat lamp that helped the lizard feel warm.
- 5 After a week, Anaya and Dhruv's cousins returned home. They were delighted with Anaya and Dhruv because they had done an excellent job.

Read these sentences from paragraph 3.

Dhruv usually found the cats staring out the window. First, he cleaned the litter box. Then he filled the cats' bowls with food. He also played with the cats. He brought a ball of yarn with him. The cats absolutely loved it!

What does the word it refer to?

the window

being petted

the food

a ball of yarn

3rd-5th Grade- Reading

Read the story, then answer the questions.



- 1 Anaya and Dhruv's cousins were going on vacation for a week with their parents. The cousins asked Anaya and Dhruv to take care of their pets while they were gone. They had a dog, two cats, a rabbit, and a lizard.
- 2 Every day Anaya and Dhruv rode their bikes to their cousins' house down the street to take care of the pets. As soon as they got there, Anaya walked the dog to the park and back. Next, she changed the dog's water and fed it some food.
- 3 Dhruv usually found the cats staring out the window. First, he cleaned the litter box. Then he filled the cats' bowls with food. He also played with the cats. He brought a ball of yarn with him. The cats absolutely loved it!
- 4 Then Anaya checked on Oscar while Dhruv checked on the lizard. Anaya looked in the rabbit's cage to make sure he had enough food. She also made sure the cage was clean. Dhruv took care of the lizard. He made sure the lid to its tank was on tight. He also checked the heat lamp that helped the lizard feel warm.
- 5 After a week, Anaya and Dhruv's cousins returned home. They were delighted with Anaya and Dhruv because they had done an excellent job.

Who is Oscar?

a dog

a cat

a rabbit

a lizard

3rd-5th Grade- Reading

Read the story, then answer the questions.



- 1 Anaya and Dhruv's cousins were going on vacation for a week with their parents. The cousins asked Anaya and Dhruv to take care of their pets while they were gone. They had a dog, two cats, a rabbit, and a lizard.
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- 5 After a week, Anaya and Dhruv's cousins returned home. They were delighted with Anaya and Dhruv because they had done an excellent job.

Read this sentence from the last paragraph.

They were delighted with Anaya and Dhruv because they had done an excellent job.

What does the word delighted MOST LIKELY mean in the sentence?

polite

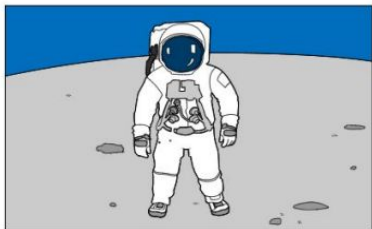
pleased

caring

amazed

3rd-5th Grade- Reading

Read the text, then answer the questions.



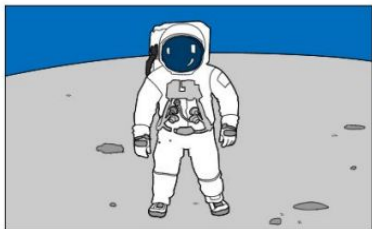
- 1 Have you ever wanted to travel to the moon? Would you like to visit Mars one day? To do it, you need to become an astronaut. But if you are thinking about this for your future job, there are many things you should know.
- 2 First, you need a good education. Astronauts usually have a university degree in science, mathematics, or engineering. Most astronauts have a master's degree, which means they studied at a university for at least six years. Some astronauts even have PhDs, which means they studied for even longer.
- 3 Also, you need to be really healthy and in good physical shape. Astronauts have to pass a tough physical exercise exam and meet certain rules. They must have no problems with their eyes. It is okay if they wear glasses. They should also be between 62 and 75 inches tall.
- 4 However, this is only the beginning. You would not be the only person who might want to be an astronaut. Every four years, the people at NASA (who plan trips to space) interview between 4,000 and 8,000 people, but only 35 of them are actually chosen. Even if they do select you, it can take many years before you go into space. New astronauts have to spend many years learning about space in a classroom, taking flying lessons, and helping other astronauts. But most astronauts agree that all of this hard work is worth it for the chance to travel to space.

What is the **BEST** title for the text?

- "A Trip to the Moon"
- "Jobs of the Future"
- "The Science of Space"
- "Becoming an Astronaut"

3rd-5th Grade- Reading

Read the text, then answer the questions.



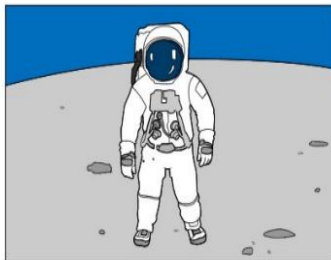
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Why does the author mention a master's degree and a PhD?

- to show that astronauts need to be in good physical shape
- to describe where astronauts usually go to school
- to explain that astronauts need to study for a long time
- to give examples of subjects that astronauts have to study

3rd-5th Grade- Reading

Read the text, then answer the questions.



Read these two sentences from paragraph 3.

They must have no problems with their eyes. It is okay if they wear glasses.

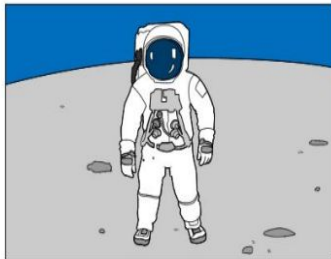
What word or phrase could **BEST** be used at the beginning of the second sentence to link it to the first sentence?

- In addition
- However
- Then
- For example

- 1 Have you ever wanted to travel to the moon? Would you like to visit Mars one day? To do it, you need to become an astronaut. But if you are thinking about this for your future job, there are many things you should know.
- 2 First, you need a good education. Astronauts usually have a university degree in science, mathematics, or engineering. Most astronauts have a master's degree, which means they studied at a university for at least six years. Some astronauts even have PhDs, which means they studied for even longer.
- 3 Also, you need to be really healthy and in good physical shape. Astronauts have to pass a tough physical exercise exam and meet certain rules. They must have no problems with their eyes. It is okay if they wear glasses. They should also be between 62 and 75 inches tall.
- 4 However, this is only the beginning. You would not be the only person who might want to be an astronaut. Every four years, the people at NASA (who plan trips to space) interview between 4,000 and 8,000 people, but only 35 of them are actually chosen. Even if they do select you, it can take many years before you go into space. New astronauts have to spend many years learning about space in a classroom, taking flying lessons, and helping other astronauts. But most astronauts agree that all of this hard work is worth it for the chance to travel to space.

3rd-5th Grade- Reading

Read the text, then answer the questions.



Read the following sentences from paragraph 4.

Every four years, the people at NASA (who plan trips to space) interview between 4,000 and 8,000 people, but only 35 of them are actually chosen. Even if they do select you, it can take many years before you go into space. New astronauts have to spend many years learning about space in a classroom, taking flying lessons, and helping other astronauts.

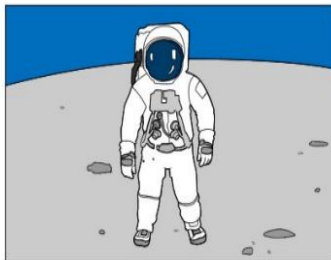
What does "they" refer to?

- computers
- engineers
- astronauts
- people at NASA

- 1 Have you ever wanted to travel to the moon? Would you like to visit Mars one day? To do it, you need to become an astronaut. But if you are thinking about this for your future job, there are many things you should know.
- 2 First, you need a good education. Astronauts usually have a university degree in science, mathematics, or engineering. Most astronauts have a master's degree, which means they studied at a university for at least six years. Some astronauts even have PhDs, which means they studied for even longer.
- 3 Also, you need to be really healthy and in good physical shape. Astronauts have to pass a tough physical exercise exam and meet certain rules. They must have no problems with their eyes. It is okay if they wear glasses. They should also be between 62 and 75 inches tall.
- 4 However, this is only the beginning. You would not be the only person who might want to be an astronaut. Every four years, the people at NASA (who plan trips to space) interview between 4,000 and 8,000 people, but only 35 of them are actually chosen. Even if they do select you, it can take many years before you go into space. New astronauts have to spend many years learning about space in a classroom, taking flying lessons, and helping other astronauts. But most astronauts agree that all of this hard work is worth it for the chance to travel to space.

3rd-5th Grade- Reading

Read the text, then answer the questions.



Why does it take a long time for new astronauts to go into space?

They have to learn many things first.

They have to wait for other astronauts to come back from space.

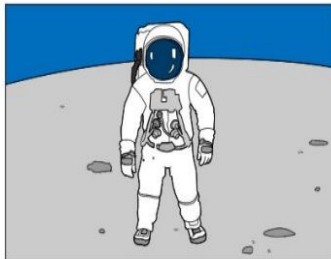
They have to get special equipment made.

They have to train in many different places.

- 1 Have you ever wanted to travel to the moon? Would you like to visit Mars one day? To do it, you need to become an astronaut. But if you are thinking about this for your future job, there are many things you should know.
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3rd-5th Grade- Reading

Read the text, then answer the questions.



How is the passage organized?

It lists different jobs available at NASA.

It describes daily life in space.

It explains the steps required to travel into space.

It discusses the advantages and disadvantages of being an astronaut.

- 1 Have you ever wanted to travel to the moon? Would you like to visit Mars one day? To do it, you need to become an astronaut. But if you are thinking about this for your future job, there are many things you should know.
- 2 First, you need a good education. Astronauts usually have a university degree in science, mathematics, or engineering. Most astronauts have a master's degree, which means they studied at a university for at least six years. Some astronauts even have PhDs, which means they studied for even longer.
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3rd-5th Grade- Writing

Imagine that you and a partner are going to describe a picture. Your partner has started writing a paragraph about the picture. The paragraph may contain errors. Read your partner's paragraph and then follow the directions for answering the two questions.



Children are looking. A boy point from the map. One girl is sitting. She is in a chair.

Read the following sentences from your partner's paragraph.

The sentence has TWO errors.

Rewrite the sentences correctly.

3rd-5th Grade- Writing

Imagine that you and a partner are going to describe a picture. Your partner has started writing a paragraph about the picture. The paragraph may contain errors. Read your partner's paragraph and then follow the directions for answering the two questions.



**Children are looking. A boy point from the map. One girl is sitting.
She is in a chair.**

**Write a new
sentence
describing what
the children might
do next.**

3rd-5th Grade- Writing

You will write a paragraph.

Think about a time when you helped a teacher or another person in your school. Who did you help? Why did you help? What did you do? **Describe** your experience.

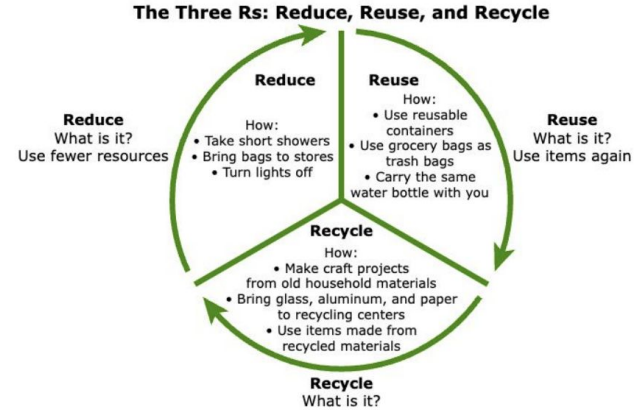
- Your paragraph should include at least **three complete sentences** and should have a **beginning**, a **middle** and an **end**.
- Use **descriptions**, **details**, and **examples** to make your writing interesting.
- Check your writing for correct **grammar**, **capital letters**, **punctuation**, and **spelling**.

3rd-5th Grade- Writing

- 1) Imagine you are writing a description of reducing.
- 2) Read your classmate's sentence below.

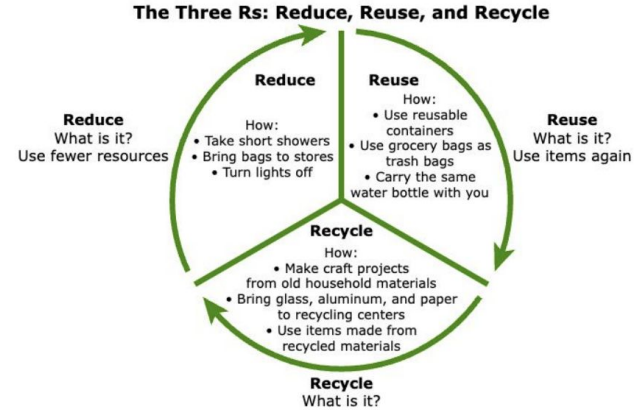
Reducing means using fewer resources.

- 3) Now it is your turn to add to the description. Write **one** sentence **explaining** how you can use fewer resources. Use the details from your classmate's graphic organizer to help you.



3rd-5th Grade- Writing

- 1) Now continue describing reducing, reusing and recycling.
- 2) Write **two** or more sentences providing additional information **explaining** what reusing, reducing and recycling are and how people can reuse and recycle items.
- 3) Use the details from your classmate's graphic organizer to help you.



