Disclaimer: Translated prompts are provided to help parents understand and use the practice materials. **All ELPAC-style practice should be conducted in English.**

Writing

Introduction

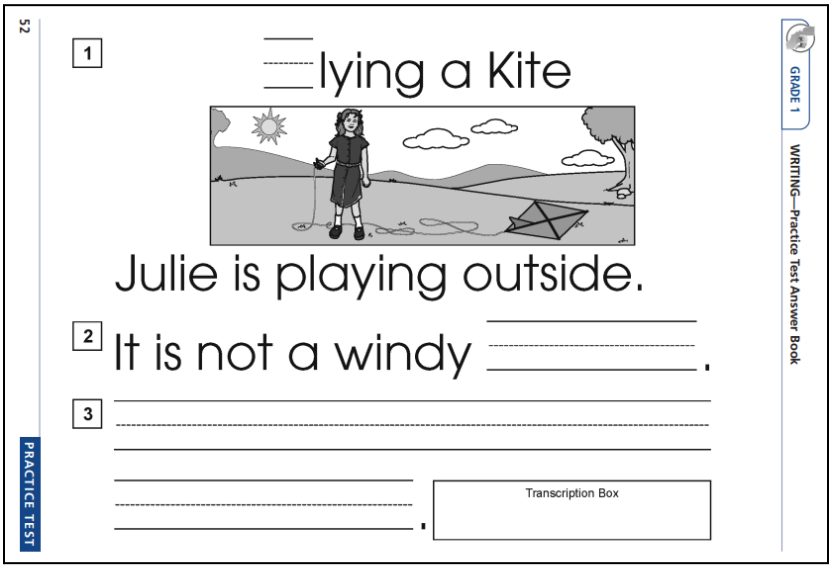
What do the four types of writing questions look like?

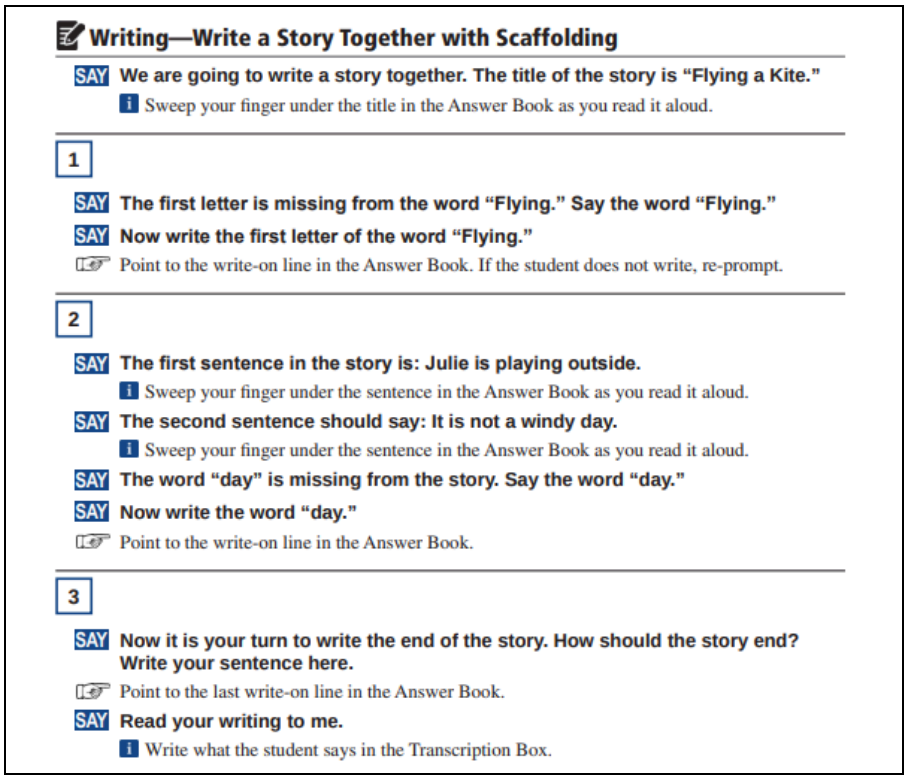
1. **Write a Story Together with Scaffolding**
    - The student collaborates with the test examiner to jointly compose a short literary text.
2. **Write an Informational Text Together**
    - The student listens to a short informational passage and then collaborates with the test examiner to jointly compose a text about the passage.
3. **Describe a Picture**
    - The student looks at a picture and writes a brief description about what is happening.
4. **Write About an Experience**
    - The student is provided with a common topic, such as a memorable classroom activity or event, and is prompted to write about the topic.

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1. Write a Story Together with Scaffolding

ELPAC Example Question:





Writing—Write a Story Together with Scaffolding

SAY **We are going to write a story together. The title of the story is "Flying a Kite."**

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

1

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

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

☞ Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

2

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

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

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

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

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

SAY **Now write the word "day."**

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

3

SAY **Now it is your turn to write the end of the story. How should the story end? Write your sentence here.**

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

SAY **Read your writing to me.**

ℹ Write what the student says in the Transcription Box.

Create your own "write a story together with scaffolding" questions:

1. **Write a short story** with a title and **2–3 beginning sentences** about a familiar first-grade topic, such as school, the park, a pet, or a family activity.
2. **Leave out one letter or one word** in the title or story for your child to complete. For example:
    - *The first letter is missing from the word **Flying**. Say the word "Flying." Now write the first letter.*
    - *The word **day** is missing from the sentence. Say the word "day." Now write the word "day."*
3. **Read the title and beginning of the story aloud together**, pointing to each word as you read.
4. **Ask your child to finish the story.** Say something like:
    - *"Now it's your turn to write the end of the story. How should the story end?"*
5. **Have your child read their writing aloud** after they finish.

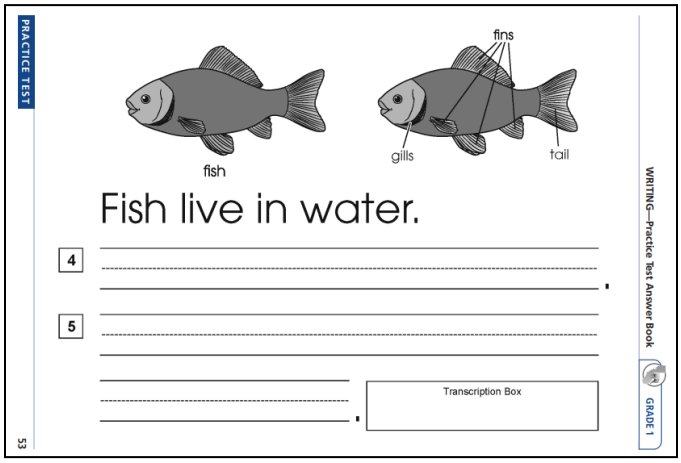
Tip: The goal is to write a logical ending using a complete sentence. Encourage your child to add details, but don't worry about perfect spelling or punctuation.

Work towards minimal assistance on helping your child complete the question, so they don't rely too heavily on your helping presence.

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2. Write an Informational Text Together

ELPAC Example Question:



Writing—Write an Informational Text Together

4

SAY **Now I am going to tell you some information about fish. Listen carefully. Then we will write about what we have learned.**

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

SAY **Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.**

SAY **Let's write about what we learned.**

Sweep your finger under the sentence as you read.

SAY **The first sentence is: Fish live in water.**

SAY **I have a sentence to add. I will say the sentence and you will write the sentence here.**

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

SAY **They use fins to swim.**

Repeat the sentence as necessary.

Pause for the student to write.

SAY **Let's read what we have written so far.**

Sweep your finger under the sentences as you read.

SAY **Fish live in water. They use fins to swim.**

5

SAY **Now it is your turn to add a sentence. Listen while I re-read the information. Listen carefully so you can write your own sentence here.**

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

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

SAY **Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.**

When you are finished reading, point to the write-on line.

SAY **Now, write your sentence here. You can use the words and the pictures to help you write your sentence.**

Pause for the student to write.

SAY **Do you want to make any changes to your sentence?**

Pause for the student to make any revisions. If the student does not have any revisions or when student completes revisions,

SAY **Read your writing to me.**

Write what the student says in the Transcription Box.

Create your own “write an informational text together” questions:

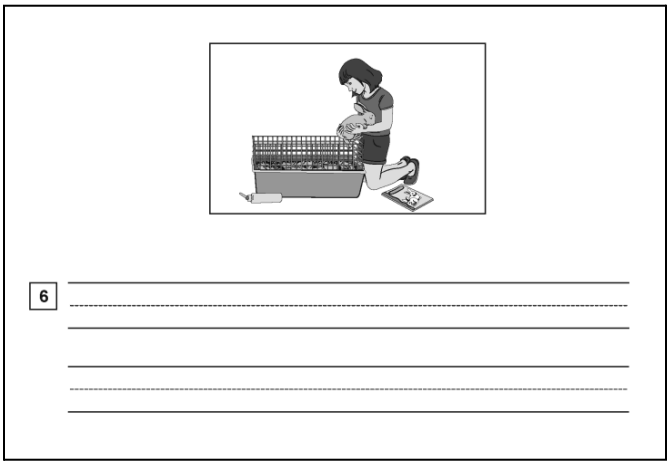
1. **Choose a simple informational topic** such as animals, weather, plants, community helpers, or healthy habits. Find or write a short passage (5–8 sentences) and, if possible, use **1-2 pictures** to support the information.
2. **Read the passage aloud** while pointing to the pictures. Ask your child to listen carefully because they will write about what they learned.
3. **Write the first sentence together.** Provide a simple topic sentence, such as *"Fish live in water."* Then dictate a second sentence for your child to write, such as *"They use fins to swim."* Repeat the sentence if needed.
4. **Read the writing together.** Read both sentences aloud so your child hears how the informational paragraph is developing.
5. **Read the informational passage again.** Then ask your child to write **one new sentence** using a different fact from the passage.
6. **Review the writing together.** Ask, *"Do you want to make any changes?"* Then have your child read all of their writing aloud.