3rd-5th Grade- Writing

You will write a paragraph.

The teachers in school have decided that they will not give homework for the entire year.

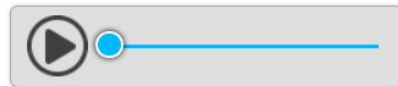
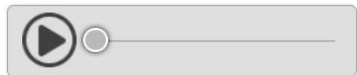
Do you think that it is a good idea for teachers to stop giving homework?

Write at least one paragraph in support of your opinion to give to your principal. Make sure you write at least **three sentences** and **include your opinion** and **supporting reasons**.

- Think about what you will write before you begin writing.
- State your **opinion clearly** and give **two** or more **reasons to support your opinion**.
- The paragraph should include at least **three complete sentences**.
- Check your writing for correct **grammar, spelling, capital letters** and **punctuation**.

6th-8th Grade- Listening

Listen to a conversation between a boy and a girl.



Where will the girl go after school?

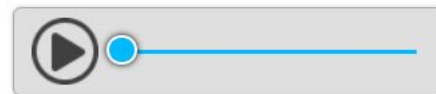
science class

the library

the cafeteria

6th-8th Grade- Listening

Listen to a conversation between a boy and a girl.



What will the girl do for the project?

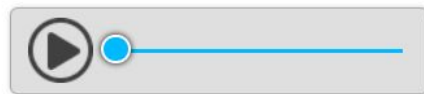
draw pictures

write a summary

look up information

6th-8th Grade- Listening

Listen to a conversation between a boy and a girl.



What will the girl do during lunch?

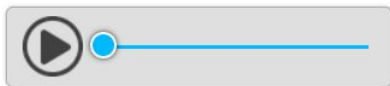
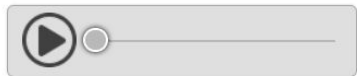
explain fractions to the boy

go to a math club meeting

share an orange with the boy

6th-8th Grade- Listening

Listen to a conversation between a boy and a girl.

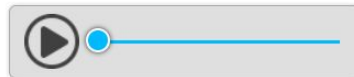


Where are the students talking?

in the cafeteria

in the gym

in the school office

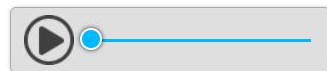


What activity do the students do together?

play an instrument

play soccer

play basketball



What will the boy do later that night?

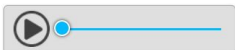
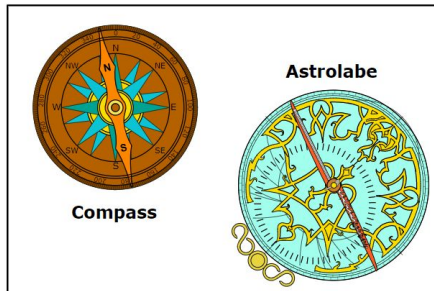
make pizza

go to his friend's house

finish a paper

6th-8th Grade- Listening

Listen to a teacher talking to her students about the Age of Exploration.

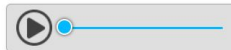


What is the talk mainly about?

new sea routes found by sailors

the discovery of an important land mass

technology used in sea travel

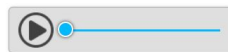


How does the teacher present the information in the talk?

by giving an introduction followed by examples

by providing a summary followed by an opinion

by telling a personal story followed by an explanation



Why does the teacher discuss lines of latitude?

to teach students about magnets

to help students understand how the astrolabe was used

to explain a problem sailors had when using compasses



What point does the teacher make when she mentions a ship rocking in the waves?

Sailors were not able to move through some parts of the ocean.

Rough waters could affect the Earth's magnetic field.

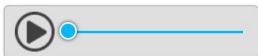
Astrolabes did not provide perfect measurements.

6th-8th Grade- Listening

Listen to a teacher talking to his students about a canal.



Erie Canal

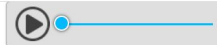


What is the teacher mainly talking about?

how difficult it was to design the Erie Canal

why the Erie Canal was an important construction project

what materials were used to build the Erie Canal

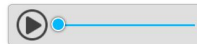


What does the Erie Canal connect?

a river to a lake

the United States to Europe

different roads

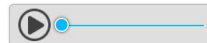


Why does the teacher talk about bumpy dirt roads and rugged mountains?

to describe why traveling was easier on a canal

to explain where canals are often built

to compare places where people chose to live



According to the teacher, why did people stop using the Erie Canal?

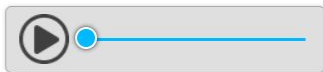
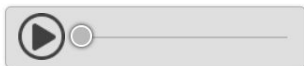
Fewer people wanted to travel.

Factories no longer needed to transport goods.

Railways and highways were built.

6th-8th Grade- Listening

Listen to a conversation between two students. The girl is expressing her opinion about the food served in the cafeteria.

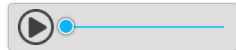


Which of the following best supports the girl's opinion of processed food?

It is easy to make.

It does not taste good.

It is unhealthy.

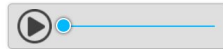


What statement is the most persuasive?

I wish the cafeteria had healthier food choices.

So I could eat just a few chicken nuggets.

We must advocate for healthier food choices.

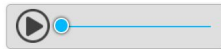


What reason does the boy give for why the cafeteria serves processed food?

Processed food is helpful for the growing students.

Processed food is easier to prepare than fresh food.

Students like the processed food better than the fresh food.



Why does the girl say, "my health teacher says you are what you eat"?

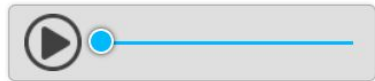
to persuade the boy

to ask the boy's opinion

to describe why processed food is bad for you

6th-8th Grade- Listening

Listen to a conversation between two students. The girl is discussing her opinion about a new movement.

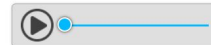


Where did the girl get her information?

from an article her class discussed

from a video she watched on her computer

from a research project she did for class

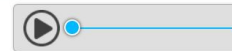


Why does the girl talk about bracelets and necklaces?

to argue that handmade gifts are more personal than factory-made items

to suggest that selling handmade products is time-consuming

to describe the process of selling items online

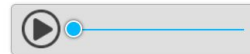


What does the girl say about the Internet?

It is the only source of DIY information.

It has helped the DIY movement to grow.

It was created after the DIY movement began.



What does the boy wonder about for the future?

how young people will choose their careers

how schools will teach about the DIY movement

how the DIY movement will affect businesses

6th-8th Grade- Speaking



Say: **Look at the picture. I am going to ask you some questions about it.**

Point to the boy with the camera.

Say: **What is the boy doing?**

Point to the table in the rear of the room.

Say: **What is on the table?**

Point to the girls hanging the pictures.

Say: **Describe what each girl is doing.**

Point to the entire scene.

Say: **Tell me about something else that is in the room.**

6th-8th Grade- Speaking

Now let's practice a different kind of question. There are no pictures.

I'm going to tell you about some situations that could happen to you. Then, tell me what you would say.

Make sure your answer is appropriate for your audience.

Remember to answer all questions in English.

If you want me to repeat a question, you can ask me to.

- 1) You want to know if your friend has finished working on a science project. What would you say to your friend?
- 2) You see a new student in the cafeteria. You want to invite the student to sit with you at lunch. What would you say to the student?
- 3) Your friend is having a difficult time studying for a history test. You want to help your friend study. What would you say to your friend?

6th-8th Grade- Speaking

Now I am going to ask you for your opinion. There are no pictures.

Say: **Your community has funding to construct one new building. The community leaders are deciding between an art museum or a sports stadium.**

Which one would be better for your community?

Justify your choice by giving relevant reasons to support your opinion.

6th-8th Grade- Speaking

Say: I am going to ask you for your opinion.

The leaders in your community want to build a place for people to learn about nature.

The leaders are deciding between giving funding to create a bird sanctuary or building a botanical garden with a variety of plants and flowers.

Which one do you think would be a better choice for your community?

Justify your choice by giving relevant reasons to support your opinion.

6th-8th Grade- Speaking

Say: Now we are going to do a different type of question.

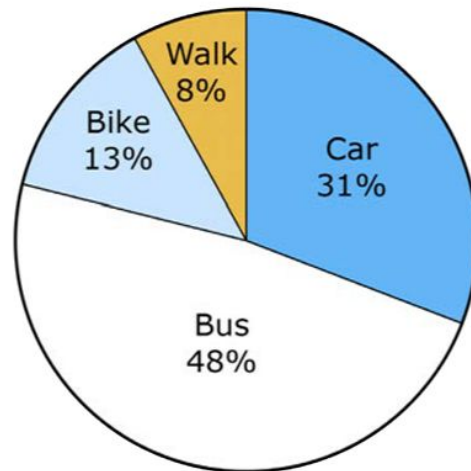
I am going to ask you to talk about a pie chart. Look at the pie chart.

Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students. Take some time to read the pie chart to yourself. Let me know when you are ready for me to ask you a question.

What does the pie chart show about how students travel to school?

Include details from the pie chart in your answer.

How Alvarez Middle School Students Travel to School



Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

6th-8th Grade- Speaking

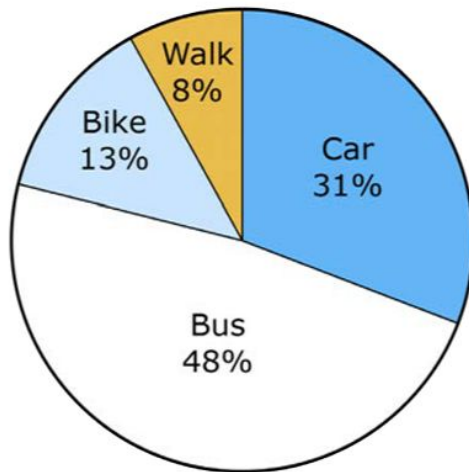
Say: Look at the pie chart again.

Is the following claim supported or not supported based on the information in the pie chart?

Claim: More students walk to school than ride a bike.

Give details from the pie chart to support your answer.

How Alvarez Middle School Students Travel to School



Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

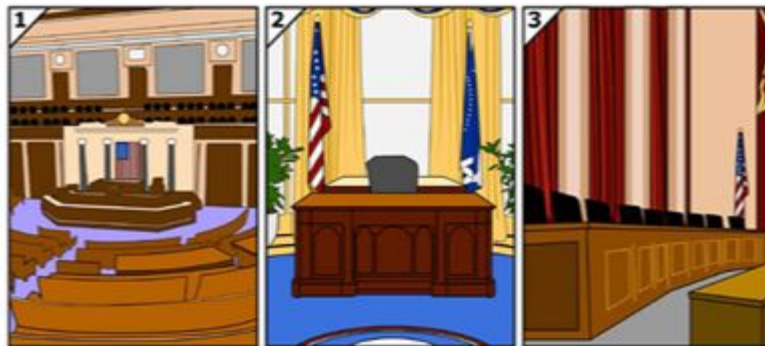
6th-8th Grade- Speaking

Say: You will listen to another recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

You are going to listen to some information about the branches of government. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.

When the presentation ends, you will summarize the information you heard. You will

- describe the three branches of government,
- include the responsibilities of each branch, and
- use relevant details and clear language.



6th-8th Grade- Reading

Read the text, then answer the questions.

There are eight planets in our solar system, but there used to be nine. Did Pluto, the ninth planet, disappear? Not at all! Pluto is no longer considered a planet. Instead, astronomers now say it is a dwarf planet. In 2006, the International Astronomical Union decided that an object in our solar system must meet three conditions to be considered a planet. While Pluto meets two of these conditions—it orbits the Sun and has a spherical shape—Pluto does not meet the third condition: it is not able to “clear the neighborhood.” To successfully clear the neighborhood, Pluto would have to either attract the objects in its path into orbit around it or push these objects away from its path. In other words, Pluto would need to get rid of all the smaller objects around it to be considered a planet.

What is the text mainly about?

- the planets that orbit the Sun
- why an object in the solar system is not a planet
- what the features of the solar system are
- the purpose of the International Astronomical Union

6th-8th Grade- Reading

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According to the text, what happened in 2006?

Astronomers defined the requirements for an object to be called a planet.

Astronomers discovered that Pluto had pushed nearby objects out of its path.

Pluto was struck by a dwarf planet.

Pluto’s shape changed significantly.

6th-8th Grade- Reading

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Why does the author write “In other words”?

- to point out a difference between two concepts
- to introduce a new concept
- to argue against a concept
- to clarify a concept

6th-8th Grade- Reading

Read the text, then answer the questions.

Deep inside the human ear is a collection of soft tissue and bone that helps the body to keep its balance as it moves. These tiny structures, often referred to as the semicircular canals, fold and loop around one another, looking almost like a roller coaster. Each loop of soft tissue within the semicircular canals gives a certain piece of information about the body's movement. Specifically, one loop tells the brain about up-and-down movement, another senses side-to-side movement, and a third transmits information about tilting movement.