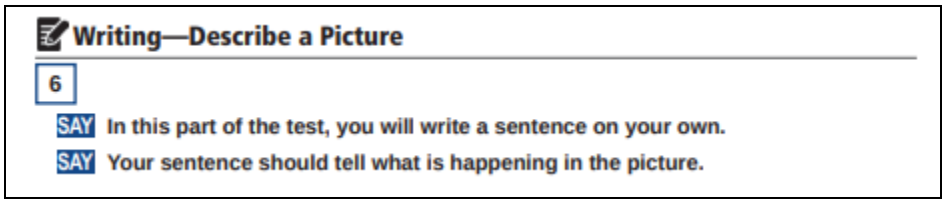
Tip: The goal is to write about facts from the passage. Encourage your child to use information they heard rather than making up new information.

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3. Describe a Picture

ELPAC Example Question:





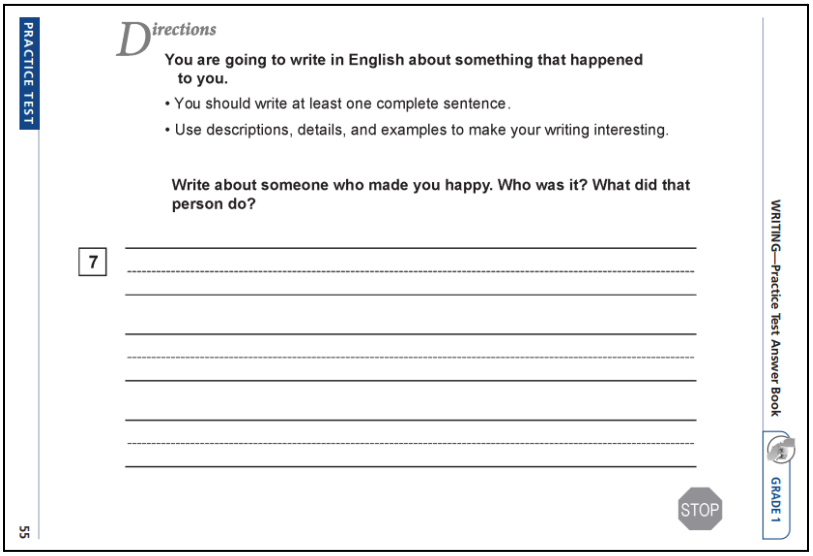
Create your own “describe a picture” questions:

1. **Choose a detailed picture** showing people, animals, or events.
2. **Ask your child to look carefully** and notice who, what, where, and what is happening.
3. **Have your child write 1-2 sentences** describing the picture using complete sentences and details they observe.

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4. Write About an Experience

ELPAC Example Question:


PRACTICE TEST

Directions

You are going to write in English about something that happened to you.

- You should write at least one complete sentence.
- Use descriptions, details, and examples to make your writing interesting.

Write about someone who made you happy. Who was it? What did that person do?

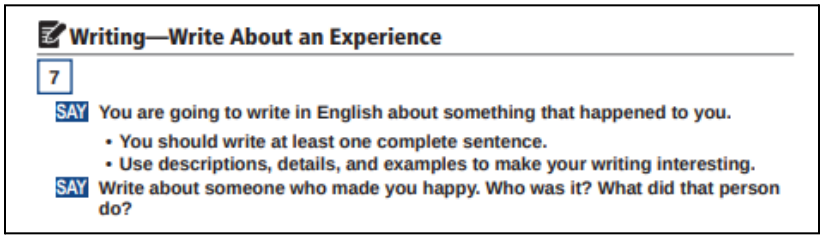
7

STOP

55

WRITING—Practice Test Answer Book

GRADE 1


Writing—Write About an Experience

7

SAY You are going to write in English about something that happened to you.

- You should write at least one complete sentence.
- Use descriptions, details, and examples to make your writing interesting.

SAY Write about someone who made you happy. Who was it? What did that person do?

Create your own “write about an experience” questions:

1. **Choose a familiar topic** your child has experienced, such as a field trip, classroom activity, birthday, family celebration, emotion or favorite memory.