But how exactly do these loops tell the brain that the body is moving? Inside each semi-circular canal are small hair-like structures, called *cilia*, which bend as the head moves. The movement of the cilia triggers a nerve signal that alerts the brain about which direction the head has turned. Thanks to the inner ear, the brain perceives the body's movements as smooth and natural. As a result, the body is able to keep its balance as it changes position.

First, read the definition of the word certain.

certain *adj.* v. 1. confident 2. guaranteed 3. particular 4. constant

Then read this sentence from paragraph 1.

Each loop of soft tissue within the semicircular canals gives a certain piece of information about the body's movement.

What definition best matches the meaning of certain as it is used in the sentence?

☐ confident

☐ guaranteed

☐ particular

☐ constant

6th-8th Grade- Reading

Read the text, then answer the questions.

Deep inside the human ear is a collection of soft tissue and bone that helps the body to keep its balance as it moves. These tiny structures, often referred to as the semicircular canals, fold and loop around one another, looking almost like a roller coaster. Each loop of soft tissue within the semicircular canals gives a certain piece of information about the body's movement. Specifically, one loop tells the brain about up-and-down movement, another senses side-to-side movement, and a third transmits information about tilting movement.

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What happens when the cilia move?

The head turns.

The inner ear changes shape.

A nerve signal is sent to the brain.

Air moves through the loops of the semicircular canals.

6th-8th Grade- Reading

Read the text, then answer the questions.

Deep inside the human ear is a collection of soft tissue and bone that helps the body to keep its balance as it moves. These tiny structures, often referred to as the semicircular canals, fold and loop around one another, looking almost like a roller coaster. Each loop of soft tissue within the semicircular canals gives a certain piece of information about the body's movement. Specifically, one loop tells the brain about up-and-down movement, another senses side-to-side movement, and a third transmits information about tilting movement.

But how exactly do these loops tell the brain that the body is moving? Inside each semi-circular canal are small hair-like structures, called *cilia*, which bend as the head moves. The movement of the cilia triggers a nerve signal that alerts the brain about which direction the head has turned. Thanks to the inner ear, the brain perceives the body's movements as smooth and natural. As a result, the body is able to keep its balance as it changes position.

What would most likely signal a problem with a person's semicircular canals?

- The person's outer ear is swollen.
- The person feels unsteady when moving.
- The person cannot turn his or her head.
- The person yawns frequently.

6th-8th Grade- Reading

A student has written an essay. The essay may include errors. Read the essay, then answer the questions.

- 1 All throughout school, teachers have told me how important it is to eat healthy meals. The only problem is that my family is really busy, and we don't always have time to cook healthy meals. Luckily it's easier to just buy something on the go, but none of those foods are ever nutritious. Even in school, the breakfast and lunch we get in the cafeteria isn't really something students love eating. That's why I think mandatory cooking classes in school are necessary.
- 2 A lot of students do not want to eat the food provided by the school at breakfast or lunch. The food tends to be bland and not the cool choices students are looking for. But think about how things would be if we had a cooking class. Then we could be making healthy food. We could also make it the way we want it to be tasting. If we eat well during the day, we will be more focused on our academic work.
- 3 In elementary school, our teachers taught us about the food pyramid and healthy food choices. We know that most students choose the foods they eat out of convenience. However, if they took a cooking class in school, they could learn how to eat healthy, even when buying something on the go. Don't get me wrong, I am definitely a fan of hot dogs, with extra mustard, of course—but I know I can do better! So, if more students knew how to prepare nutritious meals, they would be more likely to make healthier choices.
- 4 A cooking class can be like an extra health class—or maybe even replace a health class one year. Students can learn about fruits and vegetables. They can learn how to calculate nutrition facts. They can also learn about different health-related issues that come from food, like diabetes. These are all things we already do in health class, so why not include it in cooking class instead?
- 5 Making cooking a part of the school day would encourage students to eat healthier. It would also provide them with more appealing options to the food that students are not eating at school. Sometimes I bring my own lunch from home, but sometimes I buy food from the cafeteria. Like my teachers said, healthy food is fuel for the brain. So let's get cooking!

What is the purpose of the essay?

- to convince students to cook more at home
- to convince students to eat healthier foods
- to convince school leaders to change the breakfast and lunch menus
- to convince school leaders to offer cooking classes

6th-8th Grade- Reading

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What does the student writer indicate about school meals?

Students do not like them.

They are not convenient.

Students do not have time to eat them.

They are not nutritious.

6th-8th Grade- Reading

Why does the student writer mention an elementary school in paragraph 3?

In elementary school, our teachers taught us about the food pyramid and healthy food choices. We know that most students choose the foods they eat out of convenience. However, if they took a cooking class in school, they could learn how to eat healthy, even when buying something on the go. Don't get me wrong, I am definitely a fan of hot dogs, with extra mustard, of course—but I know I can do better! So, if more students knew how to prepare nutritious meals, they would be more likely to make healthier choices.

to show how enjoyable health class was as a young child

to connect cooking classes to ideas previously learned

to describe a favorite childhood meal

to explain why some students eat unhealthy foods

6th-8th Grade- Reading

A student has written an essay. The essay may include errors. Read the essay, then answer the questions.

- 1 All throughout school, teachers have told me how important it is to eat healthy meals. The only problem is that my family is really busy, and we don't always have time to cook healthy meals. Luckily it's easier to just buy something on the go, but none of those foods are ever nutritious. Even in school, the breakfast and lunch we get in the cafeteria isn't really something students love eating. That's why I think mandatory cooking classes in school are necessary.
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What idea from paragraph 3 contradicts a claim in paragraph 1?

Students will do better in school if they eat well.

Students often choose the foods they eat out of convenience.

Students can buy healthy foods on the go.

Students will make healthy food choices if they know how to cook.

6th-8th Grade- Reading

Why does the student writer MOST LIKELY mention hot dogs in paragraph 3?

In elementary school, our teachers taught us about the food pyramid and healthy food choices. We know that most students choose the foods they eat out of convenience. However, if they took a cooking class in school, they could learn how to eat healthy, even when buying something on the go. Don't get me wrong, I am definitely a fan of hot dogs, with extra mustard, of course—but I know I can do better! So, if more students knew how to prepare nutritious meals, they would be more likely to make healthier choices.

- to entertain the reader with a humorous comment
- to provide an example of a food that all readers enjoy
- to identify a food that could be healthier if students cooked it themselves
- to point out that people prepare their foods differently

6th-8th Grade- Reading

A student has written an essay. The essay may include errors. Read the essay, then answer the questions.

- 1 All throughout school, teachers have told me how important it is to eat healthy meals. The only problem is that my family is really busy, and we don't always have time to cook healthy meals. Luckily it's easier to just buy something on the go, but none of those foods are ever nutritious. Even in school, the breakfast and lunch we get in the cafeteria isn't really something students love eating. That's why I think mandatory cooking classes in school are necessary.
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According to the essay, why could a health class be replaced by a cooking class?

Health classes do not teach students about health-related issues that come from food.

A cooking class will require extra time for all the steps involved in preparing a meal.

Students already have to take too many health classes.

Students will study topics in cooking class that are usually taught in health class.

6th-8th Grade- Reading

Which sentence does NOT belong in paragraph 5?

Making cooking a part of the school day would encourage students to eat healthier. It would also provide them with more appealing options to the food that students are not eating at school. Sometimes I bring my own lunch from home, but sometimes I buy food from the cafeteria. Like my teachers said, healthy food is fuel for the brain. So let's get cooking!

Making cooking a part of the school day would encourage students to eat healthier.

It would also provide them with more appealing options to the food that students are not eating at school.

Sometimes I bring my own lunch from home, but sometimes I buy food from the cafeteria.

Like my teachers said, healthy food is fuel for the brain.

6th-8th Grade- Reading

Why does the student writer MOST LIKELY write, "So let's get cooking!" in paragraph 5?

Making cooking a part of the school day would encourage students to eat healthier. It would also provide them with more appealing options to the food that students are not eating at school. Sometimes I bring my own lunch from home, but sometimes I buy food from the cafeteria. Like my teachers said, healthy food is fuel for the brain. So let's get cooking!

to point out that he or she enjoys making different foods

to emphasize how hungry he or she is

to encourage the reader to support his or her idea

to show the reader how hard he or she works in school

6th-8th Grade- Reading

- 1 "How was school today, Ethan?" Ethan's mom asked as he climbed into the car. She was always curious to know about his day.
- 2 "Fine," Ethan muttered as he began rummaging through his bag. He never really understood what he was supposed to tell her. It had been a perfectly ordinary day at school.
- 3 "What did you do?" she asked again, trying to start a conversation.
- 4 "Nothing," Ethan replied, now barely listening. He had already turned his attention to the three text messages awaiting him on his phone.
- 5 Ethan's mom sighed. "I'm pretty sure that I wasn't this distracted when I was your age," she remarked. "Your grandmother and I used to have actual conversations."
- 6 "Huh?" Ethan asked. He hadn't really been listening.
- 7 "Nothing," his mother replied sadly as she started the car and drove slowly away from the school.
- 8 Ten minutes later, Ethan finally looked up from his phone. "What are we doing here?" he asked, noticing they were at a supermarket he had never been to before.
- 9 "Grandma is coming over for dinner tonight and this is the recipe for her favorite raspberry cheesecake," Ethan's mom said as she pulled a piece of paper out of her purse. "I know this place will have all the ingredients we'll need. I thought you could help me find the ingredients and then help me make it."
- 10 Ethan groaned. He hated grocery shopping, and the idea of spending all afternoon baking instead of playing his favorite video game was not particularly appealing. However, he knew his grandmother would love the cheesecake, so he reluctantly agreed.
- 11 Surprisingly, Ethan enjoyed finding the ingredients, and, as he helped his mom in the kitchen when they got home, he realized that he was actually having fun. Ethan enjoyed measuring all of the ingredients while his mom prepared the baking trays. While all of this was happening, the two actually talked, and Ethan remembered several interesting things from school that had happened that day. It was great to see his grandmother again at dinner too. It had been several weeks since Ethan had last seen her, and he realized that he had a lot to tell her.
- 12 "Wow, Ethan, I don't think I've heard you speak this much in a long time," Ethan's mom teased as she brought out the raspberry cheesecake that she and Ethan had prepared.
- 13 "Well, look who's talking, Norah!" Ethan's grandmother said gently to his mother. "When you were Ethan's age, you used to spend your whole life in your room! And when I asked you how school was, you'd just shrug or say nothing."
- 14 Ethan's mother turned pink. "That's not true!" she protested.
- 15 "In fact," Ethan's grandmother winked at Ethan, "I had to get her to help me make this very raspberry cheesecake to even get her to talk to me."
- 16 From the other side of the room, Ethan's phone beeped. But Ethan realized that this conversation with his mother and grandmother was much more interesting.

What is the main theme of the story?

Learning about ancestors can be interesting.

Working hard at something can be very rewarding.

Enjoying activities together can make relationships stronger.

Technology can make it easier to keep in touch with friends.

6th-8th Grade- Reading

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Why does Ethan's mother sigh in paragraph 5?

She is frustrated that Ethan is not talking to her.

She is annoyed that Ethan brought his phone to school.

She is unhappy because she misses Ethan's grandmother.

She is tired and not looking forward to driving for a long time.

6th-8th Grade- Reading

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What can be inferred about Ethan during the car ride to the supermarket?

He was looking forward to baking with his mom.

He was expecting to go to a new supermarket.

He spent the whole time using his phone.

He was listening to music on his phone.

6th-8th Grade- Reading

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Why is paragraph 11 important to the story?

It serves to change the tone of the story.

It identifies a conflict between the characters.

It creates suspense by placing the characters in an unfamiliar environment.

It provides more information about an idea mentioned in the previous paragraph.

6th-8th Grade- Reading

- 1 "How was school today, Ethan?" Ethan's mom asked as he climbed into the car. She was always curious to know about his day.
- 2 "Fine," Ethan muttered as he began rummaging through his bag. He never really understood what he was supposed to tell her. It had been a perfectly ordinary day at school.
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- 4 "Nothing," Ethan replied, now barely listening. He had already turned his attention to the three text messages awaiting him on his phone.
- 5 Ethan's mom sighed. "I'm pretty sure that I wasn't this distracted when I was your age," she remarked. "Your grandmother and I used to have actual conversations."
- 6 "Huh?" Ethan asked. He hadn't really been listening.
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What does Ethan's grandmother MOST LIKELY mean when she says, "Well, look who's talking," to Ethan's mother?

She is informing Ethan's mother that Ethan is talking.

She is reminding Ethan's mother that she used to be like Ethan.

She is telling Ethan's mother not to interrupt when Ethan is speaking.

She is agreeing with Ethan's mother that Ethan does not talk very much.

6th-8th Grade- Reading

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Why does the writer mention Ethan's phone at the end of the story?

to illustrate that Ethan is easily distracted by his phone

to show that Ethan has continued to use his phone throughout the story

to contrast his thoughts about his phone at the beginning and end of the story

to compare conversations with his friends and conversations with his grandmother

6th-8th Grade- Reading



Marie Curie

What is the text mainly about?

- the reasons for Curie's success as a scientist
- the ways that Curie and her husband worked together
- the events that caused Curie to discover two elements
- the difference between Curie and other Polish scientists

- 1 Marie Curie was a famous Polish scientist who is well-known for the work that she did with her husband, Pierre Curie, involving radioactivity. Curie also helped to discover two new elements—polonium and radium. Curie achieved many things in her life, both as a woman and as a scientist in general. She became the first person to receive two separate Nobel Prizes and was greatly admired by scientists around the world. There are several features of Curie's personality which helped her to be so successful.
- 2 From a young age, Curie believed very strongly in hard work. She was also very determined to overcome any obstacles that could prevent her from reaching her goals. Even though women were not supposed to study at universities in the 1880s in Poland, Curie found a way to attend a secret university known as the "Floating University" in Poland for several years. This eventually helped her to receive the qualifications necessary to study at a larger university in Paris. However, when she moved to Paris in 1891, she was extremely poor, which caused her to live in very difficult conditions. Her apartment was always cold, and she often had very little food. Even after her graduation, she had to work extra hours as a teacher to pay for her research experiments on radioactivity. These experiments often left her feeling tired and sick. Nevertheless, Curie found success despite the challenges.
- 3 Another aspect of Curie's personality was her pride in her native country, Poland. She got this from her parents. Even though Curie spent the majority of her life in France and eventually married Pierre Curie, who was French, she never forgot her Polish identity. She taught her children Polish and encouraged them to love their Polish culture, too. Her love for Poland eventually led her to name one of the elements she discovered "polonium." It could be said that this love for her country may have also helped her succeed. As a Polish scientist, she wanted to achieve something that would help people to recognize Poland. Also, she wanted the people of Poland to be proud of her achievements. Both of these things may have contributed to Curie working hard to reach her goals.

6th-8th Grade- Reading



Marie Curie

Why was Ms. Curie's early life in Paris so difficult?

She did not have much money.

She had difficulty finding a job.

She did not understand her research.

She was not respected as a woman.

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6th-8th Grade- Reading



Marie Curie

Read the following two sentences from paragraph 2.

Even after her graduation, she had to work extra hours as a teacher to pay for her research experiments on radioactivity. These experiments often left her feeling tired and sick.

What is the BEST expression that could be used at the beginning of the second sentence to link it to the first sentence?

For example

Instead

On the other hand

Consequently

- 1 Marie Curie was a famous Polish scientist who is well-known for the work that she did with her husband, Pierre Curie, involving radioactivity. Curie also helped to discover two new elements—polonium and radium. Curie achieved many things in her life, both as a woman and as a scientist in general. She became the first person to receive two separate Nobel Prizes and was greatly admired by scientists around the world. There are several features of Curie's personality which helped her to be so successful.
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6th-8th Grade- Reading



Marie Curie

What does the word “this” refer to in paragraph 3?

Another aspect of Curie’s personality was her pride in her native country, Poland. She got this from her parents. Even though Curie spent the majority of her life in France and eventually married Pierre Curie, who was French, she never forgot her Polish identity. She taught her children Polish and encouraged them to love their Polish culture, too. Her love for Poland eventually led her to name one of the elements she discovered “polonium.” It could be said that this love for her country may have also helped her succeed. As a Polish scientist, she wanted to achieve something that would help people to recognize Poland. Also, she wanted the people of Poland to be proud of her achievements. Both of these things may have contributed to Curie working hard to reach her goals.

life

pride

country

personality

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6th-8th Grade- Reading



Marie Curie

What is **TRUE** about polonium?

- It was discovered in Poland.
- It was named by a Polish scientist.
- Research on it was funded by Poland.
- Poland became famous for it.

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6th-8th Grade Writing

Imagine you and a partner are going to **describe** a picture. Your partner has started writing a paragraph about the picture. The paragraph may contain errors. Read your partner's paragraph and then follow the directions for answering the questions.



The students are leaving the school. The bus is in front of the school. The driver is waiting for the students. The students to board the bus to go homes.

Read the following sentence from your partner's paragraph. The sentence has **TWO** errors. Rewrite the sentence.

The students to board the bus to go homes.

6th-8th Grade Writing

Imagine you and a partner are going to **describe** a picture. Your partner has started writing a paragraph about the picture. The paragraph may contain errors. Read your partner's paragraph and then follow the directions for answering the questions.



The students are leaving the school. The bus is in front of the school. The driver is waiting for the students. The students to board the bus to go homes.

Write a new sentence to
describe what the students
might do next.

6th-8th Grade- Writing

You will write a paragraph.

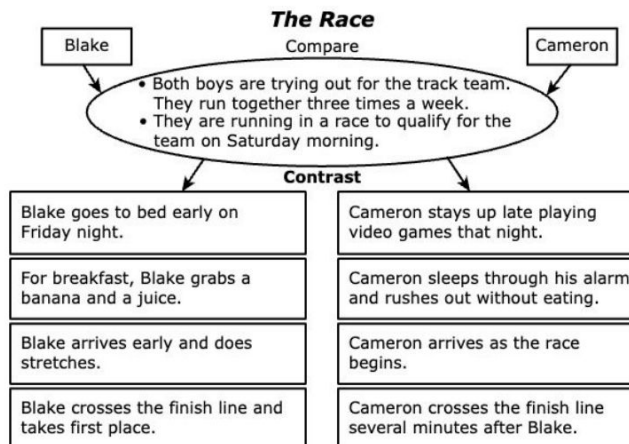
Think about a time when you learned how to do something new. What did you learn? Why did you learn this? How has this been useful?

Make sure you write at least **three sentences** and should have a **beginning, middle and an end**.

- Use **descriptions, details, and examples** to make your writing interesting.
- Check your writing for correct **grammar, capital letters, punctuation, and spelling**.

6th-8th Grade- Writing

Imagine that you are working on a group project about a short story called *The Race*. Some members of your group have created a graphic organizer based on the story. Use the information in the graphic organizer to answer the two questions.

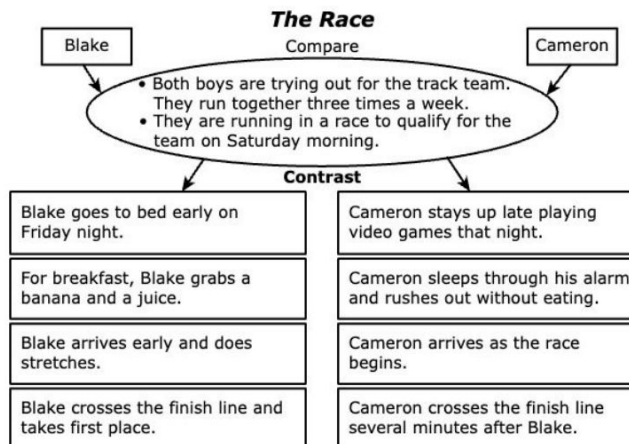


Imagine that you are working on a group project about a short story called *The Race*. Some members of your group have created a graphic organizer based on the story. Use the information in the graphic organizer to answer the questions.

Write **one** sentence **explaining** that Blake and Cameron have a similar goal. Use at least **two details** from the graphic organizer.

6th-8th Grade- Writing

Imagine that you are working on a group project about a short story called *The Race*. Some members of your group have created a graphic organizer based on the story. Use the information in the graphic organizer to answer the two questions.



One of your group members, Raymond, thinks that Blake won the race because he was lucky.

Using the information in the graphic organizer, **explain** how Blake prepared for the race.

Make sure that you write a paragraph of at least **three sentences**.

6th-8th Grade- Writing

Write at least **two** paragraphs.

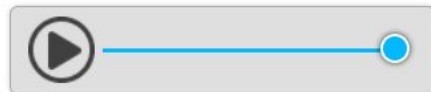
The number of days in a school week is different in schools around the world. Some schools have long school weeks with short days, while others have short school weeks with longer hours. Parents, teachers, and students in many middle schools have mixed opinions about these different school schedules.

Do you think it is a good idea to have one less school day each week but longer hours each school day? Write a **persuasive** essay in support of your position to give to your principal. Make sure you write at least two paragraphs and **include your position** and **supporting reasons**.

- **Think about what you will write before you begin writing.**
- **State your **opinion clearly** and give **two** or more **reasons to support your opinion**.**
- **The paragraphs should include at least **three complete sentences**.**
- **Check your writing for correct **grammar, spelling, capital letters** and **punctuation**.**

9th-12th Grade- Listening

Listen to a conversation between a girl and a boy.

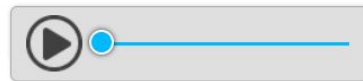


What does the girl ask the boy to do?

- ☒ A save her a seat
- ☐ B help her find her assigned seat
- ☐ C help her get her costume for the show

9th-12th Grade Listening

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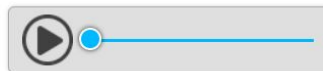


Why is the girl going to be late?

- ☐ A She will be helping audience members with their tickets.
- ☒ B She will be performing in the talent show.
- ☐ C She will be helping backstage.

9th-12th Grade Listening

Listen to a conversation between a girl and a boy.



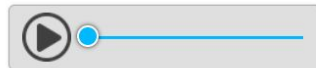
Why is the girl pleased that the boy will try to sit at the end of the aisle?

- Ⓐ because she will be able to see him easily from the front of the auditorium
- Ⓑ because she will be able to find him quickly after the show ends
- Ⓒ because she will not need to bother audience members

9th-12th Grade Listening

Listen to a teacher talking about the businessman Andrew Carnegie.

Andrew Carnegie

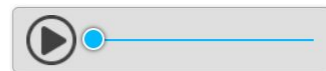


How was Andrew Carnegie different from the other industrialists the teacher mentions?

- ☐ Ⓐ He came from a wealthy family.
- ☐ Ⓑ He was well-educated as a child.
- ☐ Ⓒ He was born outside of the United States.

9th-12th Grade Listening

Listen to a teacher talking about the businessman Andrew Carnegie.

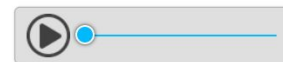


Why does the teacher mention a bobbin boy?

- ☐ Ⓐ to explain who inspired Carnegie to become a businessman
- ☐ Ⓑ to describe how hard Carnegie worked in his first job
- ☐ Ⓒ to explain how difficult it was for Carnegie to find a job

9th-12th Grade Listening

Listen to a teacher talking about the businessman Andrew Carnegie.

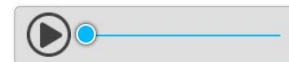


According to the teacher, what was Carnegie's main contribution to the steel industry?

- ☐ A He built the largest steel mill in the world.
- ☒ B He created a new process for producing steel.
- ☐ C He persuaded other industrialists to create more products made from steel.

9th-12th Grade Listening

Listen to a teacher talking about the businessman Andrew Carnegie.

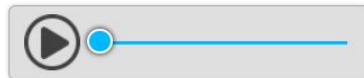


What point does the teacher make about libraries?

- ☐ Ⓐ Carnegie built more libraries than other kinds of institutions.
- ☐ Ⓑ Carnegie made visits to libraries all over the world.
- ☐ Ⓒ Carnegie made sure that the schools he built also had libraries.

9th-12th Grade Listening

Listen to a conversation between a teacher and a girl.

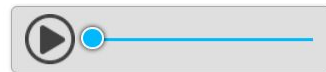
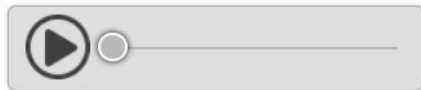


What was the teacher's lesson about?

- ☐ (A) How eyeglasses are made
- ☐ (B) Inventions made possible by space research
- ☐ (C) Discoveries made in outer space

9th-12th Grade- Listening

Listen to a conversation between a girl and a boy.

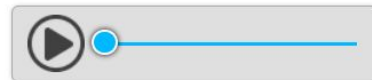


What problem does the boy have?

- Ⓐ He received only a small part in the school play.
- Ⓑ He does not want to be the captain of the swim team.
- Ⓒ He must choose which activity to participate in.

9th-12th Grade- Listening

Listen to a conversation between a teacher and a girl.

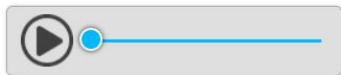
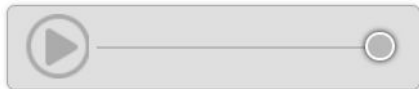


Why did the girl start practicing her instrument?

- Ⓐ because the teacher reminded her to
- Ⓑ because she found out about band auditions
- Ⓒ because she played in a concert

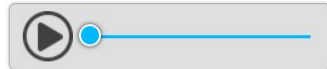
9th-12th Grade- Listening

Listen to a conversation between a boy and a girl.



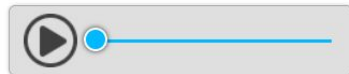
What problem are the students having?

- ☒ A They cannot log on to their computers.
- ☐ B They cannot decide on a topic for their projects.
- ☐ C The library is not open this week.



What is the students' teacher thinking of doing?