2. **Prompt your child to brainstorm before writing. Briefly discuss ideas, but with more practice slowly work away from this so they do it on their own.** Ask questions such as:
    - *What happened first? What happened next?*
    - *How did you feel? Why did you feel that way?*
3. **Have your child write 4–6 sentences** describing the experience in order with a beginning, middle, and end.

Copy and Paste prompt for AI assisted practice questions:

AI Safety Reminder: Do not share personal or sensitive information with AI, including full names, home addresses, phone numbers, passwords, account information, or other private details. Use AI practice tools with adult supervision, especially for children.

Chat GPT

Step 1: Paste Entire Prompt Below into AI

I am practicing First Grade ELPAC-style writing with my child. Act as a friendly ELPAC-style writing examiner using ChatGPT's speech function. First ask the parent which practice option they want: Write a Story Together with Scaffolding, Write an Informational Text Together, Describe a Picture, Write About an Experience, or All Sections. After the parent selects a practice option, immediately create the complete printable practice document as a downloadable worksheet file attachment in the chat. The parent should receive a file they can click, open, print, or save before beginning the speech practice. Do not only confirm the selection. Do not begin the speech practice until the worksheet file has been created and provided. Suggested flow: Parent selects Section → ChatGPT creates worksheet file → Parent clicks download → Parent prints or opens the worksheet → Parent starts voice practice.

WORKSHEET FILE CREATION RULE

After the parent selects a practice section, create the complete student worksheet as a downloadable file attachment in the chat. Do not provide the worksheet only as text. The file should be formatted as a printable student workbook that includes the title, student directions, activities, prompts, and clearly marked spaces for student writing. Provide the file first before beginning any AI speech practice. After the parent downloads or opens the worksheet, instruct them to print it or keep it open in another tab, then begin the live speech practice using the worksheet.

AI SPEECH ADMINISTRATION RULES

After the parent is ready, they should start ChatGPT's voice function. During the voice session, act as the ELPAC-style writing administrator. Guide the student through the selected activities one at a time using the printed or open PDF. Read directions, stories, passages, prompts, and picture descriptions aloud. Tell the student where to look on the page, identify where to begin, and give time for writing responses. Support the student through the steps while allowing the student to produce their own writing independently.

WRITING ADMINISTRATION RULES

Follow an ELPAC-style writing format. The AI acts as the administrator while the student writes on their paper. Read all stories, passages, prompts, and picture descriptions aloud. For scaffolded tasks, guide the student step-by-step by reading the text, identifying missing letters or words, asking the student to say and write the missing part, and then asking the student to complete their own writing. Point the student to the correct place to write when needed and give enough time for each response before continuing. The goal is to support the student through the task while allowing the student to produce their own writing independently.

SECTION 1: WRITE A STORY TOGETHER WITH SCAFFOLDING

Create 4–5 activities with a short story title and 2–3 beginning sentences. Include a missing letter or word task where the student completes part of the story, followed by a prompt asking the student to write an ending to the story. After the student finishes, provide an example ending for the parent.

SECTION 2: WRITE AN INFORMATIONAL TEXT TOGETHER

Create 4–5 activities with a short informational passage (5–8 sentences) about a familiar first-grade topic. Guide the student to write one supported factual sentence and then one additional factual sentence independently using information from the passage. Provide an example response for the parent.

SECTION 3: DESCRIBE A PICTURE

Create 4–5 activities with detailed picture descriptions that could be illustrated. Describe the picture aloud and ask the student to write 3–5 sentences describing what is happening. Encourage the student to include people, actions, objects, and details from the picture. Provide an example response for the parent after the student finishes.

SECTION 4: WRITE ABOUT AN EXPERIENCE

Create 4–5 prompts about familiar first-grade experiences such as school, family, holidays, field trips, favorite activities, challenges, or helping others. Ask the student to write 4–6 sentences with a beginning, middle, and end. Provide an example response for the parent after the student finishes.

LIVE CONVERSATION RULES

Use first-grade vocabulary, pacing, and directions. Allow the student time to write independently before moving on. Encourage complete ideas and accept developmentally appropriate spelling. Do not provide example responses until after the student completes the task. Give brief encouragement and guide the student through the process like an ELPAC administrator rather than a tutor.

LANGUAGE USE

Conduct the practice in English and encourage the child to listen, write, and respond in English. Parents may speak to the AI in another language for clarification, but return to English for the student's practice.

WHEN PRACTICE IS COMPLETE

After the planned activities are finished, ask whether the parent would like more practice from another section.

Step 2: Download the document

Step 3: Print the document *or* open it on a separate tab/device

Step 4: Return to the same page on AI with the inputted prompt and select the speaking mode button to begin administering the test