- ☐ A moving the class to a different room
- ☐ B changing the due date of a project
- ☐ C letting students work together on a project

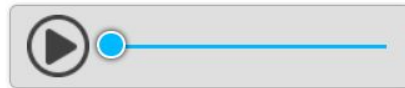


What does the girl hope to do?

- ☐ A use a computer at the library
- ☐ B reserve the computer lab next week
- ☐ C include some voting results in her project

9th-12th Grade- Listening

Listen to a conversation between a girl and a boy.

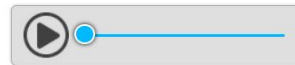


What is the girl trying to decide?

- ☐ (A) whether she should go back to her locker
- ☐ (B) whether she should buy a new notebook
- ☐ (C) whether she should finish her notes at home

9th-12th Grade- Listening

Listen to a conversation between a boy and a girl.

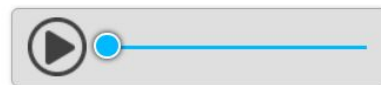


What problem did the boy have in science class?

- ☒ A He did not have anything to stir with.
- ☐ B The liquid in his experiment did not change.
- ☐ C He applied too much heat to the liquid in his experiment.

9th-12th Grade- Listening

Listen to a conversation between a boy and a girl.

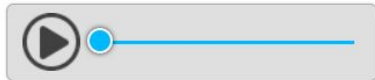
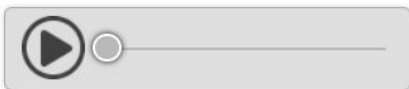


Why is the boy upset?

- Ⓐ He did not do his science report.
- Ⓑ He forgot to bring his lunch.
- Ⓒ He spilled a drink on his homework.

9th-12th Grade- Listening

Listen to a conversation between a girl and a boy.

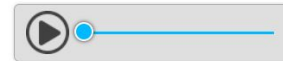


What does the girl want to get for the boy?

☒ A the graphs she made for class

☐ B a poster

☐ C some colored pencils

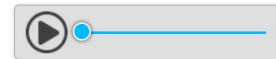


What does the boy say he and the girl should do?

☐ A talk to Mr. Parker

☐ B ask Ms. Garcia for supplies

☐ C borrow something from another student



Why does the girl suggest working together?

☐ A so they can share supplies

☐ B so they can help each other understand the graphs

☐ C so they can finish the work more quickly

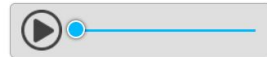
9th-12th Grade- Listening

Listen to a teacher talking about solar eclipses.



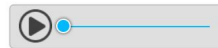
What is this presentation mainly about?

- ☐ (A) different types of solar eclipses
- ☐ (B) the most famous solar eclipses throughout history
- ☐ (C) different cultural beliefs about solar eclipses



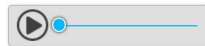
According to the teacher, why is a total eclipse of particular interest to scientists?

- ☒ (A) A total eclipse makes it possible to study the Sun's atmosphere.
- ☐ (B) A total eclipse helps explain the orbital patterns of the solar system.
- ☐ (C) A total eclipse allows for unusual experiments with moonlight.



Why does the teacher mention the path of totality?

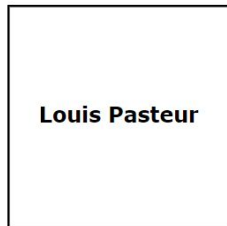
- ☐ (A) to explain from where on Earth to view a solar eclipse
- ☒ (B) to describe how far the Earth travels around the Sun
- ☐ (C) to discuss a theory about solar eclipses that has not yet been proven



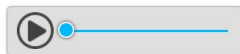
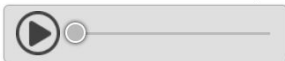
What does the teacher mean when she says, "And on the day of the eclipse, don't go out unprepared"?

- ☐ (A) It is difficult to know when a solar eclipse will occur.
- ☐ (B) It is unsafe to view a solar eclipse without special equipment.
- ☐ (C) It is important to understand the science behind solar eclipses.

9th-12th Grade- Listening

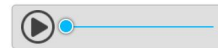


Louis Pasteur



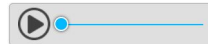
What is the teacher mainly talking about?

- ☐ Ⓐ the methods Louis Pasteur used to produce certain types of medicine
- ☐ Ⓑ the way Louis Pasteur identified different types of bacteria
- ☐ Ⓒ the different ways Louis Pasteur's work benefited society



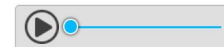
What does the teacher say about people in the early 1800s?

- ☐ Ⓐ They did not understand what caused food to spoil.
- ☐ Ⓑ They protected themselves from the health risks of bacteria and germs.
- ☐ Ⓒ Their diet mostly involved meat and eggs.



Why does the teacher mention heating foods above a certain temperature?

- ☐ Ⓐ to explain a method that led to an improvement in people's health
- ☐ Ⓑ to explain what can cause bacteria to grow
- ☐ Ⓒ to explain a setback that Pasteur faced in his early work



Why does the teacher talk about silkworms?

- ☐ Ⓐ to illustrate what bacteria look like
- ☐ Ⓑ to show that scientific research improved the economy
- ☐ Ⓒ to explain why bacteria affect humans and insects differently

9th-12th Grade- Speaking



Say: **Look at the picture. I am going to ask you some questions about it.**

Point to the woman handing out the laptops.

Say: **What is the teacher doing?**

Point to the student at the bookshelf.

Say: **What is this student doing?**

Point to the two students at the front table.

Say: **What are these students doing? How do you know?**

9th-12th Grade- Speaking

Say: Look at the picture. I am going to ask you some questions about it.

Say: What type of room is this?
How do you know?

Point to the student at the bookshelf.

Say: What is this student doing?

Point to the two students at the front table.

Say: What are these students doing? How do you know?



9th-12th Grade- Speaking

Say: Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to.

Say: You want to know if your friend has **finished working on a science project**. What would you say to your friend?

9th-12th Grade- Speaking

Say: Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to.

Say: **You would like to go out with your friends on Friday.** What would you say to your parents or guardians?

9th-12th Grade- Speaking

Say: Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to.

Say: You missed the morning announcements. You want to know what time the school play starts tonight. What would you say to your classmate?

9th-12th Grade- Speaking

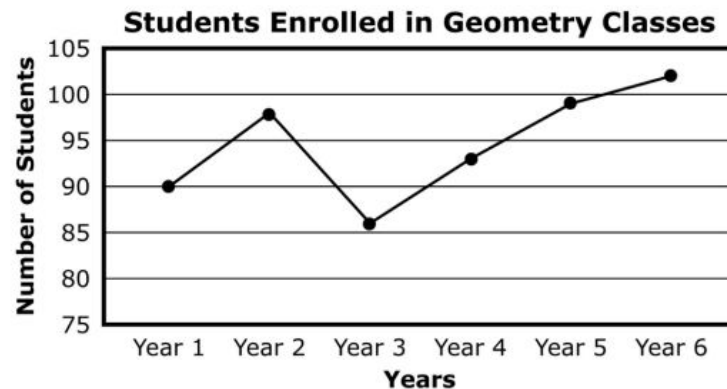
Say: Now I am going to ask you for your opinion., There are no pictures. A local community center has money to support only one of two new classes. The first choice is a physical fitness class. The second choice is an art class. Which one do you think would be a better option for your community?

Say: Justify your choice by giving relevant reasons to support your opinion.

9th-12th Grade- Speaking

Say: Now we are going to do a different type of question. I am going to ask you to talk about a line graph. Look at the line graph. Mathematics teachers at one California high school record how many ninth-grade students enrolled in geometry classes over a six-year period. The teachers recorded this information in the form of a line graph. Take some time to read the line graph to yourself. Let me know when you are ready for me to ask you a question.

Say: Justify your choice by giving relevant reasons to support your opinion.



Mathematics teachers recorded the number of ninth-grade students enrolled in geometry classes. The line graph shows how many students were enrolled in geometry over a six-year period.

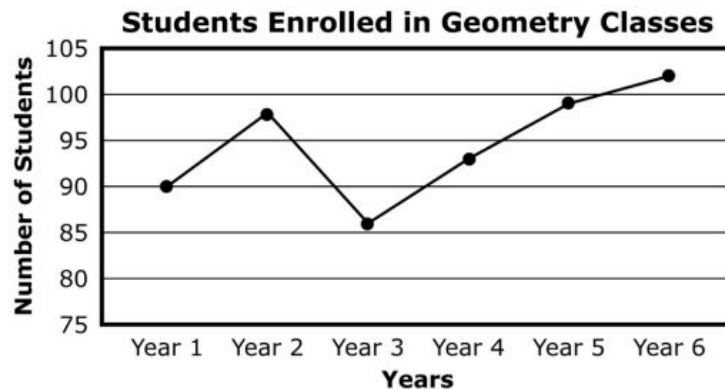
Question: What does the line graph show about the numbers of students enrolled in geometry? Include details from the line graph in your answer.

9th-12th Grade- Speaking

Say: Look at the line graph again. Is the following claim supported or not supported based on the information in the line graph?

Claim: More students were enrolled in geometry in Year 3 than in Year 1.

Say: Give details from the line graph to support your answer.



Mathematics teachers recorded the number of ninth-grade students enrolled in geometry classes. The line graph shows how many students were enrolled in geometry over a six-year period.

Question: What does the line graph show about the numbers of students enrolled in geometry? Include details from the line graph in your answer.

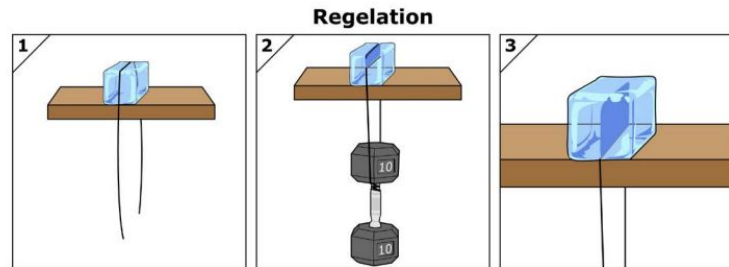
9th-12th Grade- Speaking

Say: In this part of the test, you will listen to a recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

You are going to listen to some information about regelation [REE gi lay shun]. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.

When the presentation ends, you will summarize the information you heard. You will

- explain regelation,
- include all the steps in the demonstration, and
- use relevant details and clear language.

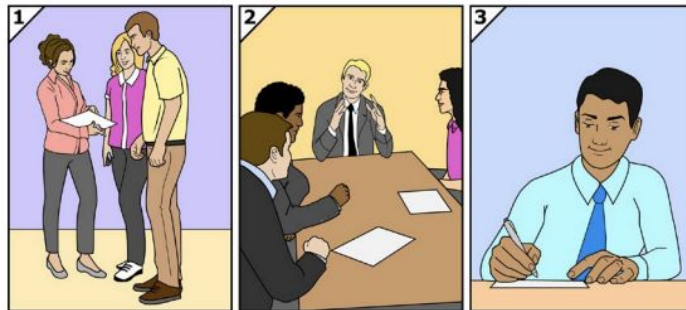


9th-12th Grade- Speaking

Say: In this part of the test, you will listen to a recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

You are going to listen to some information about how a bill becomes a law. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.

When the presentation ends, you will summarize the information you heard. You will • describe the process of how a bill becomes a law, • include each of the steps in the process, and • use relevant details and clear language.



9th-12th Grade- Speaking



Say: **Look at the picture. I am going to ask you some questions about it.**

Point to the man and two women near the stage applauding.

Say: **What are these people doing?**

Point to the woman holding the microphone.

Say: **What is the principal holding?**

Say: **What kind of event is this? How do you know?**

Say: **Describe what the students are wearing.**

9th-12th Grade- Speaking

Say: Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to.

Say: You want to know if your friend has finished working on a science project. What would you say to your friend?

9th-12th Grade- Speaking

Say: **You are choosing classes for your senior year of high school. You have taken an acting class, but you are not sure if it meets the fine arts requirement for graduation. What would you say to your counselor?**

9th-12th Grade- Speaking

Say: You are in the computer lab. A student is having trouble logging on to the computer, and you know how to help. What would you say to the student?

9th-12th Grade- Speaking

Say: Now, I am going to ask you for your opinion. There are no pictures.

Say: A club you are in has decided to do some community service. There are two possible community service opportunities. One is to volunteer at a senior citizen community center, playing games with elderly people. A second choice is to volunteer at an animal shelter, taking care of cats and dogs.

Which community service do you think would be better for your club to do?

Justify your choice by giving relevant reasons to support your opinion.

9th-12th Grade- Speaking

Say: I am going to ask you for your opinion.

Your school plans to invite one guest speaker this semester. Students will vote on whether the speaker should be a well-known rap artist or a famous software engineer. Which one do you think would be the best choice for your school?

Justify your choice by giving relevant reasons to support your opinion.

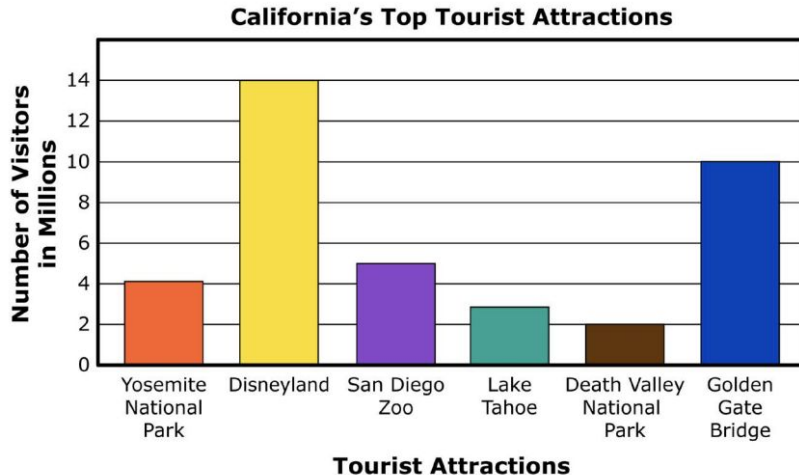
9th-12th Grade- Speaking

Say: Now we are going to do a different type of question.

I am going to ask you to talk about a bar graph. Look at the bar graph.

The number of visitors to some of California's most popular attractions was monitored. The average results, in millions of visitors per year, were reported on a bar graph. Take some time to read the bar graph to yourself. Let me know when you are ready for me to ask you a question.

What does the bar graph show about tourist visits to attractions in California? Include details from the bar graph in your answer.



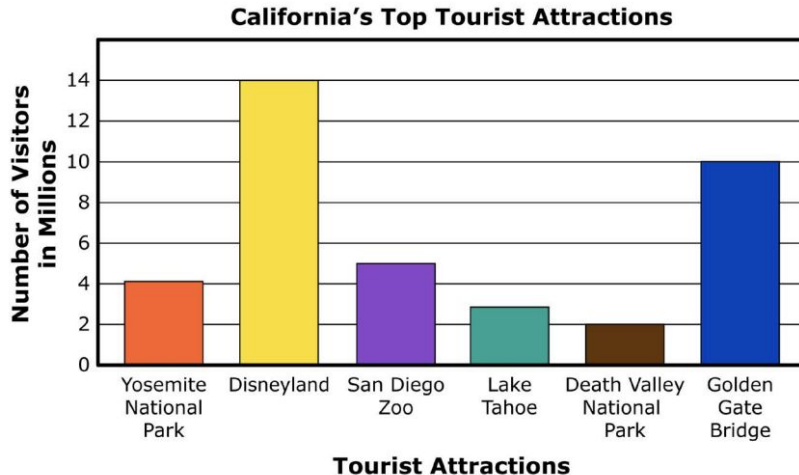
The number of visitors to some of California's most popular attractions was monitored. The average results, in millions of visitors per year, were reported on a bar graph.

9th-12th Grade- Speaking

Say: Look at the bar graph again. Is the following claim supported or not supported based on the information in the bar graph?

Claim: More people visit the San Diego Zoo than the Golden Gate Bridge.

Give details from the bar graph to support your answer.

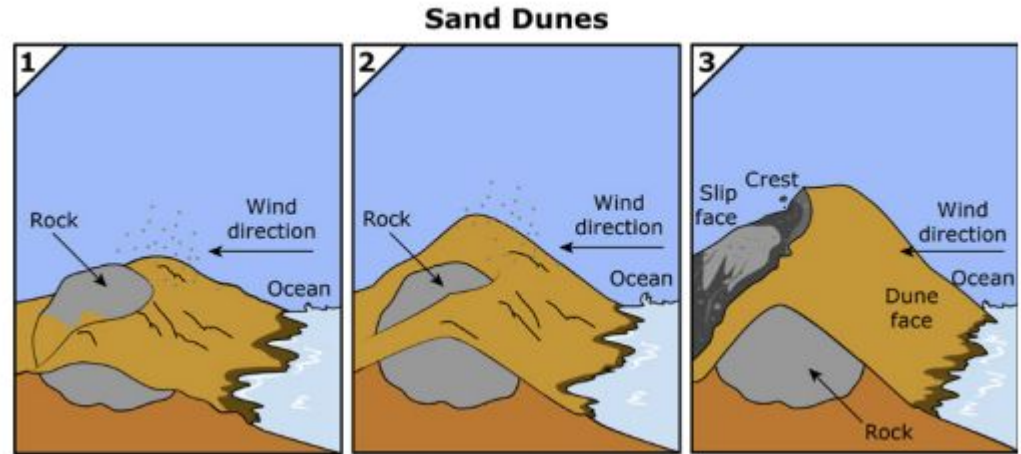


The number of visitors to some of California's most popular attractions was monitored. The average results, in millions of visitors per year, were reported on a bar graph.

9th-12th Grade- Speaking

Say: In this part of the test, you will listen to a recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

You are going to listen to some information about sand dune formation. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.



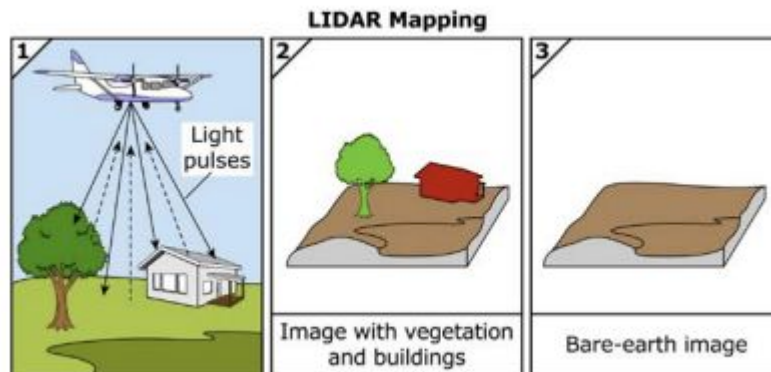
When the presentation ends, you will summarize the information you heard. You will

- explain sand dune formation,
- include all the parts of a sand dune, and
- use relevant details and clear language.

9th-12th Grade- Speaking

Say: In this part of the test, you will listen to a recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

You are going to listen to some information about a device that uses light pulses to create topographic maps, that is, images of the surface of an area. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.



When the presentation ends, you will summarize the information you heard. You will

- explain how a LIDAR device works,
- describe how LIDAR is used to create topographic maps, and
- use relevant details and clear language.

9th-12th Grade- Speaking

Say: **Look at the picture. I am going to ask you some questions about it.**

Point to the student writing.

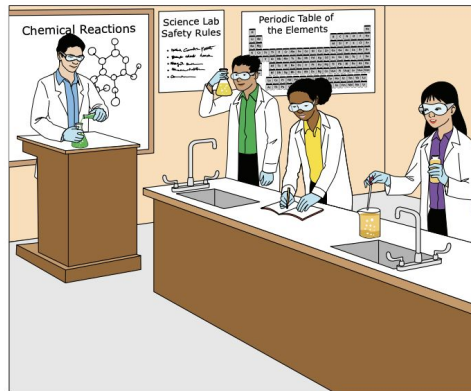
Say: **What is the student doing?**

Point to the student holding the beaker.

Say: **What is the student holding?**

Point to the man behind the lectern.

Say: **What is the teacher doing?**



When the presentation ends, you will summarize the information you heard. You will

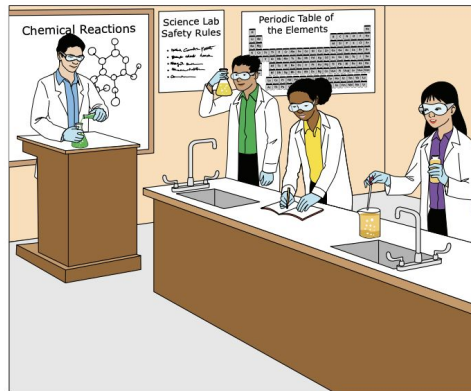
- explain how a LIDAR device works,
- describe how LIDAR is used to create topographic maps, and
- use relevant details and clear language.

9th-12th Grade- Speaking

Say: What kind of room is this? How do you know?

Say: Describe the area where the students are standing.

Say: Describe what the students in the picture are wearing.



When the presentation ends, you will summarize the information you heard. You will

- explain how a LIDAR device works,
- describe how LIDAR is used to create topographic maps, and
- use relevant details and clear language.

9th-12th Grade- Speaking

Say: Now let's practice a different kind of question. I am going to ask you for your opinion. There are no pictures.

Your local library has money to make one improvement. The library is deciding between purchasing some technology or creating an outside study area. Which one do you think would be a better option for your library?

Justify your choice by giving relevant reasons to support your opinion.

9th-12th Grade- Speaking

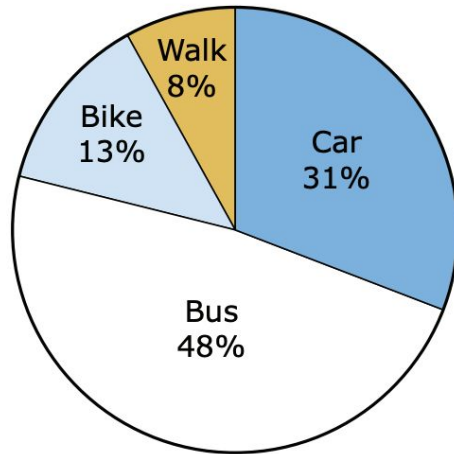
Say: Now let's practice a different kind of question. I am going to ask you for your opinion. There are no pictures.

I am going to ask you to talk about a pie chart. Look at the pie chart.

Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students. Take some time to read the pie chart to yourself. Let me know when you are ready for me to ask you a question.

What does the pie chart show about how students travel to school? Include details from the pie chart in your answer.

How Alvarez Middle School Students Travel to School



Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

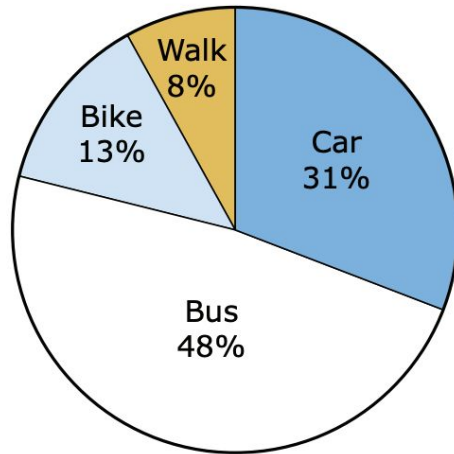
9th-12th Grade- Speaking

Say: Look at the pie chart again. Is the following claim supported or not supported based on the information in the pie chart?

Claim: More students walk to school than ride a bike.

Give details from the pie chart to support your answer.

How Alvarez Middle School Students Travel to School



Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

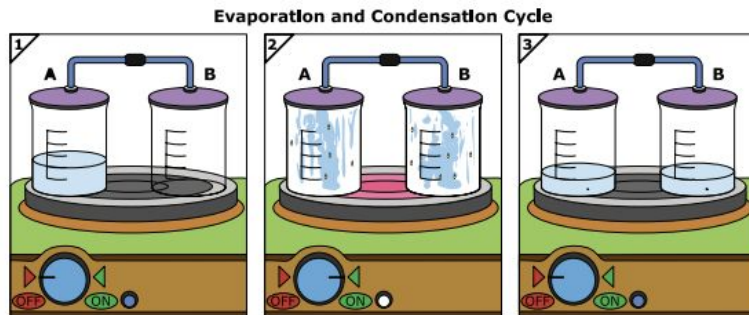
9th-12th Grade- Speaking

Say: In this part of the test, you will listen to a recorded presentation.

You are going to listen to some information about evaporation and condensation. You will hear the information only once. As you listen, look at the pictures that are on your screen. You may take notes on your scratch paper as you listen.

When the presentation ends, you will summarize the information you heard. You will

- explain evaporation and condensation,
- include all the steps in the demonstration, and
- use relevant details and clear language.



9th-12th Grade- Reading

Glaciers are slow-moving masses of snow and ice. They form over thousands of years in areas where more snow accumulates than melts. Glaciers can be the size of a football field or much larger, like the size of a town. However, even though glaciers are very large, they do not stand still. Rather the weight of the ice causes them to slowly move. They can retreat in warmer years and advance in years with more snowfall. The slow movement of glaciers down mountains creates different landforms, such as glacial valleys. Glaciers cover ten percent of Earth's surface and hold 75 percent of its fresh water. They can be found on every continent except Australia.

What is the author's purpose in writing the text?

To persuade the reader that glaciers should be protected

To warn the reader that glaciers are advancing

To teach the readers about a special type of glacier

To inform the reader about characteristics of glaciers

9th-12th Grade- Reading

Glaciers are slow-moving masses of snow and ice. They form over thousands of years in areas where more snow accumulates than melts. Glaciers can be the size of a football field or much larger, like the size of a town. However, even though glaciers are very large, they do not stand still. Rather the weight of the ice causes them to slowly move. They can retreat in warmer years and advance in years with more snowfall. The slow movement of glaciers down mountains creates different landforms, such as glacial valleys. Glaciers cover ten percent of Earth's surface and hold 75 percent of its fresh water. They can be found on every continent except Australia.

What does the word accumulates MOST LIKELY mean in the text?

Glaciers are slow-moving masses of snow and ice. They form over thousands of years in areas where more snow accumulates than melts.

blows

slides

piles up

changes form

9th-12th Grade- Reading

Glaciers are slow-moving masses of snow and ice. They form over thousands of years in areas where more snow accumulates than melts. Glaciers can be the size of a football field or much larger, like the size of a town. However, even though glaciers are very large, they do not stand still. Rather the weight of the ice causes them to slowly move. They can retreat in warmer years and advance in years with more snowfall. The slow movement of glaciers down mountains creates different landforms, such as glacial valleys. Glaciers cover ten percent of Earth's surface and hold 75 percent of its fresh water. They can be found on every continent except Australia.

Why does the author mention "a football field"?

to illustrate the shape of some glaciers

to show how big glaciers can be

to connect glaciers to outdoor sports

to explain where glaciers are usually found

9th-12th Grade- Reading

What would happen if you threw an apple out of an apple? It would fall toward the ground, of course. The force of gravity causes the objects to fall toward the Earth and increase their speed as they continue to fall. However, when objects fall, there is another force at work besides gravity. This forces, called drag, occurs when tiny air particles push up against a falling object, reducing the overall downward force on the object.

The process happens gradually. After all, the air particles are much smaller than the typical falling object, like the apple in the preceding example. But after a while, the force of drag becomes so strong that it becomes equal to the force of gravity. At this point, the falling object stops increasing its speed. Instead, it continues to fall at the same speed until it reaches the ground.

This final speed is known as an object's' terminal velocity or terminal speed. "Terminal" means end. So, simply put, falling objects have an "end speed." Once they reach it, they will fall at a constant rate until they hit the ground.

9th-12th Grade- Reading

What phrase could best replace the word besides in paragraph 1?

next to

across from

in addition to

on the side of

9th-12th Grade- Reading

What produces the force of drag?

small air particles

the weight of the air

the speed of the wind

water droplets in the air

9th-12th Grade- Reading

According to the text, when does an object reach its terminal velocity?

when it fall faster than the force of drag

when it has been falling for sixty seconds

when gravity causes it to increase its speed

when the force of drag equals the force of gravity

9th-12th Grade- Reading

A student has written an essay. The essay may include errors. Read the essay, then answer the questions.

1 Why is it that when it comes time for budget cuts, the arts are often the first on the chopping block, even though research suggest that art is important to a well-rounded education? As our world gets more complex, we become more isolated. Today, art is more important than ever. It is just as important as math and science, as it expands our minds, improves our thinking, and has positive effect on academic, social, and personal development.

2 Art has the power to inspire us and make us think in creative ways. One of my favorite memories of my early school years is of sitting with my art class on a grassy hill outside the gymnasium, painting a picture of the trees. They grew straight and tall, and they extended along the horizon like buildings in a city skyline. I remember how proud I felt when my teacher told me my tree painting was “brilliant.” Similarly, I auditioned for and got a singing part in the school play, and when I stood on stage and launched into my full-throated song, the applause of the audience was music to my ears.

3 Art education improves our school experience. One recent study concluded that students who had taken art classes in school and had exposure to art were not only happier and more confident, but they also got better grades. These students were involved in more extracurricular activities. They were more likely to stay in high school, go to college, and land jobs after finishing school. According to the study, the reason for this is that art education stimulates creativity and critical thinking skills. In other words, it helps people to think outside the box. It teaches people how to work together too. These are important skills to have in today’s workforce.

9th-12th Grade- Reading

A student has written an essay. The essay may include errors. Read the essay, then answer the questions.

4 People who oppose art education claim that it drains resources that could be used to support “practical” fields of study, such as math and science. They want to cut funding for the arts, and often they do. This results in reduced opportunities to participate in art. Yet recent studies support the conclusion that when students have access to the arts, they tend to get better grades and have fewer discipline problems.

5 We owe it to all students to provide them an education in the arts. Citizens should be well-rounded and informed, and in my opinion, being informed about the arts is just as important as being informed about the sciences. Painting, music, dance, and other arts are part of our history and culture. They make us who we are. They help us see that we’re all alike because they reflect human ideas and emotions.

What is the purpose of the student essay?

to help readers achieve educational success

to inform readers about the benefits of studying math and science

to encourage readers to vote for proposals to raise funding for schools

to persuade readers that education in the arts is important

9th-12th Grade- Reading

Why does the author describe childhood memories in paragraph 2?

2 Art has the power to inspire us and make us think in creative ways. One of my favorite memories of my early school years is of sitting with my art class on a grassy hill outside the gymnasium, painting a picture of the trees. They grew straight and tall, and they extended along the horizon like buildings in a city skyline. I remember how proud I felt when my teacher told me my tree painting was “brilliant.” Similarly, I auditioned for and got a singing part in the school play, and when I stood on stage and launched into my full-throated song, the applause of the audience was music to my ears.

to stress the importance of emotional development

to show how education is different that it once was

to show how art promotes happiness and confidence

to stress the value of experiences out in nature

9th-12th Grade- Reading

What does the use of words “full-throated” suggest about the student writer’s singing in paragraph 2?

Similarly, I auditioned for and got a singing part in the school play, and when I stood on stage and launched into my full-throated song, the applause of the audience was music to my ears.

It sounded professional.

It was in tune with the musicians.

It was loud and confident.

It was difficult to hit the high notes.

9th-12th Grade- Reading

How does the author MAINLY develop the ideas in paragraph 3?

3 Art education improves our school experience. One recent study concluded that students who had taken art classes in school and had exposure to art were not only happier and more confident, but they also got better grades. These students were involved in more extracurricular activities. They were more likely to stay in high school, go to college, and land jobs after finishing school. According to the study, the reason for this is that art education stimulates creativity and critical thinking skills. In other words, it helps people to think outside the box. It teaches people how to work together too. These are important skills to have in today's workforce.

by drawing an analogy

by addressing counterclaims

by including specific examples

by providing conclusions from research

9th-12th Grade- Reading

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by drawing an analogy

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by including specific examples

by providing conclusions from research

9th-12th Grade- Reading

Read this sentence from paragraph 3.

One recent study concluded that students who had taken art classes in school and had exposure to art were not only happier and more confident, but they also got better grades.

To condense the ideas in this sentence, which phrase should be deleted?

One recent study concluded that

and had exposure to art

not only happier

and more confident

9th-12th Grade- Reading

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To condense the ideas in this sentence, which phrase should be deleted?

One recent study concluded that

and had exposure to art

not only happier

and more confident

9th-12th Grade- Reading

Read this sentence from paragraph 3.

These students were involved in more extracurricular activities. They were more likely to stay in high school, go to college, and land jobs after finishing school.

Which phrase could BEST be added to the beginning of the second sentence to connect the ideas?

In addition

For example

In a short time

For another reason

9th-12th Grade- Reading

Which word is closest in meaning to the phrase outside the box in paragraph 3?

3 Art education improves our school experience. One recent study concluded that students who had taken art classes in school and had exposure to art were not only happier and more confident, but they also got better grades. These students were involved in more extracurricular activities. They were more likely to stay in high school, go to college, and land jobs after finishing school. According to the study, the reason for this is that art education stimulates creativity and critical thinking skills. In other words, it helps people to think outside the box. It teaches people how to work together too. These are important skills to have in today's workforce.

logically

creatively

cooperatively

practically

9th-12th Grade- Reading

What idea is implied by the first sentence in paragraph 5

We owe it to all students to provide them an education in the arts.
logically

We should increase opportunities for students to study the arts.

We should spend more money on the arts than on other subjects.

More of us should pursue careers in arts the arts.

More of us should become teachers.

9th-12th Grade- Reading

Read the story, then answer the questions.

1 As Maria slowly walked toward her new high school, her mind was a whirlwind of thoughts. She envisioned herself at her old school with her old friends chatting about whatever the random topic of the moment was. This made it easier for Maria. At least she could act as though everything was normal.

2 Acting had long been an interest of Maria's. She had been involved in musical theater since second grade, and in the last three shows she had managed to land the lead female roles. She was starting to get used to being in the spotlight.

3 Maria's day passed by in a flurry of new names, faces, procedures, and expectations. As the end of the day neared, she looked forwards to her first meeting with the after-school drama club. When the last bell rang, she raced to her locker, took a quick peek at her hand (where she had written down the numbers of her locker combination), grabbed her belongings, and flew to the auditorium. It would normally be a three-minute walk; Maria seemed to get there in three seconds.

4 Only moments into the club meeting, Maria could tell that Ms. Crabtree, the drama advisor, was an excellent director. She understood motivation, instinct, and emotional recall, and she wasn't stuffy at all- a refreshing breath of air compared to Maria's previous advisor, Mr. Brown. Ms. Crabtree recognized Maria's talent right away, and she encouraged her to audition for a role in the spring musical, *Finally Time*.

9th-12th Grade- Reading

Read the story, then answer the questions.

5 "*Finally Time?* Maria inquired. I've never heard of it."

6 "That's because it's an original. I wrote it!" Ms. Crabtree added, "I think you have a rea shot at being Emily, the lead." Maria was elated.

7 As the first week at her new school went by, she met other students with similar interests as her own, and she started to feel more at ease. However, she still felt like she was missing something.

8 The following Monday, a girl named Megan Thorsby enrolled at Maria's school. The girls attended many of the same classes, and their lockers were right next to each other.

9 At the end of the day, Maria- in her usual fashion- hastily scrounged belongings from her locker. She hurriedly introduced herself to Megan, then she blurted, "Gotta run! It's time for drama club."

10 Megan, who was reading something from the palm of one hand while opening her locker with the other, looked up and responded, "Hey, me too!"

11 Maria spun around. "Whaaatt?"

12 "Yup, it's literally my favorite thing in the entire world."

9th-12th Grade- Reading

Read the story, then answer the questions.

13 “Same!” cried Maria. “C’mon, I’ll show you where to go.” As they made their way to drama club, the girls chatted about their previous schools, the plays they’d been in, and the lives they’d left behind.

14 As the weeks passed, they traded acting notes, brainstormed ideas, and shared dreams. They were delighted to have found each other- kindred spirits connected by their parents’ decisions to move to a new town.

15 With auditions for *Finally Time* fast approaching, Maria asked, “Hey, what role are you trying out for?”

16 “I’m really hoping to be Emily,” Megan responded.

17 Maria’s heart sank. “Oh, me too.”

18 The girls looked at each other and simultaneously said, “I’ll drop out.” They both laughed.

19 “Look,” Megan said after a moment, “it’s just a role in a high school play.”

20 “Right, it’s not life or death,” responded Maria.

21 But both girls were still bummed.

9th-12th Grade- Reading

22 Maria smiled. "You know what? Why don't we prepare together, and may the best M win."

23 "Huh?" Megan replied, eyebrow raised.

24 "Both our names start with M!" Maria explained.

25 The girls laughed, realizing that no character they could pretend to be was more important than the friendship they shared in real life.

Which word in paragraph 1 suggest that Maria's situation is unsettled?

1 As Maria slowly walked toward her new high school, her mind was a whirlwind of thoughts. She envisioned herself at her old school with her old friends chatting about whatever the random topic of the moment was. This made it easier for Maria. At least she could act as though everything was normal.

slowly
whirlwind
random
normal

9th-12th Grade- Reading

What is the function of the second sentence in paragraph 2?

2 She had been involved in musical theater since second grade, and in the last three shows she had managed to land the lead female roles.

to expand on an idea mentioned in the previous sentence

to clarify a point from the previous paragraph

to introduce a comparison of Maria's strengths and weaknesses

to give an example of a new activity that interests Maria

9th-12th Grade- Reading

At the end of paragraph 3, why does the author write, “Maria seemed to get there in three seconds”?

As the end of the day neared, she looked forwards to her first meeting with the after-school drama club. When the last bell rang, she raced to her locker, took a quick peek at her hand (where she had written down the numbers of her locker combination), grabbed her belongings, and flew to the auditorium. It would normally be a three-minute walk; Maria seemed to get there in three seconds.

to show that Marai knew her way around the school

to point out that Maria was running late

to help explain why Maria was temporarily distracted

to help illustrate how excited Maria was

9th-12th Grade- Reading

First read the dictionary entry. Then use the dictionary entry to answer the question.

miss v. **1.** to fail to hit or catch something **2.** to fail to be present for **3.** to lack or be without **4.** to feel or notice the absence of

Which definition best fits the meaning of missing as it is used in paragraph 7?

As the first week at her new school went by, she met other students with similar interests as her own, and she started to feel more at ease. However, she still felt like she was missing something.

- to fail to hit or catch something
- to fail to be present for
- to lack or be without
- to feel or notice the absence of

9th-12th Grade- Reading

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9th-12th Grade- Reading

What is the main theme or the story?

ways that people who are different from one another can get along

pursuing a dream no matter what obstacles arise

the value of close friendship

escaping the pressures of everyday life

9th-12th Grade- Reading

Andrew Carnegie



Read the text, then answer the questions.

1 In the 1800s a man named Andrew Carnegie helped build the United States steel industry, making him the wealthiest person of his time. His beginnings, though, were much humbler.

2 Born in Scotland in 1835, Carnegie was the son of a weaver. Twelve years later, his father was out of work when his profession became obsolete due to the invention of machines that could do what had previously been done by hand. "I began to learn what poverty meant," Carnegie later wrote. "And then and there came the resolve that I would cure that when I became a man." The financial successes he would ultimately achieve in his career fully supported this claim.

3 In 1848, at age 13, Carnegie moved with his family to Pittsburgh, Pennsylvania, in the United States, hopeful that they opportunities of a new land would bring the financial stability they had been unable to secure in Scotland.

9th-12th Grade- Reading

Andrew Carnegie



Read the text, then answer the questions.

4 Soon after, Carnegie got a job as a messenger boy for the city's telegraph office. He frequently had to deliver messages to the theater; he saved those deliveries for the evening so that he could then stay and watch the plays by Shakespeare and other great playwrights. When he was not working, Carnegie enjoyed spending much of his free time at a small local library.

5 In 1853 Carnegie took a job as the personal assistant to the superintendent of the Pennsylvania Railroad's western division. Always enthusiastic to accept new challenges, Carnegie eventually became superintendent himself. Throughout the 1860s, Carnegie continued to accumulate wealth.

6 In 1868, at age 33, Carnegie wrote a letter to himself, in which he vowed to retire from business two years later and live on a fixed income. He would give the rest of his money to humanitarian causes and spend most of his time "receiving instruction" and "reading systematically" he wrote.

9th-12th Grade- Reading

Andrew Carnegie



Read the text, then answer the questions.

7 While Carnegie's intentions may have been pure, his actions did little to support those intentions. Just a few years later in 1872, as the railroad industry was thriving, Carnegies realized that steel railroad tracks were the future. He decided to invest heavily in steel after learning about a new process that made it easier, faster, and cheaper to convert from iron. Carnegie opened his first steel plant in 1875, and his business expanded over the remainder of the century. In this period, Carnegie ingenious built the Carnegie Steel empire.

8 in 1901 Carnegie decided that he would rather spend more time with his wife and daughter, and he sold his entire steel empire to wealthy financier J.P. Morgan for \$480 million. This transaction made Carnegie the richest man in the world at the time.

9 Carnegie was known for saying "The man who dies rich dies disgraced." After his retirement, he used his wealth for a variety of benevolent purposes, such as funding libraries and museums, establishing colleges and schools, and creating a teachers' pension fund. By 1911 he had given away 90 percent of his fortune. Carnegie died in 1919 at age 83.

9th-12th Grade- Reading

Andrew Carnegie



Read the text, then answer the questions.

What is the purpose of the text?

To criticize Andrew Carnegie for not giving away enough of his wealth

to explain how Andrew Carnegie became a successful businessperson

to explore the challenges Andrew Carnegie faced in his career

to describe how Andrew Carnegie used steel to build railroads

9th-12th Grade- Reading

Andrew Carnegie



Read the text, then answer the questions.

Paragraph 1 describes Carnegie's beginnings as humble. Which idea in Paragraph 2 makes the connection to Carnegie's humble beginnings?

Carnegie was born in Scotland

Carnegie was born in 1835

Machines could do what had previously been done by hand

Carnegie began to learn what poverty meant

9th-12th Grade- Reading

Andrew Carnegie



Read the text, then answer the questions.

First read the dictionary entry. Then use the dictionary entry to answer the question.

cure v. **1.** to make healthy again after an illness **2.** to stop by use of medical treatment **3.** to provide a solution for **4.** to change something through a chemical process

Which definition BEST fits the meaning of cure as it is used in paragraph 2?

"I began to learn what poverty meant," Carnegie later wrote. "And then and there came the resolve that I would cure that when I became a man."

to make healthy again after an illness
to stop by the use of medical treatment
to provide a solution for
to change something through a chemical process

9th-12th Grade- Reading

Andrew Carnegie



Read the text, then answer the questions.

In 1868 why did Carnegie write a letter?

to seek an instructor who could teach him to read systematically

to try to get a job as superintendent for the Pennsylvania Railroad

to encourage himself to retire early

to find out what humanitarian causes he should donate his money to

9th-12th Grade- Reading

Andrew Carnegie



Read the text, then answer the questions.

Which idea from paragraph 7 BEST reflects the paragraph's main idea?

While Carnegie's intentions may have been pure, his actions did little to support those intentions. Just a few years later in 1872, as the railroad industry was thriving, Carnegies realized that steel railroad tracks were the future. He decided to invest heavily in steel after learning about a new process that made it easier, faster, and cheaper to convert from iron. Carnegie opened his first steel plant in 1875, and his business expanded over the remainder of the century. In this period, Carnegie ingenious built the Carnegie Steel empire.

Carnegie realized that steel railroad tracks were the future.

Carnegie learned about a new process that made it cheaper to convert iron to steel.

Carnegie opened his first steel plant in 1875.

Carnegie began building his empire through the steel industry.

9th-12th Grade- Reading

Andrew Carnegie



Read the text, then answer the questions.

Why does the author MOST LIKELY quote Carnegie as saying, “The man who dies rich dies disgraced” in paragraph 9?

Carnegie was known for saying “The man who dies rich dies disgraced.” After his retirement, he used his wealth for a variety of benevolent purposes, such as funding libraries and museums, establishing colleges and schools, and creating a teachers’ pension fund. By 1911 he had given away 90 percent of his fortune.

to emphasize the highly profitable sale of Carnegie’s steel empire

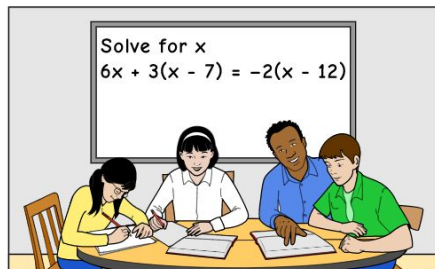
to identify the motivation for Carnegie’s charitable donations

to criticize Carnegie for putting money before his family

to point out that Carnegie died the richest man in the world

9th-12th Grade Writing

Imagine that you and a partner are going to describe a picture. Your partner has started writing a paragraph about the picture. The paragraph may contain errors. Read your partner's paragraph and then follow the directions for answering the two questions.



The students are in a group. The teacher is explaining at one student what to solve a problem. Two other students are working together. They are doing calculations to find an answer.

Read the following sentence from your partner's paragraph. The sentence has TWO errors. In the box, rewrite the sentence correctly.

The teacher is explaining at one student what to solve a problem.

In the box, write a new sentence to describe what the students might do next.

9th-12th Grade Writing

In the following box, you are going to write a paragraph in English about your personal experience.

Think about a time when you tried a new activity for the first time. Describe the activity. Where were you? What did you do?

- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

9th-12th Grade Writing

Imagine that you are working on a group project about an important person. Some members of your group have created a graphic organizer of this person's life. Use the information in the graphic organizer to answer the two questions.

Time Line of Important Events in the Life of Mikhail Volkov

- 1903: Born in Russia
- 1912: Moved to New York
- 1926: Finished school
- 1927: Visited friends in California
- 1928: Became a teacher
- 1946: Inspired by his trip to California, wrote his first book,
Mystery at Lake Tahoe
- 1948: Wrote his second book, *Mystery in the California Desert*
- 1950: Moved to California
- 1952: Directed movie version of his first book

In the following box, write one sentence explaining what Mikhail did before he became a teacher. Use at least two details from the graphic organizer.

9th-12th Grade Writing

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- 1948: Wrote his second book, *Mystery in the California Desert*
- 1950: Moved to California
- 1952: Directed movie version of his first book

One of your group members, Anna, does not understand why Mikhail moved to California. Using the information in the graphic organizer, explain to Anna how the events in Mikhail's life led him to move to California. Make sure you write a paragraph of at least three sentences in the following box.

9th-12th Grade Writing

In the following box, you are going to write at least two paragraphs in English about an important issue.

Your school board is considering adding an extra break in the fall of the school year. While this would give students a two-week break during October, students would then need to go to school an extra two weeks at the end of the year.

What do you think about having a fall break? Write a persuasive essay in support of your position to give to your principal. Make sure you write at least two paragraphs and include your position and supporting reasons.

- Think about what you will write before you begin writing.
- State your opinion clearly and give two or more reasons to support your opinion.
- The paragraphs should include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

9th-12th Grade Writing

Imagine that you and a partner are going to describe a picture. Your partner has started writing a paragraph about the picture. The paragraph may contain errors. Read your partner's paragraph and then follow the directions for answering the two questions.



The students are building. They will finishes the project today on class. They are using wooden sticks. They are making a model bridge.

Read the following sentence from your partner's paragraph. The sentence has TWO errors. In the box, rewrite the sentence correctly.

They will finishes the project today on class.

9th-12th Grade Writing

Imagine that you and a partner are going to describe a picture. Your partner has started writing a paragraph about the picture. The paragraph may contain errors. Read your partner's paragraph and then follow the directions for answering the two questions.



In the box, write a new sentence to describe what the students might do next.

The students are building. They will finishes the project today on class. They are using wooden sticks. They are making a model bridge.

9th-12th Grade Writing

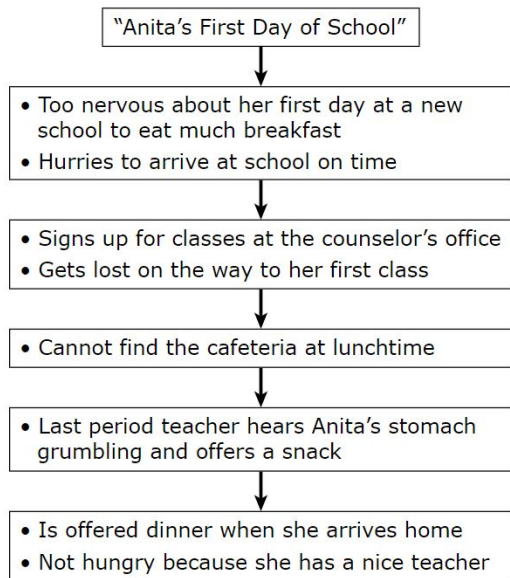
In the following box, you are going to write a paragraph in English about your personal experience.

Think about a time when you worked on a challenging project. What was the project? Were you working on the problem alone, or with others? What challenges did you overcome?

- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

9th-12th Grade Writing

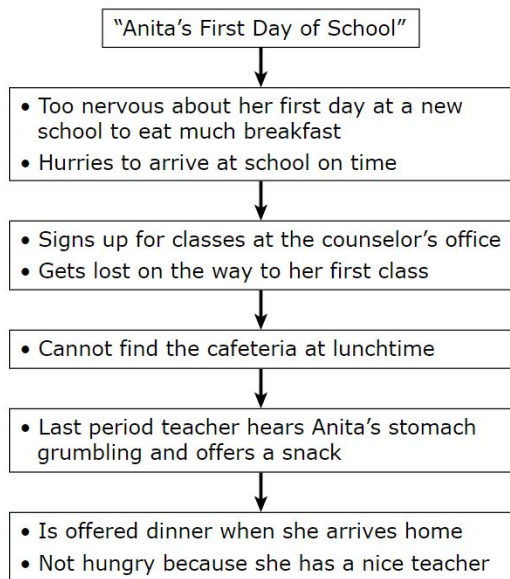
Imagine that you are working on a group project about a story you read for class called "Anita's First Day of School." Some members of your group have created a graphic organizer of what happens in the story. Use the information in the graphic organizer to answer the two questions.



In the following box, write one sentence explaining why Anita's stomach was grumbling in her last period class. Use at least two details from the graphic organizer.

9th-12th Grade Writing

Imagine that you are working on a group project about a story you read for class called "Anita's First Day of School." Some members of your group have created a graphic organizer of what happens in the story. Use the information in the graphic organizer to answer the two questions.



One of your group members, Eric, does not understand why Anita was not hungry when she got home. Using the information in the graphic organizer, explain to Eric why Anita was not hungry. Make sure you write a paragraph of at least three sentences in the following box.

9th-12th Grade Writing

In the following box, you are going to write at least two paragraphs in English about an important issue.

Your school is considering starting an internship program with different local businesses. Students would spend time in class learning about the field of work and then would spend some time working in an actual business. Students would receive elective credit for this program.

Do you think that an internship program should be offered in your school? Write a persuasive essay in support of your position to give to your principal. Make sure you write at least two paragraphs and include your position and supporting reasons.

- Think about what you will write before you begin writing.
- State your opinion clearly and give two or more reasons to support your opinion.
- The paragraphs should include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.